

# JAPANESE SCHOOL OF GUAM CURRICULUM MAP

English Language Development

Grades 3 & 4 P

2021-2022

## **CAROUSEL & SPECTRUM Curriculum Based Student Learning Outcomes**

### ***Language Functions Covered:***

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

- Describing 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
- Describing the location of an item using prepositions
- 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 vocabulary
- Describing action using present progressive tense
- Describing feelings
- Describing using antonyms
- Asking who, what, and where questions about food using present tense
- Expressing likes and dislikes
- Expressing emphasis using exclamations and contractions
- Describing meals using “when” as a preposition
- Describing actions using present continuous tense and contractions
- Describing scenes in with past tense verbs
- Describing feelings using adjectives
- Organizing and sequencing descriptions to form a story

### ***Phonics/Spellings Focus:***

- Short vowel sounds
- /oi/ sound
- /ou/ sound
- /ô/ sound
- Double consonants
- -ed and -ing endings
- Homophones
- Contractions

- Words with spl, spr, and str
- /s/ sound
- /j/ sound
- Plural words
- Words with ld and ft
- /kw/ sound
- /skw/ sound
- Silent k
- Silent w
- Words with lf, mb and tch
- /ar/ sound
- /or/ sound
- /ur/ sound
- Compound words
- Spectrum Spelling Workbooks for 3<sup>rd</sup> Grade & 4<sup>th</sup> Grade
- <https://www.superteacherworksheets.com/spelling-level-c.html>
- <https://www.superteacherworksheets.com/spelling-level-d.html>

### **GDOE Grade Level English Language Arts Standards (3<sup>rd</sup> – 4<sup>th</sup>)**

#### *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
  - 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 & Literary Texts*

- 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
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

### *Writing Purposes, Processes, and Strategies*

- Write brief expository descriptions of a real object, person, place, or event
- Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- Provide a concluding statement or section.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- Provide a concluding statement or section.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 [here](#).)
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- Conduct short research projects that build knowledge about a topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### *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 multi-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
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- [https://bogglesworldesl.com/listening\\_intermediate.html](https://bogglesworldesl.com/listening_intermediate.html)

### Yearlong 3<sup>rd</sup> – 4<sup>th</sup> Proficient Grouping Map

#### Skills/Content Addressed Throughout the Year in Every Unit:

MONTHS	CONTENT: Curriculum Unit(s)	Language Functions/Phonics/Reading and Writing Goals
April	CAROUSEL Unit 5: The World Around Me <ul style="list-style-type: none"> <li>• Chapter 1: From Here to There</li> </ul>	<p><b><i>Language Functions Covered:</i></b></p> <ul style="list-style-type: none"> <li>• Comparing and contrasting</li> <li>• Asking and answering questions</li> <li>• Describing objects in space (location)</li> <li>• Classifying</li> <li>• Describing actions</li> <li>• Predicting</li> </ul> <p><b><i>Phonics/Spellings Focus:</i></b></p> <ul style="list-style-type: none"> <li>• Short vowel sounds</li> <li>• Double Consonants</li> <li>• -ed and -ing endings</li> </ul>
May	CAROUSEL Unit 5: The World Around Me <ul style="list-style-type: none"> <li>• Chapter 2: One Day at a Time</li> </ul> Spectrum Spelling Grade 3: <ul style="list-style-type: none"> <li>• Lesson 10 words with /oi/ sound</li> <li>• Lesson 11 words with /ou/ sound</li> <li>• Lesson 12 words with /ô/ sound</li> <li>• Review</li> </ul>	<p><b><i>Language Functions Covered:</i></b></p> <ul style="list-style-type: none"> <li>• Comparing and contrasting</li> <li>• Asking and answering questions</li> <li>• Describing objects in space (location)</li> <li>• Classifying</li> <li>• Describing actions</li> <li>• Predicting</li> </ul> <p><b><i>Phonics/Spellings Focus:</i></b></p> <ul style="list-style-type: none"> <li>• /oi/ sound</li> <li>• /ou/ sound</li> <li>• /ô/ sound</li> </ul>
June-July	CAROUSEL Unit 5: The World Around Me <ul style="list-style-type: none"> <li>• Chapter 3: Just for Fun</li> <li>• Chapter 4: Critters &amp; Creatures</li> </ul> Spectrum Spelling Grade 3:	<p><b><i>Language Functions Covered:</i></b></p> <ul style="list-style-type: none"> <li>• Comparing and contrasting</li> <li>• Asking and answering questions</li> <li>• Describing objects in space (location)</li> <li>• Classifying</li> <li>• Describing actions</li> </ul>

	<ul style="list-style-type: none"> <li>• Lesson 13 homophones</li> <li>• Lesson 14 contractions</li> <li>• Lesson 15 easily misspelled words</li> <li>• Review</li> <li>• Lesson 16 words with spl, spr, str</li> <li>• Lesson 17 words with /s/ sound</li> <li>• Lesson 18 words with /j/ sound</li> <li>• Lesson 19 plural words</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting</li> </ul> <p><b>Phonics/Spellings Focus:</b></p> <ul style="list-style-type: none"> <li>• Homophones, Contractions and Easily Misspelled Words</li> <li>• Words with spl, spr, str</li> <li>• /s/ and /j/ sounds</li> <li>• Plural words</li> </ul>
August	<p>CAROUSEL Unit 5: The World Around Me</p> <ul style="list-style-type: none"> <li>• Chapter 5: Things I Use</li> </ul> <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>• Review</li> <li>• Lesson 20 Days of the Week</li> </ul>	<p><b>Language Functions Covered:</b></p> <ul style="list-style-type: none"> <li>• Comparing and contrasting</li> <li>• Asking and answering questions</li> <li>• Describing objects in space (location)</li> <li>• Classifying</li> <li>• Describing actions</li> <li>• Predicting</li> </ul> <p><b>Phonics/Spellings Focus:</b></p> <ul style="list-style-type: none"> <li>• Days of the week, months, holidays and time words</li> </ul>
September	<p>CAROUSEL Unit 5: The World Around Me</p> <ul style="list-style-type: none"> <li>• Chapter 6: Shape Up</li> </ul> <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>• Lesson 21 Names of the Month</li> <li>• Lesson 22 Names of the Holidays</li> <li>• Review</li> <li>• Lesson 23 words with <b>ld</b> and <b>ft</b></li> </ul>	<p><b>Language Functions Covered:</b></p> <ul style="list-style-type: none"> <li>• Comparing and contrasting</li> <li>• Asking and answering questions</li> <li>• Describing objects in space (location)</li> <li>• Classifying</li> <li>• Describing actions</li> <li>• Predicting</li> </ul> <p><b>Phonics/Spellings Focus:</b></p> <ul style="list-style-type: none"> <li>• Words with ld, ft, lf, mb, and tch</li> </ul>
October	<p>CAROUSEL Unit 6: My Environment</p> <ul style="list-style-type: none"> <li>• Chapter 1: Moving Right Along</li> </ul> <p>Spectrum Spelling Grade 3:</p>	<p><b>Language Functions Covered:</b></p> <ul style="list-style-type: none"> <li>• Comparing and contrasting</li> <li>• Asking and answering questions</li> <li>• Describing objects in space (location)</li> </ul>



	<ul style="list-style-type: none"> <li>• Lesson 24 words with /kw/ and /skw/ sounds</li> <li>• Lesson 25 words with silent k or silent w</li> <li>• Lesson 26 words with lf, mb, and tch</li> </ul> <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>	<ul style="list-style-type: none"> <li>• Classifying</li> <li>• Describing actions</li> <li>• Predicting</li> </ul> <p><b>Phonics/Spellings Focus:</b></p> <ul style="list-style-type: none"> <li>• /kw/ and /skw/ sounds</li> <li>• Silent k or silent w</li> <li>• Words with lf, mb, and tch</li> </ul>
November-December	<p>CAROUSEL Unit 6: My Environment</p> <ul style="list-style-type: none"> <li>• Chapter 2: Marvelous Months</li> </ul> <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>• Review</li> <li>• Lesson 27 words with /ar/ sound</li> <li>• Lesson 28 words with /or/ or /ur/</li> <li>• Lesson 29 compound words</li> <li>• Lesson 30 more compound words</li> <li>• review</li> </ul>	<p><b>Language Functions Covered:</b></p> <ul style="list-style-type: none"> <li>• Asking and answering questions</li> <li>• Comparing and contrasting</li> <li>• Describing objects in space (location)</li> <li>• Connecting ideas</li> <li>• Expressing advice</li> <li>• Predicting</li> <li>• Confirming predictions</li> <li>• Describing actions</li> </ul> <p><b>Phonics/Spellings Focus:</b></p> <ul style="list-style-type: none"> <li>• /ar/, /or/, /ur/ sounds</li> <li>• Compound words</li> </ul>
January	<p>CAROUSEL Unit 6: My Environment</p> <ul style="list-style-type: none"> <li>• Chapter 3: Let's Play</li> </ul> <p>Spectrum Spelling 4:</p> <ul style="list-style-type: none"> <li>• Lesson 1 short a and e sounds</li> <li>• Lesson 2 short i, o, u sounds</li> <li>• Lesson 3 words with scr, squ, str, and thr</li> <li>• Lesson 4 words with ch and sh</li> </ul>	<p><b>Language Functions Covered:</b></p> <ul style="list-style-type: none"> <li>• Asking and answering questions</li> <li>• Comparing and contrasting</li> <li>• Describing objects in space (location)</li> <li>• Connecting ideas</li> <li>• Expressing advice</li> <li>• Predicting</li> <li>• Confirming predictions</li> <li>• Describing actions</li> </ul> <p><b>Phonics/Spellings Focus:</b></p> <ul style="list-style-type: none"> <li>• Short vowel sounds</li> </ul>

		<ul style="list-style-type: none"> <li>Words with <b>scr, squ, str, thr, ch, and sh</b></li> </ul>
February	<p>Special Project: Personal Narrative</p> <p>CAROUSEL Unit 6: My Environment</p> <ul style="list-style-type: none"> <li>Chapter 4: Home Sweet Home</li> </ul> <p>Spectrum Spelling Grade 4:</p> <ul style="list-style-type: none"> <li>Lesson 5 silent letters: words with <b>gn, mb, tch, and wr</b></li> <li>Review</li> <li>Lesson 6 words with long a</li> <li>Lesson 7 words with long e</li> </ul>	<p><b><i>Language Functions Covered:</i></b></p> <ul style="list-style-type: none"> <li>Asking and answering questions</li> <li>Comparing and contrasting</li> <li>Describing objects in space (location)</li> <li>Connecting ideas</li> <li>Expressing advice</li> <li>Predicting</li> <li>Confirming predictions</li> <li>Describing actions</li> </ul> <p><b><i>Phonics/Spellings Focus:</i></b></p> <ul style="list-style-type: none"> <li>Words with <b>gn, mb, tch, and wr</b></li> <li>Long vowels</li> </ul>
March	<p>Special Project: Personal Narrative</p> <p>CAROUSEL Unit 6: My Environment</p> <ul style="list-style-type: none"> <li>Chapter 5: Around the House</li> </ul> <p>Spectrum Spelling Grade 4:</p> <ul style="list-style-type: none"> <li>Lesson 8 words with long i</li> <li>Lesson 9 words with long o</li> <li>Lesson 10 words with long u</li> <li>Review</li> </ul>	<p><b><i>Language Functions Covered:</i></b></p> <ul style="list-style-type: none"> <li>Asking and answering questions</li> <li>Comparing and contrasting</li> <li>Describing objects in space (location)</li> <li>Connecting ideas</li> <li>Expressing advice</li> <li>Predicting</li> <li>Confirming predictions</li> <li>Describing actions</li> </ul> <p><b><i>Phonics/Spellings Focus:</i></b></p> <ul style="list-style-type: none"> <li>Long vowels</li> <li>review</li> </ul>

**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><b>Month:</b> April</p> <p><b>Curriculum Unit:</b>            CAROUSEL Unit 5: The World Around Me</p> <ul style="list-style-type: none"> <li>Chapter 1: From Here to There</li> </ul>	<p><b>Lesson Topic/Content Sequencing:</b>            Textbook Materials</p> <p><b><u>Week 0: 4/23 – NO ENGLISH CLASSES</u></b></p> <p><b><u>Week 1: 4/26-4/30 (W, Th, F)</u></b></p> <p><i>Introduction</i></p> <ul style="list-style-type: none"> <li>Classroom Rules               <ol style="list-style-type: none"> <li>Respect yourself and others.</li> <li>Bring all required materials to class.</li> <li>Be seated at your desk when the bell rings.</li> <li>Do not start packing up early.</li> <li>Do not eat or drink in class.</li> <li>Raise your hand.</li> <li>Return HW and projects on time.</li> <li>Speak to each other in English.</li> </ol> </li> <li>Getting to know each other</li> <li>All About Me activities, projects, games</li> </ul>	<p><b>Additional Resources Necessary:</b></p>	<p><b>Assessments</b></p>
<p><b><i>Language Functions Covered:</i></b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting</li> <li>Asking and answering questions</li> <li>Describing objects in space (location)</li> <li>Classifying</li> <li>Describing actions</li> <li>Predicting</li> </ul> <p><b><i>Phonics/Spellings Focus:</i></b></p> <ul style="list-style-type: none"> <li>Short vowel sounds</li> <li>Double Consonants</li> <li>-ed and -ing endings</li> </ul>	<p>CAROUSEL Unit 5: The World Around Me            Chapter 1: From Here to There            Lesson 1</p> <ul style="list-style-type: none"> <li>Theme Picture #19 “View from a Travel Agency Window”</li> <li>Template A “From Here to There”</li> <li>Activity Sheet 1 &amp; 2</li> </ul>	<p>Classroom Rules Poster</p> <p>“New Teacher Troubles” reading</p> <p>“About Me” poster</p> <p>“Welcome Back” crypto</p>	

		Additional Resources Necessary:	Assessments
<p><b>Month:</b> May</p> <p><b>Curriculum Unit:</b>            CAROUSEL Unit 5: The World Around Me</p> <ul style="list-style-type: none"> <li>Chapter 2: One Day at a Time</li> </ul> <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>Lesson 10 words with /oi/ sound</li> <li>Lesson 11 words with /ou/ sound</li> <li>Lesson 12 words with /ô/ sound</li> <li>Review</li> </ul> <p><b>Language Functions Covered:</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting</li> <li>Asking and answering questions</li> <li>Describing objects in space (location)</li> <li>Classifying</li> <li>Describing actions</li> <li>Predicting</li> </ul> <p><b>Phonics/Spellings Focus:</b></p> <ul style="list-style-type: none"> <li>/oi/ sound</li> <li>/ou/ sound</li> <li>/ô/ sound</li> </ul>	<p><b><u>Week 2: 5/3 – 5/7 (W, Th, F)</u></b>            Articles: A/An</p> <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>Lesson 10 words with /oi/ sound</li> </ul> <p>CAROUSEL Unit 5: The World Around Me            Chapter 2: One Day at a Time (Lesson 1)</p> <ul style="list-style-type: none"> <li>Template F “One Day at a Time”</li> <li>Activity sheet 12</li> <li>Template B “My Dictionary”</li> </ul> <p><b><u>Week 3: 5/10-5/14 (W, Th, F)</u></b>            Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>Lesson 11 words with /ou/ sound</li> </ul> <p>CAROUSEL Unit 5: The World Around Me            Chapter 2: One Day at a Time (Lesson 2)</p> <ul style="list-style-type: none"> <li>Chapter 2 Word Cards</li> <li>Activity Sheet 13</li> </ul> <p>Mindful Listening</p> <p><b><u>Week 4: 5/17-21 (W, Th, F)</u></b>            Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>Lesson 12 words with /ô/ sound</li> </ul> <p>CAROUSEL Unit 5: The World Around Me            Chapter 2: One Day at a Time (Lesson 5)</p> <ul style="list-style-type: none"> <li>Activity sheets 18 &amp; 19</li> <li>Template I “In My Own Words...”</li> </ul>		

	<p><b><u>Week 5: 5/24-28</u></b>  Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>• Review</li> </ul> <p>Curiosity vs Judgement</p>		
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<p><b>Month:</b> June  <b>Curriculum Unit:</b>  CAROUSEL Unit 5: The World Around Me</p> <ul style="list-style-type: none"> <li>• Chapter 3: Just for Fun</li> </ul> <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>• Lesson 13 homophones</li> <li>• Lesson 14 contractions</li> <li>• Lesson 15 easily misspelled words</li> <li>• Review</li> </ul>	<p><b><u>Week 6: 5/31-6/4</u></b>  Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>• Lesson 13 homophones</li> </ul> <p>CAROUSEL Unit 5: The World Around Me  Chapter 3: Just for Fun (Lesson 1)</p> <ul style="list-style-type: none"> <li>• Theme Picture #20</li> <li>• Template J “Just for Fun”</li> <li>• Activity Sheets 20 &amp; 21</li> </ul> <p>Fill Your Bucket</p> <p><b><u>Week 7: 6/7-6/11</u></b>  Spectrum Spelling Grade 3:</p>	<p><b>Additional Resources Necessary:</b></p>	<p><b>Assessments</b></p>
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<p><b><i>Language Functions Covered:</i></b></p> <ul style="list-style-type: none"> <li>• Comparing and contrasting</li> <li>• Asking and answering questions</li> <li>• Describing objects in space (location)</li> <li>• Classifying</li> <li>• Describing actions</li> <li>• Predicting</li> </ul> <p><b><i>Phonics/Spellings Focus:</i></b></p> <ul style="list-style-type: none"> <li>• Homophones, Contractions and Easily Misspelled Words</li> <li>• Words with spl, spr, str</li> <li>• /s/ and /j/ sounds</li> <li>• Plural words</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 14 contractions</li> </ul> <p>CAROUSEL Unit 5: The World Around Me Chapter 3: Just for Fun (Lesson 2)</p> <ul style="list-style-type: none"> <li>• Activity Sheets 22-24</li> <li>• Template H “Journal”</li> <li>• Template C “Editing Checklist”</li> </ul> <p>Growth Mindset</p> <p><b><u>Week 8: 6/14-6/18</u></b> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>• Lesson 15 easily misspelled words</li> </ul> <p>CAROUSEL Unit 5: The World Around Me Chapter 3: Just for Fun (Lesson 3)</p> <ul style="list-style-type: none"> <li>• <i>Activity Sheet 25</i></li> </ul> <p>Learning about Interdependence</p> <p><b><u>Week 9: 6/21-6/25</u></b> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>• Review</li> </ul> <p>CAROUSEL Unit 5: The World Around Me Chapter 3: Just for Fun (Lesson 4)</p> <ul style="list-style-type: none"> <li>• Madeline</li> <li>• Activity Sheets 16 &amp; 27</li> <li>• Template D “Book Report”</li> </ul> <p>Stand Tall – Integrity</p> <p><b><u>Week 10: 6/28-7/2</u></b> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>• Lesson 16 words with spl, spr, str</li> </ul>		
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CAROUSEL Unit 5: The World Around Me  
Chapter 3: Just for Fun (Lesson 5)

- Activity sheets 28 & 29

The Sound of Silence

<p><b>Month:</b> July</p> <p><b>Curriculum Unit:</b>  CAROUSEL Unit 5: The World Around Me</p> <ul style="list-style-type: none"> <li>Chapter 4: Critters &amp; Creatures</li> </ul> <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>Lesson 16 words with spl, spr, str</li> <li>Lesson 17 words with /s/ sound</li> <li>Lesson 18 words with /j/ sound</li> <li>Lesson 19 plural words</li> </ul> <p><b>Language Functions Covered:</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting</li> <li>Asking and answering questions</li> <li>Describing objects in space (location)</li> <li>Classifying</li> <li>Describing actions</li> <li>Predicting</li> </ul> <p><b>Phonics/Spellings Focus:</b></p> <ul style="list-style-type: none"> <li>Homophones, Contractions and Easily Misspelled Words</li> <li>Words with spl, spr, str</li> </ul>	<p><b>Week 11: 7/5-7/9</b></p> <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>Lesson 17 words with /s/ sound</li> </ul> <p>CAROUSEL Unit 5: The World Around Me  Chapter 4: Critters &amp; Creatures (Lesson 1)</p> <ul style="list-style-type: none"> <li>Theme Picture #21</li> <li>Template L “Critters &amp; Creatures”</li> <li>Activity Sheet 31</li> <li>Template B “My Dictionary”</li> </ul> <p><b>Week 12: 7/12-7/16</b></p> <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>Lesson 18 words with /j/ sound</li> </ul> <p>CAROUSEL Unit 5: The World Around Me  Chapter 4: Critters &amp; Creatures (Lesson 2)</p> <ul style="list-style-type: none"> <li>Activity Sheets 34-38</li> <li>Template M “Habitats”</li> </ul> <p><b>Week 13 : 7/19-7/23</b></p> <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>Lesson 19 plural words</li> </ul> <p>CAROUSEL Unit 5: The World Around Me  Chapter 4: Critters &amp; Creatures (Lesson 3)</p> <ul style="list-style-type: none"> <li>“Owl Moon”</li> <li>Activity Sheets 39 &amp; 40</li> <li>Template E “Let me tell you a story...”</li> </ul>	<p><b>Additional Resources Necessary:</b></p>	<p><b>Assessments</b></p>



<ul style="list-style-type: none"> <li>• /s/ and /j/ sounds</li> <li>• Plural words</li> </ul>			
<p><b>Month:</b> August</p> <p><b>Curriculum Unit:</b>  CAROUSEL Unit 5: The World Around Me</p> <ul style="list-style-type: none"> <li>• Chapter 5: Things I Use</li> </ul> <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>• Review</li> <li>• Lesson 20 Days of the Week</li> </ul> <p><b><i>Language Functions Covered:</i></b></p> <ul style="list-style-type: none"> <li>• Comparing and contrasting</li> <li>• Asking and answering questions</li> <li>• Describing objects in space (location)</li> <li>• Classifying</li> <li>• Describing actions</li> <li>• Predicting</li> </ul> <p><b><i>Phonics/Spellings Focus:</i></b></p> <ul style="list-style-type: none"> <li>• Days of the week, months, holidays and time words</li> </ul>	<p><b><u>Week 14: 8/17-8/20 (No school Monday)</u></b>  Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>• Review</li> </ul> <p>CAROUSEL Unit 5: The World Around Me  Chapter 5: Things I Use (Lesson 1)</p> <ul style="list-style-type: none"> <li>• Theme Picture #22</li> <li>• Template N “Things I Use”</li> <li>• Activity Sheets 45 &amp; 46</li> </ul> <p><b><u>Week 15: 8/23-8/27</u></b>  Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>• Lesson 20 Days of the Week</li> </ul> <p>CAROUSEL Unit 5: The World Around Me  Chapter 5: Things I Use (Lesson 2)</p> <ul style="list-style-type: none"> <li>• Chapter 5 Picture &amp; Word Cards</li> <li>• Chapter 5 Activity Pictures</li> </ul>		

<p><b>Month:</b> September</p> <p><b>Curriculum Unit:</b> CAROUSEL Unit 5: The World Around Me</p> <ul style="list-style-type: none"> <li>Chapter 6: Shape Up</li> </ul> <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>Lesson 21 Names of the Month</li> <li>Lesson 22 Names of the Holidays</li> <li>Review</li> <li>Lesson 23 words with <b>ld</b> and <b>ft</b></li> </ul> <p><b>Language Functions Covered:</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting</li> <li>Asking and answering questions</li> <li>Describing objects in space (location)</li> <li>Classifying</li> <li>Describing actions</li> <li>Predicting</li> </ul> <p><b>Phonics/Spellings Focus:</b></p> <ul style="list-style-type: none"> <li>Words with ld, ft, lf, mb, and tch</li> </ul>	<p><b><u>Week 16: 8/30-9/3</u></b> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>Lesson 21 Names of the Month</li> </ul> <p>CAROUSEL Unit 5: The World Around Me Chapter 5: Things I Use (Lesson 3)</p> <ul style="list-style-type: none"> <li>Activity Sheets 47 &amp; 48</li> </ul> <p><b><u>Week 17: 9/6-9/10 (Mon- Labor Day)</u></b> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>Lesson 22 Names of the Holidays</li> </ul> <p>CAROUSEL Unit 5: The World Around Me Chapter 6: Shape Up (Lesson 1)</p> <ul style="list-style-type: none"> <li>Activity Sheets 55 &amp; 56</li> </ul> <p><b><u>Week 18: 9/13-9/17</u></b> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>Review</li> </ul> <p>CAROUSEL Unit 5: The World Around Me Chapter 6: Shape Up (Lesson 2)</p> <ul style="list-style-type: none"> <li>Activity Sheet 57</li> </ul> <p><b><u>Week 19: 9/20-9/24</u></b> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>Lesson 23 words with <b>ld</b> and <b>ft</b></li> </ul> <p>CAROUSEL Unit 5: The World Around Me Chapter 6: Shape Up (Lesson 3)</p> <ul style="list-style-type: none"> <li>Activity Sheets 58 – 61</li> </ul>		
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<p><b>Month:</b> October</p> <p><b>Curriculum Unit:</b>  CAROUSEL Unit 6: My Environment</p> <ul style="list-style-type: none"> <li>Chapter 1: Moving Right Along</li> </ul> <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>Lesson 24 words with /kw/ and /skw/ sounds</li> <li>Lesson 25 words with silent k or silent w</li> <li>Lesson 26 words with lf, mb, and tch</li> <li>Review</li> </ul> <p><b>Language Functions Covered:</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting</li> <li>Asking and answering questions</li> </ul>	<p><b><u>Week 20: 9/27-10/1</u></b>  Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>Lesson 24 words with /kw/ and /skw/ sounds</li> </ul> <p>CAROUSEL Unit 5: The World Around Me  Chapter 6: Shape Up (Lesson 4)</p> <ul style="list-style-type: none"> <li>“The Quilt Story”</li> <li>Template D “Book Report”</li> <li>Template P “Family Quilt”</li> </ul> <p><b><u>Week 21: 10/4-10/8</u></b>  Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>Lesson 25 words with silent k or silent w</li> </ul> <p>CAROUSEL Unit 6: My Environment  Chapter 1: Moving Right Along (Lesson 1)</p> <ul style="list-style-type: none"> <li>Theme Picture #23</li> <li>Template S “Moving Right Along”</li> <li>Activity Sheet</li> <li>66</li> </ul> <p><b><u>Week 22: 10/11-10/15</u></b>  Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>Lesson 26 words with lf, mb, and tch</li> </ul> <p>CAROUSEL Unit 6: My Environment  Chapter 1: Moving Right Along (Lesson 2)</p> <ul style="list-style-type: none"> <li>Activity Sheets 67 &amp; 68</li> </ul> <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)  <a href="https://www.youtube.com/watch?v=fc_8TXWIP7Y">https://www.youtube.com/watch?v=fc_8TXWIP7Y</a></p>		
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<ul style="list-style-type: none"> <li>• Describing objects in space (location)</li> <li>• Classifying</li> <li>• Describing actions</li> <li>• Predicting</li> </ul> <p><b>Phonics/Spellings Focus:</b></p> <ul style="list-style-type: none"> <li>• /kw/ and /skw/ sounds</li> <li>• Silent k or silent w</li> </ul> <p>Words with lf, mb, and tch</p> <p><b>Month:</b> November &amp; December</p> <p><b>Curriculum Unit:</b> CAROUSEL Unit 6: My Environment</p> <ul style="list-style-type: none"> <li>• Chapter 2: Marvelous Months</li> </ul> <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>• Lesson 27 words with /ar/ sound</li> <li>• Lesson 28 words with /or/ or /ur/</li> <li>• Lesson 29 compound words</li> </ul>	<p><b><u>Week 23: 10/18-10/22</u></b> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>• Review</li> </ul> <p>CAROUSEL Unit 6: My Environment Chapter 1: Moving Right Along (Lesson 3)</p> <ul style="list-style-type: none"> <li>• Activity Sheets 69 &amp; 70</li> </ul> <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) <a href="https://www.youtube.com/watch?v=ymL2cJRiQaQ">https://www.youtube.com/watch?v=ymL2cJRiQaQ</a></p> <p><b><u>Week 24: 10/25-10/29</u></b> Halloween Spelling Words</p> <p>CAROUSEL Unit 6: My Environment Chapter 1: Moving Right Along (Lesson 4)</p> <ul style="list-style-type: none"> <li>• “Mike Mulligan and His Steam Shovel”</li> <li>• Activity Sheet 71</li> </ul> <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) <a href="https://www.youtube.com/watch?v=zjEbzKjJfhw">https://www.youtube.com/watch?v=zjEbzKjJfhw</a></p> <p><i>Halloween Activities and Projects</i></p> <p><b><u>Week 25: 11/1-11/5 (No School Monday 11/1)</u></b> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>• Lesson 27 words with /ar/ sound</li> </ul> <p>CAROUSEL Unit 6: My Environment Chapter 2: Marvelous Months (Lesson 1)</p>		
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<ul style="list-style-type: none"> <li>• Lesson 30 more compound words</li> <li>• Review</li> </ul> <p><b>Language Functions Covered:</b></p> <ul style="list-style-type: none"> <li>• Asking and answering questions</li> <li>• Comparing and contrasting</li> <li>• Describing objects in space (location)</li> <li>• Connecting ideas</li> <li>• Expressing advice</li> <li>• Predicting</li> <li>• Confirming predictions</li> <li>• Describing actions</li> </ul> <p><b>Phonics/Spellings Focus:</b></p> <ul style="list-style-type: none"> <li>• /ar/, /or/, /ur/ sounds</li> </ul> <p>Compound words</p>	<p><b><u>Week 26: 11/8-11/12</u></b> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>• Lesson 28 words with /or/ or /ur/</li> </ul> <p>CAROUSEL Unit 6: My Environment Chapter 2: Marvelous Months (Lesson 2)</p> <p><b><u>Week 27: 11/15-11/19</u></b> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>• Lesson 29 compound words</li> </ul> <p>CAROUSEL Unit 6: My Environment Chapter 2: Marvelous Months (Lesson 3)</p> <p><b><u>Week 28: 11/22-11/26 (Thanksgiving Break Th-F)</u></b> Thanksgiving Spelling Words</p> <p><i>SSRW Step 22 Assessment</i></p> <ul style="list-style-type: none"> <li>• Green Assessment Book</li> <li>• Phonetic Reader 9: Story 7</li> </ul> <p><i>Thanksgiving Activities and Projects</i></p> <p><b><u>Week 29: 11/29-12/3</u></b> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>• Lesson 30 more compound words</li> </ul> <p>CAROUSEL Unit 6: My Environment Chapter 2: Marvelous Months (Lesson 4)</p> <p><b><u>Week 30: 12/6-12/10</u></b> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> <li>• Review</li> </ul>		
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CAROUSEL Unit 6: My Environment  
Chapter 2: Marvelous Months (Lesson 5)

**Week 31: 12/13-12/17**

*Preparation for Adacao Elementary School  
Exchange*

**Week 32: 12/20-12/24**

Christmas Spelling Words

*Christmas/end-of-term activities*

*Preparation for Adacao Elementary School  
Exchange*

<p><b>Month:</b> January</p> <p><b>Curriculum Unit:</b> CAROUSEL Unit 6: My Environment</p> <ul style="list-style-type: none"> <li>Chapter 3: Let’s Play</li> </ul> <p>Spectrum Spelling 4:</p> <ul style="list-style-type: none"> <li>Lesson 1 short a and e sounds</li> <li>Lesson 2 short i, o, u sounds</li> <li>Lesson 3 words with scr, squ, str, and thr</li> <li>Lesson 4 words with ch and sh</li> </ul> <p><b>Language Functions Covered:</b></p> <ul style="list-style-type: none"> <li>Asking and answering questions</li> <li>Comparing and contrasting</li> <li>Describing objects in space (location)</li> <li>Connecting ideas</li> <li>Expressing advice</li> <li>Predicting</li> <li>Confirming predictions</li> <li>Describing actions</li> </ul> <p><b>Phonics/Spellings Focus:</b></p> <ul style="list-style-type: none"> <li>Short vowel sounds</li> <li>Words with <b>scr, squ, str, thr, ch, and sh</b></li> </ul>	<p><b><u>Week 33: 1/3-1/7 (Schools starts Wednesday 1/5)</u></b> CAROUSEL Unit 6: My Environment Chapter 3: Let’s Play (Lesson 1)</p> <ul style="list-style-type: none"> <li>Theme Picture #24</li> <li>Template W “Let’s Play”</li> <li>Activity Sheet 83</li> </ul> <p><b><u>Week 34: 1/10-1/14</u></b> Spectrum Spelling 4:</p> <ul style="list-style-type: none"> <li>Lesson 1 short a and e sounds</li> </ul> <p>CAROUSEL Unit 6: My Environment Chapter 3: Let’s Play (Lesson 2)</p> <ul style="list-style-type: none"> <li>Activity Sheets 84 &amp; 85</li> </ul> <p><b><u>Week 35: 1/18-1/22</u></b> Spectrum Spelling 4:</p> <ul style="list-style-type: none"> <li>Lesson 2 short i, o, u sounds</li> </ul> <p>CAROUSEL Unit 6: My Environment Chapter 3: Let’s Play (Lesson 3)</p> <ul style="list-style-type: none"> <li>Theme Picture #24</li> <li>Activity Sheets 86 &amp; 87</li> </ul> <p><b><u>Week 36: 1/24-1/28</u></b> Spectrum Spelling 4:</p> <ul style="list-style-type: none"> <li>Lesson 3 words with scr, squ, str, and thr</li> </ul> <p>CAROUSEL Unit 6: My Environment Chapter 3: Let’s Play (Lesson 4)</p> <ul style="list-style-type: none"> <li>“The Golden Rule”</li> <li>Activity Sheets 88 &amp; 89</li> <li>Template E “Let me tell you a story…”</li> </ul>		
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<p><b>Month:</b> February &amp; March</p> <p><b>Curriculum Unit:</b> Special Project: Personal Narrative</p> <p>CAROUSEL Unit 6: My Environment</p> <ul style="list-style-type: none"> <li>Chapter 4: Home Sweet Home</li> </ul> <p>Spectrum Spelling Grade 4:</p> <ul style="list-style-type: none"> <li>Lesson 5 silent letters: words with <b>gn, mb, tch, and wr</b></li> <li>Review</li> <li>Lesson 6 words with long a</li> <li>Lesson 7 words with long e</li> </ul> <p><b>Language Functions Covered:</b></p> <ul style="list-style-type: none"> <li>Asking and answering questions</li> <li>Comparing and contrasting</li> <li>Describing objects in space (location)</li> <li>Connecting ideas</li> <li>Expressing advice</li> <li>Predicting</li> <li>Confirming predictions</li> </ul>	<p><b><u>Week 37: 1/31-2/4</u></b> Spectrum Spelling 4:</p> <ul style="list-style-type: none"> <li>Lesson 4 words with ch and sh</li> </ul> <p>CAROUSEL Unit 6: My Environment Chapter 4: Home Sweet Home (Lesson 1)</p> <ul style="list-style-type: none"> <li>Theme Picture #25</li> <li>Template X “Home Sweet Home”</li> <li>Activity Sheets 93 &amp; 94</li> </ul> <p><b><u>Week 38: 2/7-2/11</u></b> Spectrum Spelling Grade 4:</p> <ul style="list-style-type: none"> <li>Lesson 5 silent letters: words with <b>gn, mb, tch, and wr</b></li> </ul> <p>CAROUSEL Unit 6: My Environment Chapter 4: Home Sweet Home (Lesson 2)</p> <ul style="list-style-type: none"> <li>Theme Picture #25</li> <li>Activity Sheets 95 &amp; 96</li> </ul> <p><i>Valentines Activities and Projects</i></p> <p><b><u>Week 39: 2/14-2/18</u></b> Spectrum Spelling Grade 4:</p> <ul style="list-style-type: none"> <li>Review</li> </ul> <p>CAROUSEL Unit 6: My Environment Chapter 4: Home Sweet Home (Lesson 3)</p> <ul style="list-style-type: none"> <li>Activity Sheets 97 &amp; 98</li> </ul> <p>Personal Narrative</p> <p><b><u>Week 40: 2/21 – 2/25</u></b> Personal Narrative</p>		
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<ul style="list-style-type: none"><li>• Describing actions</li></ul> <p><b><i>Phonics/Spellings Focus:</i></b></p> <ul style="list-style-type: none"><li>• Words with <b>gn, mb, tch,</b> and <b>wr</b></li><li>• Long vowels</li></ul>	<p>Spectrum Spelling Grade 4:</p> <ul style="list-style-type: none"><li>• Lesson 6 words with long a</li></ul> <p>CAROUSEL Unit 6: My Environment Chapter 4: Home Sweet Home (Lesson 4)</p> <ul style="list-style-type: none"><li>• “Miss Millie ad the Marbles”</li><li>• Template D “Book Report”</li><li>• Activity Sheet 99</li></ul>		
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