

JAPANESE SCHOOL OF GUAM CURRICULUM MAP

English Language Development

Grade 2

2021-2022

CAROUSEL & SPECTRUM Curriculum Based Student Learning Outcomes

Language Functions Covered:

By the end of the class, each student will demonstrate proficiency in:

- Naming, identifying and spelling singular/plural occupation vocabulary
- Describing work actions in present progressive tense
- Respond to commands using imperative, prepositions and adverbs
- Describing location using prepositional phrases
- Describing feelings
- Describing how something is done using adverbs
- Naming regular plural clothing vocabulary
- Asking present progressive tense questions about clothing
- Making and responding to requests about clothing
- Describing the location of an item using prepositions
- Describing the kind of clothing using antonyms
- Making and responding to requests with number vocabulary using present tense
- Responding to commands using prepositions and numbers
- Describing when something happened using time references
- Naming regular and irregular plural animal vocabulary
- Describing action using present progressive tense
- Describing animals using color adjectives
- Describing feelings
- Describing using antonyms
- Naming regular and irregular plural animal vocabulary
- Describing action using present progressive tense
- Describing animals using color adjectives
- Describing feelings
- Describing using antonyms
- Naming regular and irregular plural food vocabulary
- Making requests about food
- Asking who, what, and where questions about food using present tense
- Expressing likes and dislikes about food
- Expressing emphasis using exclamations and contractions
- Naming and Spelling regular plural meal vocabulary
- Describing meals using “when” as a preposition

- Describing actions using present continuous tense and contractions
- Comparing and Contrasting food using comparatives and superlatives
- Naming countable and uncountable food items
- Describing scenes in with past tense verbs
- Describing feelings using adjectives
- Organizing and sequencing descriptions to form a story

Phonics/Spellings Focus:

- Vowel diagraphs: “ea”, “ee”, “oa”, “ie”, “ai”
- Long Vowel: with silent e
- Soft c sounds
- Y vowel sounds “-ay” and “-y”
- Soft g sound
- Word endings: “-ed” , “-ing” , “-er”
- R-controlled vowel: “or”, “er, ur, ir”
- Consonant digraph: “sh” “th” “tch”
- Vowel sound: “ou”, “ow”, “ow”, “ew”
- Consonant Digraph: “wh” and “qu”
- R-Controlled vowel: “ar”
- Vowel sounds: “aw”, “au”, “oi”
- Word endings: “ing”, “ang” “ong”, and “ung”
- Vowel sounds: “oo”
- Word ending: “tion”
- Word endings: “-ight”, “-ought”, “-aught”, “gh=f”, “gh=silent”
- Vowel Sounds: “eigh”
- Word Endings: “-all” “-dge”
- R-controlled vowel: “ar=or”
- Vowel Sounds: “ue”
- Sight Words
- <https://www.superteacherworksheets.com/spelling-level-a.html>
- <https://www.superteacherworksheets.com/spelling-level-b.html>

GDOE Grade Level English Language Arts Standards:

Word Analysis, Fluency, and Vocabulary:

- Identify and Explain more advanced concepts about print:
 - Identify words and sentences
 - Recognize that sentences start with capital letters and end with punctuation
 - Identify /use the different types of punctuation
 - Identify the title and author of a reading selection
- Distinguish beginning, middle, and ending sounds of words
- Read and blend sounds to form words
 - Consonant blends
 - Long vowels
 - Vowel digraphs (ow, ew)
 - Consonant digraphs
- Read Grade level Sight Words
- Read with fluency (natural sounding speech)
- Read and understand simple compound words and contractions
- Read and understand root words and inflectional forms (-ed, -ing, -er)
- Classify Categories of Words
- Recognize and use knowledge of spelling patterns when reading
- Decode (sound out) regular words with more than one syllable
- Identify and correctly use regular plural words and irregular plural words
- Use knowledge of individual words to predict the meaning of unknown compound words
- Know the meaning of simple prefixes

Reading Comprehension and Analysis of Nonfiction Texts

- Identify different types of text and use of sequence or logical order
- Respond to Wh- questions and recognize the main point of what is read
- Follow one-step written instructions
- Confirm predictions about what will happen next in a text using key words
- Build background knowledge related to what is read
- Use titles, table of contents, and chapter heading to locate information in text.
- Explain how nonfiction text is different from a story. Tell what might be included in a nonfiction book

Reading Comprehension and Analysis of Literary texts

- Understand what is read by responding to wh- questions
- Describe the plotline of two stories in detail
- Compare the similarities and differences of the plots, settings, and characters of two stories.
- Create a different ending to a story and identify the problem and the impact of the different ending
- Identify the meaning or lesson of a story
- Tell likes and dislikes about a story

Writing Purposes, Processes, and Strategies

- Write brief expository descriptions of a real object, person, place, or event
- Use various organizational strategies to plan for writing
- Write brief expository descriptions of a real object, person, place, or event using sensory details
- Organize ideas before writing
- Write brief fictional texts describing an experience using descriptive words
- Write responses to literature that demonstrate understanding and support statements with evidence from text
- Write a friendly letter complete with the date, salutation, body, closing, and signature
- Self correct punctuation

Language Structure and Conventions

- Write in complete, simple sentences
- Identify and correctly use singular and plural nouns
- Identify and correctly write contractions, possessive nouns, and possessive pronouns
- Correctly use periods and question marks when writing.
- Capitalize the first letter of the first word of a sentence, names of people and the pronoun I
- Print legibly and space letters, words and sentences appropriately
- Distinguish between complete and incomplete sentences
- Identify and correctly write various parts of speech.
- Correctly spell words with short and long vowel sounds, r-controlled vowels, and consonant blend patterns

Listening and Speaking Skills and Strategies

- Ask questions for clarification and understanding
- Give, restate, and follow simple two-step directions
- Stay on topic when speaking
- Retell stories, important life events, or personal experience using basic story grammar

- Use visual aids, such as pictures and objects, to present oral information
- Ask for clarification and explanations of stories and ideas
- Paraphrase information that has been shared orally by others
- Organize presentations to maintain a clear focus
- Speak clearly, with details, and at an appropriate pace for the type of communication

Yearlong 2nd Grade Grouping Map

Skills/Content Addressed Throughout the Year in Every Unit:

| MONTHS | CONTENT: Curriculum Unit(s) | Language Functions/Phonics/Reading and Writing Goals |
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| April | <p>First Week of School – “Getting to Know You” worksheet, Classroom Rules & reading “Clark the Shark”</p> <p>CCSS.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>CCSS.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> | <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming, identifying and spelling singular/plural occupation vocabulary • Describing work actions in present progressive tense • Respond to commands using imperative, prepositions and adverbs • Describing location using prepositional phrases • Describing feelings • Describing how something is done using adverbs <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Alphabet inventory and assessment |
| May | <p>CAROUSEL Unit 3: Living and Working Together</p> <ul style="list-style-type: none"> • Chapter 1: Going to Work <p>Sing, Spell, Read and Write: Raceway Level 1 :</p> <ul style="list-style-type: none"> • Step 4-7 | <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming, identifying and spelling singular/plural occupation vocabulary • Describing work actions in present progressive tense • Respond to commands using imperative, prepositions and adverbs • Describing location using prepositional phrases • Describing feelings • Describing how something is done using adverbs <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • CVC words • Consonant Blends • Short vowels /a/ & /e/ • Plural -s & -es |

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| <p>June-July</p> | <p>CAROUSEL Unit 3: Living and Working Together</p> <ul style="list-style-type: none"> • Chapter 2: Dress for Success <p>Sing, Spell, Read, and Write: Raceway level 1</p> <ul style="list-style-type: none"> • Steps 8-15 | <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming regular plural clothing vocabulary • Asking present progressive tense questions about clothing • Making and responding to requests about clothing • Describing the location of an item using prepositions • Describing the kind of clothing using antonyms <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Short vowels /i/, /o/, /u/ |
| <p>August</p> | <p>CAROUSEL Unit 3: Living and Working Together</p> <ul style="list-style-type: none"> • Chapter 3: Numbers Everywhere <p>Sing, Spell, Read, and Write: Raceway level 1</p> <ul style="list-style-type: none"> • Step 16 | <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Making and responding to requests with number vocabulary using present tense • Responding to commands using prepositions and numbers • Describing when something happened using time references <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Letter clusters: or, sh, ch, er, ir, ur, th, ing, ow, ar, oi, oy, oo, tion |
| <p>September</p> | <p>CAROUSEL Unit 3: Living and Working Together</p> <ul style="list-style-type: none"> • Chapter 3: Numbers Everywhere • Chapter 4: Farm Animals Great and Small <p>Sing, Spell, Read, and Write: Raceway level 1</p> <ul style="list-style-type: none"> • Steps 18-20A | <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Making and responding to requests with number vocabulary using present tense • Responding to commands using prepositions and numbers • Describing when something happened using time references • Naming regular and irregular plural animal vocabulary • Describing action using present progressive tense • Describing animals using color adjectives • Describing feelings • Describing using antonyms <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Long vowel sounds • Frequently used words • Two vowel words |

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| <p>October</p> | <p>CAROUSEL Unit 3: Living and Working Together</p> <ul style="list-style-type: none"> • Chapter 4: Farm Animals Great and Small • Chapter 5: Food—Our Bodies’ Fuel <p>Sing, Spell, Read, and Write: Raceway level 1</p> <ul style="list-style-type: none"> • Steps 20B-21A <p>Poetry Unit - Compare and Contrast Experiences: Reading and Listening to Poetry (Be Glad Your Nose Is On Your Face, Antigonish, Mother Doesn’t Want a Dog)</p> | <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming regular and irregular plural animal vocabulary • Describing action using present progressive tense • Describing animals using color adjectives • Describing feelings • Describing using antonyms • Naming regular and irregular plural food vocabulary • Making requests about food • Asking who, what, and where questions about food using present tense • Expressing likes and dislikes about food • Expressing emphasis using exclamations and contractions <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Silent e words • Number words • Color words • Words with “ay” and “y” |
| <p>November-December</p> | <p>CAROUSEL Unit 3: Living and Working Together</p> <ul style="list-style-type: none"> • Chapter 5: Food—Our Bodies’ Fuel • Chapter 6: Meals—Times to Meet and Eat <p>Sing, Spell, Read, and Write: Raceway level 1</p> <ul style="list-style-type: none"> • Steps 21A-21D | <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming regular and irregular plural food vocabulary • Making requests about food • Asking who, what, and where questions about food using present tense • Expressing likes and dislikes about food • Expressing emphasis using exclamations and contractions • Naming and Spelling regular plural meal vocabulary • Describing actions using present continuous tense and contractions • Comparing and Contrasting food using comparatives and superlatives • Naming countable and uncountable food items <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Soft “g” sound • “y” as long /e/ sound |

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| | | <ul style="list-style-type: none"> • “ed” as /t/, /d/, or /ed/ sound |
| January | <p>CAROUSEL Unit 3: Living and Working Together</p> <ul style="list-style-type: none"> • Chapter 6: Meals—Times to Meet and Eat <p>Sing, Spell, Read, and Write: Raceway level 1</p> <ul style="list-style-type: none"> • Steps 22A-22D | <p><i>Language Functions Covered:</i></p> <ul style="list-style-type: none"> • Naming and Spelling regular plural meal vocabulary • Describing meals using “when” as a preposition • Describing actions using present continuous tense and contractions • Comparing and Contrasting food using comparatives and superlatives • Naming countable and uncountable food items <p><i>Phonics/Spellings Focus:</i></p> <ul style="list-style-type: none"> • Words with “or” • Digraphs “sh” and “ch” • More r-controlled vowels: “er,” “ir,” and “ur” |
| February | <p>Special Project: Personal Narrative</p> <p>Sing, Spell, Read, and Write: Raceway level 1</p> <ul style="list-style-type: none"> • Steps 23-24B | <p><i>Language Functions Covered:</i></p> <ul style="list-style-type: none"> • Describing scenes in with past tense verbs • Describing feelings using adjectives • Organizing and sequencing descriptions to form a story <p><i>Phonics/Spellings Focus:</i></p> <ul style="list-style-type: none"> • Digraphs “th” and “tch” • /ou/ sound spelled “ow,” and “ou” • Long /o/ sound spelled “ow” • Long /u/ sound spelled “ew” |
| March | <p>Special Project: Personal Narrative</p> <p>Sing, Spell, Read, and Write: Raceway level 1</p> <ul style="list-style-type: none"> • Steps 24C-25A | <p><i>Language Functions Covered:</i></p> <ul style="list-style-type: none"> • Describing scenes in with past tense verbs • Describing feelings using adjectives • Organizing and sequencing descriptions to form a story <p><i>Phonics/Spellings Focus:</i></p> <ul style="list-style-type: none"> • Digraphs “qu” and “wh” • Words with “ar” |

Textbook References:

TG : Set 1 Unit 1-4 Teacher’s Guide

RB: Set 1 Unit 1-4 Resource Book

FF: Set 1 Frames for Fluency Teacher’s Guide

| <p>Month: April</p> <p>Curriculum Unit: CAROUSEL Unit 3: Living and Working Together Chapter 1: Going to Work</p> | <p>Lesson Topic/Content Sequencing: Textbook Materials</p> <p><u>Week 0: 4/23 – NO ENGLISH CLASSES</u></p> | <p>Additional Resources Necessary:</p> | <p>Assessments</p> |
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| <p><i>Language Functions Covered:</i></p> <ul style="list-style-type: none"> • Naming, identifying and spelling singular/plural occupation vocabulary • Describing work actions in present progressive tense • Respond to commands using imperative, prepositions and adverbs • Describing location using prepositional phrases • Describing feelings • Describing how something is done using adverbs <p><i>Phonics/Spellings Focus:</i></p> <ul style="list-style-type: none"> • CVC words | <p><u>Week 1: 4/26-4/30(M, T, F)</u> <i>Introduction</i></p> <ul style="list-style-type: none"> • Classroom Rules <ol style="list-style-type: none"> 1. Respect yourself and others. 2. Bring all required materials to class. 3. Be seated at your desk when the bell rings. 4. Do not start packing up early. 5. Do not eat or drink in class. 6. Raise your hand. 7. Return HW and projects on time. 8. Speak to each other in English. • Getting to know each other • All About Me activities, projects, games <p>Friday (4/31)</p> <ul style="list-style-type: none"> • Start Spelling Unit A1 (Short-a words. List: cat, and, man, as, can, am, had, hat, have, has) <p>https://storylineonline.net/books/clark-the-shark/</p> | <p>Classroom Rules Poster</p> <p>First Day Poem</p> <p>“About Me” poster</p> <p>“Back to School” word search</p> <p>Color by Number</p> | <p>Raceway Book: “Matching Fun” (pages 6-10)</p> <p><i>Assessment</i></p> <ul style="list-style-type: none"> • Alphabet inventory • Recognition of letters and sounds • evaluate fine motor skills (tracing, cutting, and writing) |

| <p>Month: May</p> <p>Curriculum Unit: CAROUSEL Unit 3: Living and Working Together Chapter 1: Going to Work</p> | <p>Week 2: 5/3 – 5/7 (M, T, F) <i>SSWR Step 4 – Beginning blends</i></p> <ul style="list-style-type: none"> ○ Instructor’s Manual: P.27-30 ○ Raceway: P.17-24 ○ On Track: P.17/18 <p>https://www.superteacherworksheets.com/full-phonics.html</p> | <p>Additional Resources Necessary:</p> | <p>Assessments</p> |
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| <p>Language Functions Covered:</p> <ul style="list-style-type: none"> ● Naming, identifying and spelling singular/plural occupation vocabulary ● Describing work actions in present progressive tense ● Respond to commands using imperative, prepositions and adverbs ● Describing location using prepositional phrases ● Describing feelings ● Describing how something is done using adverbs <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> ● Vowel diagraphs: “ea”, “ee”, “oa”, “ie”, “ai” ● Long Vowel: with silent e ● Soft c sounds | <p><i>Carousel U3, Ch.1 Lesson 1</i></p> <ul style="list-style-type: none"> ● TG: P.340 – 342 ● Theme Picture #19 “An Accident on the Street” ● RB: Template V: “Going to Work” ● Chapter 1 Picture Cards ● RB: Chapter 1 Activity pictures ● FF: P.58 / Card U3F 1-3 <p>Friday (5/7)</p> <ul style="list-style-type: none"> ● Test A1 – Start Unit A2 (short-e sound: bed, peg, gem, get, red, jet, yes, and ten. There are also two <i>star words</i>: them and when.) <p>Week 3: 5/10-5/14 (M, T, F) <i>SSRW Step 5 – short /a/ words</i></p> <ul style="list-style-type: none"> ● Instructor’s Manual P.31-32 ● Raceway: P. 27-28 ● On Track: P. 39-42 <p><i>Carousel U3, Ch.1 Lesson 2</i></p> <ul style="list-style-type: none"> ● TG: P.343-346 ● Theme Picture #11 “A Costume Party” ● Chapter 1 Picture and Word Cards ● RB: Chapter 1 Activity Picture ● RB: Template I “My Picture Dictionary” ● RB: Activity Sheet 118 “How Does it End?” | <p>“ea” / occupation vocabulary sheet Homework Organizer</p> <p>Carousel Unit 3 (Living & Working Together) Chapter 1 (Going to Work) Lesson 1</p> <ul style="list-style-type: none"> ● Theme Picture #10 “An Accident on the Street” ● Template V “Going to Work” | <p><i>SSRW Step 5 Assessment:</i></p> <ul style="list-style-type: none"> ● Green Assessment Book <p>Spelling Tests</p> |

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| | <p>Friday (5/14)</p> <ul style="list-style-type: none"> • Test A2 – Start Unit A3 (short-i sound are featured in this unit. List includes: six, hit, did, if, him, is, and did. Star words: will and this.) <p><u>Week 4: 5/17-21</u> <i>SSRW Step 6 – Plural “s”</i></p> <ul style="list-style-type: none"> • Instructor’s Manual: P. 33-35 • Raceway: P. 29-33 • Phonetic Story Book Reader 1 <p><i>Carousel U3, Ch.1 Lesson 3</i></p> <ul style="list-style-type: none"> • TG: P.347-350 • Theme Picture #10/11 • RB : Chapter 1 Activity Pictures • RB: Activity Sheet 119 “Reader’s Theater: Fire” • FF: P.59 / Card U3F 4-6 <p>Friday (5/21)</p> <ul style="list-style-type: none"> • Test A3 – Start Unit A4 (short-o words! The fourth unit has the following six words: dog, box, top, jog, not, and on.) <p><u>Week 5: 5/24-28</u> <i>SSRW Step 7- short /e/ words</i></p> <ul style="list-style-type: none"> • Instructor’s Manual: P. 40 • Raceway: P. 33 • On Track: P.59-62 • Phonetic Reader 2 <p>https://www.superteacherworksheets.com/letter-short-e.html</p> | <p>Vowel digraph/feelings vocabulary sheet Homework Organizer</p> <p>“ai” / occupation vocabulary sheet Homework Organizer</p> <p>“silent e” / occupation vocabulary sheet Homework Organizer</p> <p>Soft c vocabulary /occupation Vocabulary Sheet Homework Organizer</p> | |
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| | <p><i>Carousel U3, Ch.1 Lesson 4</i></p> <ul style="list-style-type: none"> • TG: P.351-354 • <i>Transparency 26 “My Snow World”</i> • <i>White Snow, Bright Snow</i> by Alvin Tresselt • Chapter 1 Picture & Word Cards • RB: Activity Sheet 120 “Let it Snow!” • RB: Template W “Book Report” • RB: Activity Sheet 121 “Snowflakes” <p>Friday (5/28)</p> <ul style="list-style-type: none"> • Test A4 – Start Unit A5 (The short-u vowel sound is the topic of these worksheets. bus, tub, pup, mug, but, and fun. Plug and stud are the challenge words.) | | |
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| <p>Month: June</p> <p>Curriculum Unit: CAROUSEL Unit 3: Living and Working Together Chapter 2: Dress for Success</p> | <p><u>Week 6: 5/31-6/4</u> <i>SSRW Step 8- Review short /e/ and short /a/ words</i></p> <ul style="list-style-type: none"> • Instructor’s Manual: P.41-43 • Raceway: P. 34-36 • On Track: P. 73-74 | <p>Additional Resources Necessary:</p> | <p>Assessments</p> |
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| <p><i>Language Functions Covered:</i></p> <ul style="list-style-type: none"> • Naming regular plural clothing vocabulary • Asking present progressive tense questions about clothing • Making and responding to requests about clothing • Describing the location of an item using prepositions • Describing the kind of clothing using antonyms <p><i>Phonics/Spellings Focus:</i></p> <ul style="list-style-type: none"> • Y vowel sounds “-ay” and “-y” | <p><i>Carousel U3, Ch.1 Lesson 5</i></p> <ul style="list-style-type: none"> • TG: P.355-359 • Transparency 27 “How Do They Feel?” • Chapter 1 Word Cards • RB: Activity Sheet 122 “Feelings” • FF: P.61 / Card U3F 7 <p>Friday (6/4)</p> <ul style="list-style-type: none"> • Test A5 – Start Unit A6 (Every 6th unit features a series of sight words. This week's include: the of, a, do, to, you, are, they.) <p><u>Week 7: 6/7-6/11</u> <i>SSRW Step 9- Short /i/ words</i></p> <ul style="list-style-type: none"> • Instructor’s Manual: P.45 • Raceway: P. 37-38 • On Track: P.79-82 • Phonetic Book 3 <p><i>Carousel U3, Ch.1 Lesson 6</i></p> <ul style="list-style-type: none"> • TG: P.358- 362 • RB: Chapter 1 Activity Cards • Transparency 28 “Letter” • Activity Sheet 123 “Letter” <i>Carousel U3, Ch 1 Test</i> • Examiner’s Manual: P. 78-81 • Set 1, 2-5 Tester: P.1-7 <p>Friday (6/11)</p> <ul style="list-style-type: none"> • Test A6 – Start Unit A7 (Long-a words (with a silent e) are the topic of A-7. Learn to spell and write: race, fake, rake, make, gave, and age. <i>Star words</i> are space and brave.) | <p>Numbers/colors vocabulary sheet Homework Organizer</p> <p>-ay/-y / clothing vocabulary sheet Homework Organizer</p> | |
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Week 8: 6/14-6/18

SSRW Step 10- Review short /i/ words

- Instructor's Manual: P.46-48
- Raceway: P.39-40
- On Track: P. 87-88
- Phonetic Book 3

SSRW Step 11- Short /o/ words

- Instructor's Manual: P.52
- Raceway: P. 42-43
- On Track: P. 99 – 102
- Phonetic Book 4

Carousel U3, Ch.2 Lesson 1

- TG: P. 366-370
- Theme Pictures #12 "Students Help Out"
- Chapter 2 Picture and Word Cards
- RB: Template X "Dress for Success"
- Chapter 1 Picture Cards
- RB: Chapter 2 Activity Pictures
- FF: P.62 / Card U3F 8-9, 10-11, 12-13

Friday (6/18)

- Test A7 – Start Unit A8
(Long-i words: dime, ride, like, size, five, nine.
Challenge words are: twice, size. Review words
from A-6 are: they, you.)

Week 9: 6/21-6/25

SSRW Step 12- Review short /a/, /o/, and /i/ words

- Instructor's Manual: P. 53- 54
- Raceway: P. 45- 47
- On Track: P.107-108
- Phonetic Book 4

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| | <p><i>SSRW Step 13 – Short /u/ words</i></p> <ul style="list-style-type: none"> • Instructor’s Manual: P.55-57 • Raceway: P.48-49 • On Track: P. 113-114 <p><i>Carousel U3, Ch.2 Lesson 2</i></p> <ul style="list-style-type: none"> • TG: 371- 373 • Theme picture #12 • RB: Chapter 2 Picture Cards • Theme Picture #10 “An Accident on the Street” • Theme Picture #11 “A Costume Party” • RB: Activity Sheet 124A-B “Find it” • FF: P.64 / Card U3F 14-15 <p>Friday (6/25)</p> <ul style="list-style-type: none"> • Test A8 – Start Unit A9 (This set of spelling words has the long-o sound. Each one is spelled with a silent-e at the end. Bone, rose, nose, cone, poke, and hole. Broke and stone are the star words.) <p><u>Week 10: 6/28-7/2</u></p> <p><i>SSRW Step 14- Review short vowel words</i></p> <ul style="list-style-type: none"> • Instructor’s Manual: P.58-60 • Raceway: P.50-51 • On Track: P. 129-132 • Phonetic Story Book 5: Story 2 <p><i>SSRW Step 15- More short vowel words</i></p> <ul style="list-style-type: none"> • Raceway Book: P.52-56 • On Track: P.139-142 • Phonetic Reader 6 <p><i>Carousel U3, Ch.2 Lesson 3</i></p> <ul style="list-style-type: none"> • TG: P.374-376 | | <p><i>Carousel U3, Ch. 2 Test</i></p> <ul style="list-style-type: none"> • Set 1 Examiner’s Manual: P. 62-65 • Set 1, 2-5 Tester: p. 9-17 |
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| | <ul style="list-style-type: none"> • Transparency 29 “The Four Seasons” • Chapter 2 Picture and Word Cards • RB: Activity Sheet 125 “Clothes for All Seasons” • RB: Activity sheet 126 “Clothing and Accessories” <p>Friday (7/2)</p> <ul style="list-style-type: none"> • Test A9 – Start Unit A10 (more long-i words. This time, the words are spelled with just the letters <i>i</i> or <i>y</i>. Hi, fly, my, by, cry, sky, I, try.) | | |
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| <p>Month: July</p> <p>Curriculum Unit: CAROUSEL Unit 3: Living and Working Together Chapter 2: Dress for Success</p> | <p><u>Week 11: 7/5-7/9</u> <i>SSRW Step 18/19- Long Vowel sounds</i></p> <ul style="list-style-type: none"> • Instructor’s Manual: P. 80-81 “Long vowel sounds” • Raceway Level 1 Book 1: P. 115-118 | <p>Additional Resources Necessary:</p> | <p>Assessments</p> |
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| <p><i>Language Functions Covered:</i></p> <ul style="list-style-type: none">• Naming regular plural clothing vocabulary• Asking present progressive tense questions about clothing• Making and responding to requests about clothing• Describing the location of an item using prepositions• Describing the kind of clothing using antonyms <p><i>Phonics/Spellings Focus:</i></p> <ul style="list-style-type: none">• Soft g sound | <p><i>Carousel U3, Ch. 2 Lesson 4</i></p> <ul style="list-style-type: none">• TG: P. 377-380• <i>Lost: One Dad!</i> by Roberta Stathis• Chapter 2 Picture and Word Cards• RB: Template W “Book Report”• RB: Activity Sheet 127 “The Shopper”• Transparency 30 “Shopping in the Store”• RB: Activity Sheet 128 “_____’s New Clothing Store” <p>Friday (7/9)</p> <ul style="list-style-type: none">• Test A10 – Start Unit A11 (More long-e words in this set: she ski, we, me, he, be. Bonus words: mini and taxi.) <p><u>Week 12: 7/12-7/16</u> <i>SSRW Step 20A – Two vowel words with “ea”</i></p> <ul style="list-style-type: none">• Instructor’s Manual: P. 85-87• Raceway Level 1: P. 106, 119 “ea”• Phonetic Reader 7: Story 2 Part 1 <p><i>Carousel U3, Ch. 2 Lesson 5</i></p> <ul style="list-style-type: none">• TG: P.381-384• Transparency 31 “Vowel Sounds”• RB: Template Y “Vowel Sounds”• RB: Word Cards from Previous Chapters• RB: Activity Sheet 129 “Write a Sentence”• IDEA Picture Dictionary• RB: Activity Sheet 130 “What Are You Wearing?” <p>Friday (7/16)</p> <ul style="list-style-type: none">• Test A11 – Start Unit A12 (It’s time for another sight word list: From, come, have, all, one, what, was, and said.) | <p>Soft g / clothing vocabulary sheet Homework Organizer</p> <p>Review vocabulary sheet Homework Organizer</p> | |
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Week 13 : 7/19-7/23

SSRW Step 20A – Two vowel words “ee, oa, ie”

- Instructor’s Manual: P.85-87
- Raceway: P. 120 “ee” / “oa” /“ie”
- Phonetic Reader 7: Story 2 Part 2

Carousel U3, Ch. 2 Lesson 6

- TG: P. 385-387
- Theme Picture #11
- RB: Activity Sheet 131 “Describe it!”
- FF: P.65 / Card U3F 16-17

Carousel U3, Ch. 2 Test

- Set 1 Examiner’s Manual: P. 62-65
- Set 1, 2-5 Tester: p. 9-17

Friday (7/23)

- Test A12 –

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| <p>Month: August</p> <p>Curriculum Unit: CAROUSEL Unit 3: Living and Working Together</p> <ul style="list-style-type: none"> Chapter 3: Numbers Everywhere <p>Sing, Spell, Read, and Write: Raceway level 1</p> <ul style="list-style-type: none"> Step 16 <p>Language Functions Covered:</p> <ul style="list-style-type: none"> Making and responding to requests with number vocabulary using present tense Responding to commands using prepositions and numbers Describing when something happened using time references <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> Letter clusters: or, sh, ch, er, ir, ur, th, ing, ow, ar, oi, oy, oo, tion | <p>Week 14: 8/17-8/20 (No school Monday) <i>SSRW Step 20A – Two vowel words “ee, oa, ie” (review)</i></p> <ul style="list-style-type: none"> Instructor’s Manual: P.85-87 Raceway: P. 120 “ee” / “oa” / “ie” Phonetic Reader 7: Story 2 Part 2 <p><i>Carousel U3, Ch.3 Lesson 1</i></p> <ul style="list-style-type: none"> TG: P.394-397 RB: Template Z “Numbers Everywhere” RB: Template H “Bingo” RB: Activity sheet 132 “Count Them!” Transparency 32 “Counting Song” RB: Activity Sheet 133 “Counting Song” FF: P.66 / Card U3F 12-13 <p>Friday (8/20)</p> <ul style="list-style-type: none"> Start Unit A13 (This week your students will be learning about consonant blends fl, cl, and bl. Black, clap, flag, cliff, blink, and flake. The <i>star words</i> are tricky to spell: climb and blue.) <p>Week 15: 8/23-8/27 <i>SSRW Step 20A – Words with “ai”</i></p> <ul style="list-style-type: none"> Instructor’s Manual: P.85-87 Raceway: P. 121 “ai” Phonetic Book 7: Story 2 Part 1/2 <p><i>Carousel U3, Ch.3 Lesson 2</i></p> <ul style="list-style-type: none"> TG: P.398-400 Chapter 3 numeral and Words Cards RB: Activity Sheet 134 “Word Problems” RB: Activity Sheet 135 “Numbers” FF: P.66 / Card U3F 8-19 | | |
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| <p>Month: September</p> <p>Curriculum Unit: CAROUSEL Unit 3: Living and Working Together</p> <ul style="list-style-type: none"> Chapter 3: Numbers Everywhere Chapter 4: Farm Animals Great and Small <p>Sing, Spell, Read, and Write: Raceway level 1</p> <ul style="list-style-type: none"> Steps 18-20A <p>Language Functions Covered:</p> <ul style="list-style-type: none"> Making and responding to requests with number vocabulary using present tense Responding to commands using prepositions and numbers Describing when something happened | <p>Friday (8/27)</p> <ul style="list-style-type: none"> Test A13 – Start Unit A14 (more consonant blends. All words have cl, bl, or sl. Word list includes: glad, plot, play, slam, sled, and glass.) <p><u>Week 16: 8/30-9/3</u> <i>SSRW Step 20B- Silent “e”</i></p> <ul style="list-style-type: none"> Instructor’s Manual: P.89-91 Raceway Level 1: P.122-123 “long vowel silent e” Phonetic Book 7: Story 3 Part 1/2 <p><i>Carousel U3, Ch.3 Lesson 3</i></p> <ul style="list-style-type: none"> TG: P.401-403 RB: Activity Sheet 136 “Sample Calendar” RB: Activity Sheet 137 “Make a Calendar FF: P.67/ Card U3F 20-22 <p>Friday (9/3) Test A14 – Start Unit A15 (A-15 has words with with br, cr, and fr blends. Frost brown, free, crib, crab, and brick.)</p> <p><u>Week 17: 9/6-9/10 (Mon- Labor Day)</u> <i>SSRW Step 20B- Silent “e” with soft “c”</i></p> <ul style="list-style-type: none"> Instructor’s Manual: P.89-91 Raceway Level 1: P. 124 “long vowel with silent e and soft c” Phonetic Book 7: Story 3, Story 5 <p><i>Carousel U3, Ch.3 Lesson 4</i></p> <ul style="list-style-type: none"> TG: P.404-406 <i>26 Letters and 99 Cents</i> by Tana Hoban RB: Activity Sheet 138 “How Many Coins” | | |
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| <p>using time references</p> <ul style="list-style-type: none"> • Naming regular and irregular plural animal vocabulary • Describing action using present progressive tense • Describing animals using color adjectives • Describing feelings • Describing using antonyms <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Long vowel sounds • Frequently used words <p>Two vowel words</p> | <ul style="list-style-type: none"> • RB: Activity Sheet 139 “Numbers Everywhere” <p>Friday (9/10) Test A15 – Start Unit A16 (spelling words with gr, pr, and tr. Trip, grid, prop, gram, trap, and press.)</p> <p><u>Week 18: 9/13-9/17</u> <i>SSRW Step 20 Assessment:</i></p> <ul style="list-style-type: none"> • Green Assessment Book <p><i>SSRW Step 21A – Numbers and Colors</i></p> <ul style="list-style-type: none"> • Instructor’s Manual: P. 94-97 • Raceway Level 1: P. 125-126 “numbers/colors” • Phonetic Book 8: Story 1 <p><i>Carousel U3, Ch.3 Lesson 5</i></p> <ul style="list-style-type: none"> • TG: P. 407-409 • RB: Activity Sheet 140A “How Hot is it?” • RB: Activity Sheet 141 “The Right Clothes” <p><i>Carousel U3, Ch.3 Test</i></p> <ul style="list-style-type: none"> • Examiner’s Manual Set 1: P. 66-69 • Set 1 2-5 Tester: 9-17 <p>Friday (9/17) Test A16 – Start Unit A17 (This unit has words with ST, SN, and SP. List includes the words: stop, spin, snack, snip, step, stick, spot, and snug.)</p> <p><u>Week 19: 9/20-9/24</u> <i>SSRW Step 21A- Words ending in “ay” and “y”</i></p> <ul style="list-style-type: none"> • Instructor’s Manual: P. 94-97 • Raceway Level 1: P.127 “-ay” “-y” | | |
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- Phonetic Book 8: Story 2/3

Carousel U3, Ch.4 Lesson 1

- TG: P. 416-419
- Theme pictures #13 “Animals on a Farm”
- RB: Template AA “Farm Animals – Great and Small”
- Chapter 4 Picture and Word Cards
- RB: Chapter 4 Activity Pictures
- RB: Template I “My Picture Dictionary”
- RB: Activity Sheet 142 “Old McDonald”

Friday (9/24)

- Test A17 – Start Unit A18
(This unit has 8 sight words and two review words. New words: who, you, many, two, been, and into. Review words: grade and press. Star words: would and their.)

Week 20: 9/27-10/1

SSRW Step 21A- Soft “g”

- Instructor’s Manual: P.94-97
- Raceway Level 1: P.127 “soft g”
- Phonetic Story Book 8: Story 3 “Shy Giant”

Ch.4 Lesson 2

- TG: 420-422
- Chapter 4 picture and word Cards
- RB: Template I
- Transparency 31 “Vowel Sounds”
- RB: Template Y “Vowel Sounds”
- RB: Template O “Cube”
- IDEA Picture Dictionary
- RB: Activity Sheet 143 “Farm Animals”
- FF: P.68 / Card U3F 21-24

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| <p>Month: October</p> <p>Curriculum Unit: CAROUSEL Unit 3: Living and Working Together</p> <ul style="list-style-type: none"> • Chapter 4: Farm Animals Great and Small • Chapter 5: Food—Our Bodies’ Fuel <p>Sing, Spell, Read, and Write: Raceway level 1</p> <ul style="list-style-type: none"> • Steps 20B-21A <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming regular and irregular plural animal vocabulary • Describing action using present progressive tense • Describing animals using color adjectives • Describing feelings • Describing using antonyms • Naming regular and irregular plural food vocabulary • Making requests about food | <p>Friday (10/1)</p> <ul style="list-style-type: none"> • Test A18 – Start Unit A19 (long-oo sound, as in spoon, food, cool, noon, and tooth.) <p><u>Week 21: 10/4-10/8</u> <i>SSRW Step 21B- Words ending in “y”</i></p> <ul style="list-style-type: none"> • Instructor’s Manual: P. 98-99 • Raceway Level 1: P. 128 “y” with long /e/ sound • Phonetic Story Book Reader 8 <p><i>Carousel U3, Ch.4 Lesson 3</i></p> <ul style="list-style-type: none"> • TG: P.423-425 • Chapter 4 Picture Cards • Theme Pictures #13/7 • RB: Chapter4 Activity Pictures • RB: Activity Sheet “All About the _____” • RB: Activity Sheet 145 “Fly or Walk?” • FF: P.68 / Card U3F 8-9, 25 <p>Friday (10/8)</p> <ul style="list-style-type: none"> • Test A19 – Start Unit A20 (short-oo words, including: cook, foot, stood, shook, wood, took, book, and good.) <p><u>Week 22: 10/11-10/15</u> <i>SSRW Step 21C- Words ending in “ed”</i></p> <ul style="list-style-type: none"> • Instructor’s Manual: P. 100 • Raceway Level 1: P. 129, 131 “-ed” • Phonetic Story Book Reader 8 <p><i>Ch.4 Lesson 4</i></p> <ul style="list-style-type: none"> • TG: P.426-429 • <i>Big Red Barn</i> by Margaret Wise Brown • Chapter 4 Picture and Word Cards | | |
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| <ul style="list-style-type: none"> • Asking who, what, and where questions about food using present tense • Expressing likes and dislikes about food • Expressing emphasis using exclamations and contractions <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Silent e words • Number words • Color words <p>Words with “ay” and “y”</p> | <ul style="list-style-type: none"> • RB: Template W “Book Report” • RB: Activity Sheet 146 “Day or Night” <p>Poetry Unit - Compare and Contrast Experiences: Reading and Listening to Poetry (Be Glad Your Nose Is On Your Face, Antigone, Mother Doesn’t Want a Dog) https://www.youtube.com/watch?v=fc_8TXWIP7Y</p> <p>Friday (10/15)</p> <ul style="list-style-type: none"> • Test A20 – Start Unit A21 (This unit has long-e spelling words, such as tree, green, bee, heat, read, tea, and sheet.) <p><u>Week 23: 10/18-10/22</u> <i>SSRW Step 21D- Word endings “ed, er, ing”</i></p> <ul style="list-style-type: none"> • Instructor’s Manual: P. 101-103 • Raceway Level 1: P. 133-134 “-ed, -er, -ing” • Phonetic Reader 8 <p><i>Carousel U3, Ch.4 Lesson 5</i></p> <ul style="list-style-type: none"> • TG: P.430-432 • Transparency 33 “How Do They Feel?” • RB: Activity Sheet 147 “Reader’s Theater: Where’s the Farmer?” • RB: Activity Sheet 148 “Look at Me!” • FF: P.69 / Card U3F 26-27, 28-29 <p><i>Carousel U3, Ch.4 Test</i></p> <ul style="list-style-type: none"> • Examiner’s Manual Set 1 : 70-73 • Set 1 2-5 Tester: P.25-32 <p>Poetry Unit - Compare and Contrast Experiences: Reading and Listening to Poetry (Be Glad Your Nose Is On Your Face, Antigone, Mother Doesn’t Want a Dog) https://www.youtube.com/watch?v=yml2cJRiQaQ</p> | | |
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| <p>Month: November & December</p> <p>Curriculum Unit: CAROUSEL Unit 3: Living and Working Together</p> <ul style="list-style-type: none"> • Chapter 5: Food—Our Bodies’ Fuel • Chapter 6: Meals—Times to Meet and Eat <p>Sing, Spell, Read, and Write: Raceway level 1</p> <ul style="list-style-type: none"> • Steps 21A-21D | <p>Friday (10/22)</p> <ul style="list-style-type: none"> • Test A21 – Start Halloween Words (This is a Halloween-themed spelling unit, containing the following words: candy, witch, moon, bat, dark, boo, cat, black, corn, and spook.) <p><u>Week 24: 10/25-10/29</u> <i>SSRW Step 22A- Words with “or”</i></p> <ul style="list-style-type: none"> • Instructor’s Manual: P.105-106 • Raceway Level 1: P.135 “or” • Phonetic Reader 9: Story 1 <p><i>Carousel U3, Ch. 5 Lesson 1</i></p> <ul style="list-style-type: none"> • TG: P.440-443 • Theme Picture #14 “A School Cafeteria” • RB: Template BB “Food Our Bodies Fuel” • RB: Chapter 5 Activity Pictures • Chapter 5 Picture and Word Cards • FF: P.70 / Card U3F 30-31, 32-33, 34-38 <p>Friday (10/29)</p> <ul style="list-style-type: none"> • Test Halloween Words – Start Unit A22 (This unit has long-o words, spelled with the letters ow and oa. Goal, boat, own, bow, mow, and coat. Star words are: toast and yellow.) <p>Poetry Unit - Compare and Contrast Experiences: Reading and Listening to Poetry (Be Glad Your Nose Is On Your Face, Antigonish, Mother Doesn’t Want a Dog) https://www.youtube.com/watch?v=zjEbzkjJfhw</p> <p><i>Halloween Activities and Projects</i> https://storylineonline.net/books/zombies-dont-eat-veggies/</p> | | |
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| <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming regular and irregular plural food vocabulary • Making requests about food • Asking who, what, and where questions about food using present tense • Expressing likes and dislikes about food • Expressing emphasis using exclamations and contractions • Naming and Spelling regular plural meal vocabulary • Describing actions using present continuous tense and contractions • Comparing and Contrasting food using comparatives and superlatives • Naming countable and uncountable food items <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Soft “g” sound • “y” as long /e/ sound • “ed” as /t/, /d/, or /ed/ sound | <p><u>Week 25: 11/1-11/5</u></p> <p><i>SSRW Step 22B- Digraph “sh”</i></p> <ul style="list-style-type: none"> • Instructor’s Manual: P.107 • Raceway Level 1: P.136 “sh” • Phonetic Reader 9: Story 2 <p><i>Carousel U3, Ch.5 Lesson 2</i></p> <ul style="list-style-type: none"> • TG: P.444-447 • Chapter 5 Picture and Word Cards • Transparency 34 “Food guide Pyramid for Young Children” • RB: Activity Sheet 149A-B “Where Does the Food Fit” and “Food Guide Pyramid for Young Children” • FF: P.71/ Card U3F 39-40 <p>Friday (11/5)</p> <ul style="list-style-type: none"> • Test A22 – Start Unit A23 (These words have the long-a vowel sound spelled with the letters ay and ai. List includes rain, may, train, day, stay, lay, aim, stay and way.) <p><u>Week 26: 11/8-11/12</u></p> <p><i>SSRW Step 22C- Digraph “ch”</i></p> <ul style="list-style-type: none"> • Instructor’s Manual: P. 108-111 • Raceway Level 1: P.138-139 • Phonetic Book 9: Story 4 <p><i>Carousel U3, Ch.5 Lesson 3</i></p> <ul style="list-style-type: none"> • TG: P.448-451 • Chapter 5 Picture Cards • RB: Activity Sheet 150 “Punctuation” • RB: Activity Sheet 151A-B “Ramona’s Birthday Party” | | |
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- RB: Activity Sheet 152 “Name That Food!”

Friday (11/5)

- Test A23 – Start Unit A24
(This unit has common sight words, such as find, some, where, were, there, only.)

Week 27: 11/15-11/19

SSRW Step 22 D- R-controlled vowels

- Instructor’s Manual: P. 112-115
- Raceway Level 1: P.140-141 “er, ir, ur”
- Phonetic Book 9: Story 5, 6

Carousel U3, Ch.5 Lesson 4

- TG: P.452-455
- *Pumpkin Pumpkin* by Jeanne Titherington
- RB: Template W “Book Report”
- RB: Activity Sheet 153 “In the Beginning...”
- RB: Activity Sheet 154 “How Do Parents Grow”
- RB: Activity Sheet 155 “Action!”
- Activity Sheet 156 “Food Riddles”

Friday (11/5)

- Test A24 – Thanksgiving Words
(The Thanksgiving unit consists of eight basic words and two star words. List includes: thank, turkey, roll, food, pie, gravy, eat, and corn.)

Week 28: 11/22-11/26 (Thanksgiving Break Th-F)

Carousel U3, Ch.5 Lesson 5

- TG: P.456-457
- Chapter 5 Words Cards
- RB: Activity Sheet 157 “A Food Experiment”

<https://storylineonline.net/books/turkey-trouble/>
Thanksgiving Activities and Projects

Week 29: 11/29-12/3

SSRW Step 23- Digraphs “ch” and “tch”

- Instructor’s Manual: P.117- 122
- Raceway Level 1: P. 142-143 “th” and “tch”
- Phonetic Book 10: Story 1-4

Carousel U3, Ch.5 Lesson 6

- TG: P.458-459
- RB: Activity Sheet 158 “Where’s the Food?”

Listening Activities:

Friday (12/3)

- Start Unit 25
(This week's list emphasizes words with the /ch/ and /sh/ consonant digraphs. Shell, chair, sheep, show, chat, and chop.)

Week 30: 12/6-12/10

SSRW Step 24A – “ow” and “ou”

- Instructor’s Manual: P. 124-126
- Raceway Level 1: P.144 “ow / ou”
- Phonetic Book 11: Story 1/2

Carousel U3, Ch. 5 Test

- Examiner’s Manual Set 1: P. 74-77
- Set 1 2-5 Tester- P.33-41

Carousel U3, Ch. 6 Lesson 1

- TG: P.466-469
- Transparency 35 “Three Meals A Day”
- RB: Template CC “Meals—Times to Eat and Meet”

- RB: Chapter 5 Picture Cards
- RB: Chapter 6 Picture and Word Cards
- RB: Activity Sheet 159 “My favorite...”
- FF: P.72 / Card U3F 41-42, 53-46

Friday (12/10)

- Test 25 - Start Unit 26
(Within this unit, students will discover words with /th/ sounds, such as this, that, both, then, with, and thick.)

Week 31: 12/13-12/17

SSRW Step 24 B- “ow” and “ew”

- Instructor’s Manual: P.127-129
- Raceway Level 1: P.145 “ow” and “ew”
- Phonetic Story Book 11: Story ¾

Carousel U3, Ch.6 Lesson 2

- TG: P.470-471
- RB: Activity Sheet 160 “Opposites”
- RB: Activity Sheet 161 “Before and After”
- FF: P.72 / Card U3F 47-48

Friday (12/17)

- Test 26 – Christmas Words
(This unit has holiday words, such including tree, card, gift, elf, bell, shop, snow, sled, and Santa.)

Week 32: 12/20-12/24

SSRW Step 24C- Digraphs “qu” and “wh”

- Raceway Book: P.130-133
- On Track: P.146-148 “qu” and “wh”
- Phonetic Reader 11: Story 5/6

Carousel U3, Ch.6 Lesson 3

- TG: P.472-474
- RB: Template DD1-3 “Big, Bigger, Biggest”
- RB: Template EE1-3 “Small, Smaller, Smallest”
- RB: Activity Sheet 162 “Small, Smaller, Smallest”
- Chapter 5 Picture Cards
- Unit 2, Chapter 5 Picture Cards
- Transparency 34 “Food Guide”
- RB: Activity Sheet 163 “A Healthy _____”
- FF: P.73 / Card U3F 8, 49-50

<https://storylineonline.net/books/hanukkah-in-alaska/>

Christmas Activities and Projects

*Preparation for Adacao Elementary School
Exchange*

- Word endings: “-ight”, “-ought”, “-aught”, “gh=f”, “gh=silent”
- Vowel Sounds: “eigh”

Carousel U3, Ch.6 Lesson 4

- TG: P. 475-479
- RB: Activity Sheet 164 “A Recipe for Butter”
- *Pancakes for Breakfast* by Tomie DePaolo
- *RB: Template W “Book Report”*
- *RB: Activity Sheet 165 “What Happened First?”*

Friday (1/14)

- Test A28 - Start Unit A29
(This unit has more r-controlled vowels. These words have the letters **ir** and **ur** in them. First, turn, girl, shirt, bird, and surf.)

Week 36: 1/24-1/28

SSRW Step 26A,B – Words with “oo”

- Instructor’s Manual: P.147-152
- Raceway Level 2: P. 156-157,159 Part A “oo”
- Phonetic Book 13: Story 1-3

Carousel U3, Ch.6 Lesson 5

- TG: P.480-482
- Chapter 5 Picture Cards
- RB: Activity Sheet 166 “A, an or some”
- RB: Activity Sheet 167 “Menu”
- RB: Activity Sheet 168 “My Restaurant’s Menu”
- FF: P.73/ Card U3F 51-52

Friday (1/14)

- Test A29 - Start Unit A30
(The final unit contains sight words. Word list: old, very, other, again, kind, and put. Star words are: does and goes.)

Week 37: 1/31-2/4

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| | <p><i>SSRW Step 26B- Words with “tion”</i></p> <ul style="list-style-type: none"> • Instructor’s Manual: P.150-152 • Raceway Level 2: P.159 Part B-161 “-tion” • Phonetic Book 13: Story 4 <p><i>Carousel U3, Ch.6 Test1:</i></p> <ul style="list-style-type: none"> • Examiner’s Manual Set 1: P.78-81 • Set 1 2-5 Tester: P.42-50 <p>Friday (2/4)</p> <ul style="list-style-type: none"> • Test A30 - Start Farm (This unit has farm-themed words. Barn, hen, cow, farm, duck, corn, hay, and pig.) | | |
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| Month: February | Lesson Topic/Content Sequencing: | Additional Resources Necessary: | Assessments |
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| <p>Curriculum Unit: Personal Narrative Writing Project</p> | <p>Textbook Materials: <u>Week 38: 2/7-2/11</u> <i>SSRW Step 27- “ight, ought, aught” words</i></p> <ul style="list-style-type: none"> • Instructor’s Manual: P.153-154 • Raceway Level 1: P.163 “-ight”, “-ought”, “-aught” <p>Friday (2/11)</p> <ul style="list-style-type: none"> • Test Farm - Start Colors (This unit contains color-themed words: purple, orange, white, red, yellow, green, pink, brown, black, and blue.) <p><i>Valentines Activities and Projects</i></p> | | |

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| | <p><u>Week 39: 2/14-2/18</u> <i>SSRW Step 27 – “eigh, augh, ough”</i></p> <ul style="list-style-type: none"> • Instructor’s Manual: P. 153-156 • Raceway Level 2: P.164 “eigh”, “gh=f”, gh=silent” • Phonetic Book 13: Story 5 <p>Friday (2/18)</p> <ul style="list-style-type: none"> • Test Colors - Start Hockey (This hockey-themed unit includes the following spelling words: score, goal, rink, shoot, net, stick, ice, skate, check, and puck.) <p><u>Week 40: 2/21-2/25</u> Friday (2/18)</p> <ul style="list-style-type: none"> • Test Hockey - Start Numbers (This themed spelling unit is all about numbers. Words in this list include: eight, two, ten, one, three, four, nine, seven, six, and five.) | | |
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| <p>Month: March</p> <p>Curriculum Unit: CAROUSEL Unit 2: My Larger Community Chapter 1: The People Around</p> | <p>Lesson Topic/Content Sequencing: Textbook Materials</p> | <p>Additional Resources Necessary:</p> | <p>Assessments</p> |
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