

JAPANESE SCHOOL OF GUAM CURRICULUM MAP

English Language Development

Grade $\frac{3}{4}$ S level (split)

2021-2022

Grade 3 & 4 (S level) English
CAROUSEL 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:

- Short vowel CVC words
- Words ending “-ck”
- Word ending “-nd” and “-st”
- Consonant blends “dr,” “gr,” and “tr”
- Consonant blends “bl,” “gl,” and “pl”
- Consonant blends “mp,” “ng,” and “sk”
- Long vowels with silent “e”
- Long /o/ sound spelled “ow,” “oa,” and “o_e”
- Long /u/ sound spelled “oo” and “ue”
- Long /e/ sound spelled “ea” and “ee”
- Consonant blends “br” and “fr”
- Consonant blends “sl” and “sp”
- Consonant digraphs “sh” and “wh”
- Consonant digraphs “ch” and “th”
- /ar/ words
- R-controlled vowels spelled “ir,” “or,” and “ur”
- Words with “c” and “s” that make /s/ or /z/ sound
- Plural endings “-s” and “-es”
- Word endings “-ed” and “-ing”
- Homophones with “ea/ee,” “ere/eir,” and “oad/o_e”
- Family words
- Number words
- Short /u/ sound spelled “oo” and “u”
- /ou/ sound spelled “ou” and “ow”
- Contractions
- Compound words

GDOE Grade Level English Language Arts Standards (1st-2nd)

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

- 3rd/4th grade S level (upper)
- 3rd/4th grade S level (lower)

Annual Curriculum Map – 3rd/4th grade (S level) English 2021-2022

Skills/Content Addressed Throughout the Year in Every Unit:

MONTHS	CONTENT: Curriculum Unit(s)	Language Functions/Phonics/Reading and Writing Goals
April	All About Me projects Phonics/Spelling <ul style="list-style-type: none"> • Assess fine motor skills and alphabet inventory 	Language Functions Covered: <ul style="list-style-type: none"> • Naming and identifying people within the family • Asking and answering simple questions about self • Using social language: Greetings Phonics/Spellings Focus: <ul style="list-style-type: none"> • Letter recognition and identification of consonants and short vowels only • Test alphabetical sequence writing
May	CAROUSEL Unit 3: Living and Working Together <ul style="list-style-type: none"> • Chapter 1: Going to Work Spectrum Spelling Grade 2 (upper level) <ul style="list-style-type: none"> • Lesson 1-4 Spectrum Spelling Grade 1 (lower level) <ul style="list-style-type: none"> • Lesson 11-14 	Language Functions Covered: <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 Phonics/Spellings Focus: <ul style="list-style-type: none"> • Review all letters and sounds (short vowels only) • words with short /a/ • words with short /i/ • words with short /o/ • words ending in “-ck” • Short /a/ sound • Short /i/ sound • Short /o/ sound • Short /u/ sound

<p>June-July</p>	<p>CAROUSEL Unit 3: Living and Working Together</p> <ul style="list-style-type: none"> • Chapter 1: Going to Work • Chapter 2: Dress for Success <p>Spectrum Spelling Grade 2</p> <ul style="list-style-type: none"> • Lesson 2-6 <p>Spectrum Spelling Grade 1</p> <ul style="list-style-type: none"> • Lesson 15-19 	<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 • 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"> • Words with short vowels /a/, /i/, and /o/ • Words ending in “-ck” <ul style="list-style-type: none"> • Short /e/ sound • Spelling CVC words with short /a/ • Spelling CVC words with short /i/ • Spelling CVC words with short /o/ • Spelling CVC words with short /u/
<p>August</p>	<p>CAROUSEL Unit 3: Living and Working Together</p> <ul style="list-style-type: none"> • Chapter 3: Numbers Everywhere <p>Spectrum Spelling Grade 2</p> <ul style="list-style-type: none"> • Lesson 7, 8 <p>Spectrum Spelling Grade 1</p> <ul style="list-style-type: none"> • Review L16-20 • Lesson 21 	<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"> • Words with short vowel /e/ • Consonant blends “dr,” “gr,” and “tr” <ul style="list-style-type: none"> • Beginning blends “cl” and “fl”

<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>Spectrum Spelling Grade 2</p> <ul style="list-style-type: none"> Lesson 9-12 <p>Spectrum Spelling Grade 1</p> <ul style="list-style-type: none"> Lesson 22-25 	<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 <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> Consonant blends “bl,” “gl,” and “pl” Word endings “mp,” “ng,” and “sk” Words with long /a/ sound Words with long /i/ sound <ul style="list-style-type: none"> Beginning blends “sn” and “st” Consonant digraphs “ch” and “th” Consonant digraphs “wh” and “sh” Words with long /a/ sound
<p>October</p>	<p>CAROUSEL Unit 1: Living and Working Together</p> <ul style="list-style-type: none"> Chapter 4: Farm Animals Great and Small <p>Halloween Activities</p> <p>Spectrum Spelling Grade 2</p> <ul style="list-style-type: none"> Lessons 13-16 <p>Spectrum Spelling Grade 1</p> <ul style="list-style-type: none"> Lessons 26-28 	<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 <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> Long /o/ sound spelled “ow” and “o_e” Long /u/ sound spelled “oo” and “u_e” Long /e/ sound spelled “ee” and “ea” Consonant blends “br” and “fr” <ul style="list-style-type: none"> Words with long /i/ sound Words with long /o/ sound Words with long /e/ sound Review long vowel words
<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 	<p>Language Functions Covered:</p> <ul style="list-style-type: none"> Naming regular and irregular plural food vocabulary Making requests about food

	<p>Spectrum Spelling Grade 2</p> <ul style="list-style-type: none"> Lesson 17-23 <p>Spectrum Spelling Grade 1</p> <ul style="list-style-type: none"> Lesson 28-30 	<ul style="list-style-type: none"> Asking who, what, and where questions about food using present tense Expressing likes and dislikes about food <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> Consonant blends “sl” and “sp” Consonant digraphs “sh” and “wh” Consonant digraphs “ch” and “th” Words with /ar/ R-controlled vowels spelled “ir,” “or,” and “ur” Words with “c” and “s” that have /s/ and /z/ sounds Word endings “-s” and “-es” <ul style="list-style-type: none"> Sight words and words that are used often
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>Adacao Elementary School exchange</p> <p>Spectrum Spelling Grade 2</p> <ul style="list-style-type: none"> Lesson 24-26 <p>Spectrum Spelling Grade 1; Supplemental Resources</p> <ul style="list-style-type: none"> Lesson 31 Review long vowels 	<p>Language Functions Covered:</p> <ul style="list-style-type: none"> 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 <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> Word endings “-ed” and “-ing” Easily misspelled words Homophones <ul style="list-style-type: none"> Color words Review long vowels with silent “e”
February	<p>CAROUSEL Unit 3: Living and Working Together</p> <ul style="list-style-type: none"> Chapter 6: Times to Meet and Eat 	<p>Language Functions Covered:</p> <ul style="list-style-type: none"> 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

	<p>Spectrum Spelling Grade 2</p> <ul style="list-style-type: none"> • Lesson 27-30 <p>Spectrum Spelling Grade 1; Supplemental Resources</p> <ul style="list-style-type: none"> • Days of the Week • Months of the Year • Family words • Number words 	<p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Family words • Number words • Words with short /u/ sound spelled with “oo” and “u” • Words with /ou/ sound spelled with “ou” and “ow” <ul style="list-style-type: none"> • Days of the week • Months of the year • Family words • Number words
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March	<p>Year-end projects and assessments</p> <p>Spectrum Spelling Grade 2</p> <ul style="list-style-type: none"> • Lesson 31-32 <p>Spectrum Spelling Grade 1; Supplemental Resources</p> <ul style="list-style-type: none"> • Weather words • Review short and long vowel words 	<p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Various dialogues about places in town, meeting a friend, and making food • Sequencing “how to” <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Contractions • Compound words <ul style="list-style-type: none"> • Weather words • Review short and long vowel words
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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

WB: workbook

Month: April, May (1st Term)	Lesson Topic/Content Sequencing: Textbook Materials	Assessments
<p>Curriculum Unit: CAROUSEL Unit 3: Living and Working Together Chapter 1: Going to Work</p> <p>Spectrum Spelling 1 (lower level) Spectrum Spelling 2 (upper level)</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming and identifying people within the family • Asking and answering simple questions about self • Using social language: Greetings <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • review all letters and sounds (short vowels only) • words with short /a/ • review consonants "l, t, k, y, z, v, w, x" (sound, symbol, and recognition) • short vowel /i/ 	<p><u>Week 0: Friday, 4/23 NO ENGLISH CLASSES</u></p> <p><u>Week 1: 4/26-4/30</u></p> <ul style="list-style-type: none"> • Introductions of teacher, students • Classroom rules • Fingerplays to direct attention • Name page decoration • TPR "point to" classmate game • Alphabet inventory: letter recognition and identification • Alphabet sequencing: missing letters <p><u>Week 2: 5/3-5/7</u></p> <p><i>Spectrum Spelling Grade 2, Lesson 1</i></p> <ul style="list-style-type: none"> • Words with short /a/, pp. 6-9 <p><i>Spectrum Spelling Grade 1, Lesson 1</i></p> <ul style="list-style-type: none"> • Writing and recognizing "i, l, t, k, y, z, v, w, x," pp. 6-9 <p><i>Carousel Unit 3, 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><i>Fine motor assessment</i></p> <p><i>Alphabet inventory of letter recognition, writing, and sounds</i></p>

<p>Month: May</p> <p>Curriculum Unit: CAROUSEL Unit 3: Living and Working Together Chapter 1: Going to Work</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> Naming and identifying people within the family Asking and answering simple questions about self Asking and answering Simple yes/no questions about nouns Using social language: "Thank you" <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> words with short /o/ words with short /i/ review consonants "c, s, j, g, p, b, d" (sound, symbol, and recognition) short vowels /o/ and /u/ review consonants "h, m, n, q, r, f" (sound, symbol, and recognition) short vowels /a/ and /e/ 	<p><u>Week 3: 5/10-5/14</u></p> <p><i>Spectrum Spelling Grade 2, Lesson 2</i></p> <ul style="list-style-type: none"> Words with short /i/, pp. 10-13 <p><i>Spectrum Spelling Grade 1, Lesson 2</i></p> <ul style="list-style-type: none"> Writing and recognizing letters "o, c, u, s, j, g, p, b, d," pp. 10-13 <p><i>Carousel U 3, 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><u>Week 4: 5/17-21</u></p> <p><i>Spectrum Spelling Grade 2, Lesson 3</i></p> <ul style="list-style-type: none"> Words with short /o/, pp. 14-17 <p><i>Spectrum Spelling Grade 1, Lesson 3</i></p> <ul style="list-style-type: none"> Writing and recognizing letters "h, m, n, a, e, q, r, f," pp. 14-17 <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>Assessments</p> <p><i>Spectrum Spelling 2, Lesson 1 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 1 Test (word-initial consonants and short vowel /i/)</i></p> <p><i>Spectrum Spelling 2, Lesson 2 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 1 Test (word-initial consonants and short vowels /o/ and /u/)</i></p>

<p>Month: May</p> <p>Curriculum Unit: CAROUSEL Unit 1: My Community Chapter 1: My Family Chapter 2: My School</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming and identifying people within the family • Asking and answering simple questions about self • Asking and answering Simple yes/no questions about nouns • Using social language: "Thank you" <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • words ending in "-ck" • words ending in "-nd" and "-st" • word-initial consonants 	<p>Week 5: 5/24-5/28</p> <p><i>Spectrum Spelling Grade 2, Lesson 4</i></p> <ul style="list-style-type: none"> • Words ending in "ck," pp. 18-21 <p><i>Spectrum Spelling Grade 1, Lesson 4</i></p> <ul style="list-style-type: none"> • Word initial consonants, pp. 18-21 <p><i>Carousel U3, Ch.1, Lesson 4</i></p> <ul style="list-style-type: none"> • TG: P.351-354 • Transparency 26 "My Snow World" • <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>Week 6: 5/31-6/4 (Mon. – Memorial Day)</p> <p><i>Spectrum Spelling Grade 2, Lesson 5</i></p> <ul style="list-style-type: none"> • Word endings "nd" and "st," pp. 22-25 <p><i>Spectrum Spelling Grade 1, Lesson 5</i></p> <ul style="list-style-type: none"> • Word initial consonants, pp. 22-25 <p><i>Carousel 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>Assessment</p> <p><i>Spectrum Spelling 2, Lesson 3 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 3 Test</i></p> <p><i>Spectrum Spelling 2, Lesson 4 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 4 Test</i></p>
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<p>Month: May/ June</p> <p>Curriculum Unit: CAROUSEL Unit 1: My Community Chapter 1: My Family Chapter 2: My School</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> Naming and identifying people within the family Asking and answering simple questions about self Asking and answering Simple yes/no questions about nouns Using social language: "Thank you" <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> review word endings "-ck, -nd, -st" review short vowels /a/, /i/, /o/ short vowel /u/ continue word-initial consonants 	<p><u>Week 7: 6/7-6/11</u> <i>Spectrum Spelling Grade 2, Lesson 1-5 review</i></p> <ul style="list-style-type: none"> Review lessons 1-5, pp. 26-28 <p><i>Spectrum Spelling Grade 1, Lesson 6</i></p> <ul style="list-style-type: none"> Word initial consonants, pp. 26-29 <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" <p><i>Carousel U3, Ch.1 Test</i></p> <ul style="list-style-type: none"> Examiner's Manual: P. 78-81 Set 1, 2-5 Tester: P.1-7 <p><u>Week 8: 6/14-6/18</u> <i>Spectrum Spelling Grade 2, Lesson 6</i></p> <ul style="list-style-type: none"> Words with short /u/ sound, pp. 28-31 <p><i>Spectrum Spelling Grade 1, Lesson 7</i></p> <ul style="list-style-type: none"> Word initial consonants, pp. 30-33 <p><i>Carousel U3, Ch.2 Lesson 1</i></p> <ul style="list-style-type: none"> 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 	<p>Assessments</p> <p><i>Spectrum Spelling 2, Lesson 5 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 5 Test</i></p> <p><i>Carousel Unit 3, Ch.1 Test</i></p> <ul style="list-style-type: none"> Examiner Manual: P.78-81 Set 1, 2-5 Tester Book: P. 1-7 <p><i>Spectrum Spelling 2, Lesson 1-5 review Test</i></p> <p><i>Spectrum Spelling 1, Lesson 6 Test</i></p>
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<p>Month: June</p> <p>Curriculum Unit: CAROUSEL Unit 1: My Community Chapter 2: My School</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> Asking and answering Simple yes/no questions about nouns Answering “What is it?” questions Using social language: Please <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> short vowel /e/ beginning blends “dr, gr, tr” review word-initial consonants word-final consonants 	<p><u>Week 9: 6/21-6/25</u> <i>Spectrum Spelling Grade 2, Lesson 7</i></p> <ul style="list-style-type: none"> Words with short /e/ sound, pp. 32-35 <p><i>Spectrum Spelling Grade 1, Lesson 1-7 review</i></p> <ul style="list-style-type: none"> Review lessons 1-7, pp. 34-37 <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><u>Week 10: 6/28-7/2</u> <i>Spectrum Spelling Grade 2, Lesson 8</i></p> <ul style="list-style-type: none"> Consonant blends “dr,” “gr” and “tr,” pp. 36-39 <p><i>Spectrum Spelling Grade 1, Lesson 8</i></p> <ul style="list-style-type: none"> Word final consonants, pp. 38-41 <p><i>Carousel U3, Ch.2, Lesson 3</i></p> <ul style="list-style-type: none"> TG: P.374-376 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>Assessments</p> <p><i>Spectrum Spelling 2, Lesson 6 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 7 Test</i></p> <p><i>Spectrum Spelling 2, Lesson 7 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 1-7 review Test</i></p>
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<p>Month: June/ July</p> <p>Curriculum Unit: CAROUSEL Unit 1: My Community Chapter 2: My School</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> Asking and answering Simple yes/no questions about nouns Answering “What is it?” questions Using social language: Please <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> beginning blends “bl, gl, pl” word endings “-mp, -ng, -sk” word-final consonants 	<p><u>Week 11: 7/5-7/9 (Mon – Fourth of July observed)</u></p> <p><i>Spectrum Spelling Grade 2, Lesson 9</i></p> <ul style="list-style-type: none"> Consonant blends “bl,” “gl, and “pl,” pp. 40-43 <p><i>Spectrum Spelling Grade 1, Lesson 8</i></p> <ul style="list-style-type: none"> Word final consonants, pp. 38-41 <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><u>Week 12: 7/12-7/16</u></p> <p><i>Spectrum Spelling Grade 2, Lesson 10</i></p> <ul style="list-style-type: none"> Word ending “mp,” “ng,” and “sk,” pp. 44-47 <p><i>Spectrum Spelling Grade 1, Lesson 9</i></p> <ul style="list-style-type: none"> Word final consonants, pp. 42 <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>Assessments</p> <p><i>Spectrum Spelling 2, Lesson 8 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 7 Test</i></p> <p><i>Spectrum Spelling 2, Lesson 9 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 8 Test</i></p>
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<p>Month: July</p> <p>Curriculum Unit: CAROUSEL Unit 1: My Community Chapter 2: My School Chapter 3: Count Me In</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> Asking and answering Simple yes/no questions about nouns Answering “What is it?” questions Using social language: Please <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> review all short vowels, word-initial sounds, and word-final sounds review word-final sounds 	<p><u>Week 13: 7/19-7/23</u></p> <p><i>Spectrum Spelling Grade 2, Lesson 6-10 review</i></p> <ul style="list-style-type: none"> Review lessons 6-10, pp. 48-51 <p><i>Spectrum Spelling Grade 1, Lesson 10</i></p> <ul style="list-style-type: none"> Word final sounds, pp. 44-47 <p><i>Carousel U3, Ch.2, Lesson 6</i></p> <ul style="list-style-type: none"> TG: P. 385-387 Theme Picture #11 RB: Activity Sheet 131 “Describe it!” FF: P.65 / Card U3F 16-17 <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 	<p>Assessments</p> <p><i>Spectrum Spelling 2, Lesson 10 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 9 Test</i></p> <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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		Assessments
<p>Month: September</p> <p>Curriculum Unit: CAROUSEL Unit 1: My Community Chapter 3: Count Me In Chapter 4: Color My World</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Answering “How many” questions • Identifying color words • “I have” with number words • “I have” with color words <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • long vowel /o/ • long vowel /u/ • short /i/ sound • short /o/ sound 	<p><u>Week 16: 8/30-9/3</u> <i>Spectrum Spelling Grade 2, Lesson 13</i></p> <ul style="list-style-type: none"> • Words with long /o/ sound, pp. 58-61 <p><i>Spectrum Spelling Grade 1, Lesson 12</i></p> <ul style="list-style-type: none"> • Short /i/ sound, pp. 54-57 <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><u>Week 17: 9/6-9/10 (Mon – Labor Day)</u> <i>Spectrum Spelling Grade 2, Lesson 14</i></p> <ul style="list-style-type: none"> • Words with short /u/ sound, pp. 62-65 <p><i>Spectrum Spelling Grade 1, Lesson 13</i></p> <ul style="list-style-type: none"> • Short /o/ sound, pp. 58-61 <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” • RB: Activity Sheet 139 “ Numbers Everywhere” 	<p><i>Spectrum Spelling 2, Lesson 12 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 11 Test</i></p> <p><i>Spectrum Spelling 2, Lesson 13 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 12 Test</i></p>

<p>Month: September</p> <p>Curriculum Unit: CAROUSEL Unit 1: My Community Chapter 3: Count Me In Chapter 4: Color My World</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Answering “How many” questions • Identifying color words • “I have” with number words • “I have” with color words <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • review long vowel /o/ and /u/ • long vowel /e/ • short /u/ sound • short /e/ sound 	<p><u>Week 18: 9/13-9/17</u> <i>Spectrum Spelling Grade 2, Lesson 15</i></p> <ul style="list-style-type: none"> • Words with long /e/ sound, pp. 66-69 <p><i>Spectrum Spelling Grade 1, Lesson 14</i></p> <ul style="list-style-type: none"> • Short /u/ sound, pp. 62-65 <p><i>Carousel U3, Ch.3, Lesson 5</i></p> <ul style="list-style-type: none"> • TG: P.227-229 • RB: Activity Sheet 78 “Bar Graph” • IDEA Picture Dictionary • RB: Activity Sheet 79 “My Number Book” <p><u>Week 19: 9/20-9/24</u> <i>Spectrum Spelling Grade 2, Lesson 11-15 review</i></p> <ul style="list-style-type: none"> • Review lessons 11-15, pp. 70-71 <p><i>Spectrum Spelling Grade 1, Lesson 15</i></p> <ul style="list-style-type: none"> • Short /e/ sound, pp. 66-69 <p><i>Carousel U3, Ch.3 Test</i></p> <ul style="list-style-type: none"> • Examiners Manual: p. 66-69 • Set 1, 2-5 Tester: p. 18-24 	<p>Assessments</p> <p><i>Spectrum Spelling 2, Lesson 14 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 13 Test</i></p> <p><i>Spectrum Spelling 2, Lesson 15 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 14 Test</i></p> <p><i>Carousel U3, Ch.3 Test</i></p> <ul style="list-style-type: none"> • Examiners Manual: p.66-69 • Set 1, 2-5 Tester: p.18-24
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<p>Month: October/ November</p> <p>Curriculum Unit: CAROUSEL Unit 1: My Community Chapter 4: Color My World Chapter 5: The Amazing Human Body</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Adding regular plural -s to nouns • Responding to commands regarding body parts with actions (TPR=Total Physical Response) • Using subject pronouns to replace names: I, he, she, you <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • words with /ar/ sound • other r-controlled vowels • CVC words with short /e/ • rhyming words • opposites 	<p>Week 24: 10/25-10/29 <i>Spectrum Spelling Grade 2, Lesson 20</i></p> <ul style="list-style-type: none"> • Words with /ar/ sound, “pp. 90-93 <p><i>Spectrum Spelling Grade 1, Lesson 20</i></p> <ul style="list-style-type: none"> • CVC words with short /e/, pp. 88-91 <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>Halloween Activities/Projects</i></p> <p>Week 25: 11/1-11/5 <i>Spectrum Spelling Grade 2, Lesson 21</i></p> <ul style="list-style-type: none"> • R-controlled vowels, pp. 94-97 <p><i>Spectrum Spelling Grade 1, Lesson 16-20 review</i></p> <ul style="list-style-type: none"> • Review Lessons 16-20, pp. 92-93 • Supplemental materials on opposites and rhyming words <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><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 	<p>Assessments</p> <p><i>Spectrum Spelling 2, Lesson 19 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 19 Test</i></p> <p><i>Spectrum Spelling 2, Lesson 20 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 20 Test</i></p> <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
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<p>Month: November</p> <p>Curriculum Unit: CAROUSEL Unit 1: My Community Chapter 5: The Amazing Human Body</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Adding regular plural -s to nouns • TPR with body parts and class objects • Using subject pronouns to replace names: I, he, she, you <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • words with “c” and “s” • review r-controlled vowel words • beginning blends “cl, fl” • beginning blends “sn, st” 	<p><u>Week 26: 11/8-11/12</u> <i>Spectrum Spelling Grade 2, Lesson 22</i></p> <ul style="list-style-type: none"> • Words with “c” and “s,” pp. 98-101 <p><i>Spectrum Spelling Grade 1, Lesson 21</i></p> <ul style="list-style-type: none"> • Beginning blends “cl” and “fl,” pp. 94-97 <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><u>Week 27: 11/15-11/19</u> <i>Spectrum Spelling Grade 2, Lesson 20-22 review</i></p> <ul style="list-style-type: none"> • Review lessons 20-22, pp. 102-103 <p><i>Spectrum Spelling Grade 1, lesson 22</i></p> <ul style="list-style-type: none"> • Beginning blends “sn” and “st,” pp. 98-101 <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” • RB: Activity Sheet 152 “Name That Food!” 	<p>Assessments</p> <p><i>Spectrum Spelling 2, Lesson 21 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 16-20 review Test</i></p> <p><i>Spectrum Spelling 2, Lesson 22 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 21 Test</i></p>
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<p>Month: November/ December</p> <p>Curriculum Unit: CAROUSEL Unit 1: My Community Chapter 5: The Amazing Human Body</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Adding regular plural -s to nouns • TPR with body parts and class objects • Using subject pronouns to replace names: I, he, she, you <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • word endings “-s, -es” • beginning digraphs “ch, th” 	<p><u>Week 28: 11/22-11/26 (Mon-Wed)</u> <i>Spectrum Spelling Grade 2, Lesson 23</i></p> <ul style="list-style-type: none"> • Word endings “-s” and “-es,” pp. 104-107 <p><i>Spectrum spelling Grade 1, Lesson 23</i></p> <ul style="list-style-type: none"> • Beginning digraphs “ch” and “th,” pp. 102-105 <p><i>Carousel U3, Ch.5, Lesson 4</i></p> <ul style="list-style-type: none"> • TG: P.452-455 • <i>Pumpkin Pumpkin</i> 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” <p><u>Week 29: 11/29-12/3</u> <i>Spectrum Spelling Grade 2, Lesson 23 (continued)</i></p> <ul style="list-style-type: none"> • Word endings “-s” and “-es,” pp. 104-107 <p><i>Spectrum spelling Grade 1, Lesson 23 (continued)</i></p> <ul style="list-style-type: none"> • Beginning digraphs “ch” and “th,” pp. 102-105 <p><i>Carousel U 3, Ch.5, Lesson 5</i></p> <ul style="list-style-type: none"> • TG: P.456-457 • Chapter 5 Words Cards • RB: Activity Sheet 157 “A Food Experiment” 	<p>Assessments</p> <p><i>Spectrum Spelling 2, Lesson 20-22 review Test</i></p> <p><i>Spectrum Spelling 1, Lesson 22 Test</i></p>
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<p>Month: December</p> <p>Curriculum Unit: CAROUSEL Unit 1: My Community Chapter 5: The Amazing Human Body</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Adding regular plural -s to nouns • TPR with body parts and class objects • Using subject pronouns to replace names: I, he, she, you <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • word endings “-ed, -ing” • easily misspelled words • beginning digraphs “wh, sh” • review digraphs 	<p>Week 30: 12/6-12/10 <i>Spectrum Spelling Grade 2, Lesson 24</i></p> <ul style="list-style-type: none"> • Word endings “-ed” and “-ing,” pp. 108-111 <p><i>Spectrum Spelling Grade 1, Lesson 24</i></p> <ul style="list-style-type: none"> • Beginning digraphs “wh” and “sh,” pp. 106-109 <p><i>Carousel U3, Ch.5, Lesson 6</i></p> <ul style="list-style-type: none"> • TG: P.458-459 • RB: Activity Sheet 158 “Where’s the Food?” <p>Week 31: 12/13-12/17 <i>Spectrum Spelling Grade 2, Lesson 25</i></p> <ul style="list-style-type: none"> • Easily misspelled words, pp. 112-115 <p><i>Spectrum spelling Grade 1, Lesson 21-24 review</i></p> <ul style="list-style-type: none"> • Review lessons 21-24 <p><i>Carousel U3, Ch. 5 Test</i></p> <ul style="list-style-type: none"> • Examiner’s Manual Set 1: P. 74-77 • Set 1 2-5 Tester- P.33-41 <p><i>Christmas Activities and Projects</i></p> <p>Prepare for Adacao School Exchange</p> <ul style="list-style-type: none"> • Make Interview Question booklets with picture questions to ask Adacao students • Make souvenir origami for Adacao students 	<p>Assessments</p> <p><i>Spectrum Spelling 2, Lesson 23 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 23 Test</i></p> <p><i>Spectrum Spelling 2, Lesson 24 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 24 Test</i></p> <p><i>Carousel U3, Ch. 5 Test</i></p> <ul style="list-style-type: none"> • Examiner’s Manual Set 1: P. 74-77 • Set 1, 2-5 Tester- P.33-41
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<p>Month: December</p> <p>Curriculum Unit: CAROUSEL Unit 2: My Larger Community Chapter 1: The People Around</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Sentence structure “I like/ He likes/ She likes/ You like” • Making questions and answers: “Do you have ___? Yes, I do. / No, I don’t” • Using social language: Traditions (“What do you usually do?”) <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • review digraphs • review easily misspelled words • words with long /a/ sound 	<p>Week 32: 12/20-12/24 (Mon-Thur) <i>Spectrum Spelling Grade 2, Lesson 23-25 review</i></p> <ul style="list-style-type: none"> • Review lessons 23-25, pp. 1116-117 <p><i>Spectrum Spelling Grade 1, Lesson 25</i></p> <ul style="list-style-type: none"> • Words with long /a/ sound, pp. 112-115 <p><i>Christmas Activities and Projects</i></p> <p>Prepare for Adacao School Exchange</p> <ul style="list-style-type: none"> • Make Interview Question booklets with picture questions to ask Adacao students • Make souvenir origami for Adacao students 	<p>Assessments</p> <p><i>Spectrum Spelling 2, Lesson 25 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 21-24 review Test</i></p>
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<p>Month: January (3rd Term)</p> <p>Curriculum Unit: CAROUSEL Unit 2: My Larger Community Chapter 1: The People Around</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Sentence structure “I like/ He likes/ She likes/ You like” • Introducing someone: “This is my friend, ___” • Talking about favorites: “My/ her/ his favorite food/game is ___” <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • review words with long vowel sounds • review short vowel sounds and beginning blends 	<p><u>Week 33: 1/5-1/7 (School starts Wednesday)</u></p> <p><i>Spelling review</i></p> <ul style="list-style-type: none"> • Review words with long vowels <p><i>Spelling review</i></p> <ul style="list-style-type: none"> • Review beginning blends and short vowel words <p><i>Carousel U3, Ch. 6, Lesson 1</i></p> <ul style="list-style-type: none"> • 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 <p><i>Prepare for Adacao School Exchange (CONT.)</i></p> <ul style="list-style-type: none"> • Make Interview Question booklets with picture questions to ask Adacao students • Make souvenir origami for Adacao students <p><u>Week 34: 1/10-1/14</u></p> <p><i>Spectrum Spelling Grade 2, Lesson 26</i></p> <ul style="list-style-type: none"> • Homophones, pp. 118-121 <p><i>Spectrum Spelling Grade 1, Lesson 26</i></p> <ul style="list-style-type: none"> • Words with long /i/ sound, pp. 116-119 <p><i>Carousel U3, Ch.6 , Lesson 2</i></p> <ul style="list-style-type: none"> • TG: P.470-471 • RB: Activity Sheet 160 “Opposites” • RB: Activity Sheet 161 “Before and After” • FF: P.72 / Card U3F 47-48 	<p>Assessments</p> <p><i>Spectrum Spelling 2, Lesson 23-25 review Test</i></p> <p><i>Spectrum Spelling 1, Lesson 25 Test</i></p>
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<p>Month: January</p> <p>Curriculum Unit: CAROUSEL Unit 2: My Larger Community Chapter 1: The People Around</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Sentence structure “I like/ He likes/ She likes/ You like” • Introducing someone: “This is my friend, ___” • Talking about favorites: “My/ her/ his favorite food/game is ___” <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • family words • words with long /o/ sound 	<p>Prepare for School Exchange with Adacao Elementary</p> <ul style="list-style-type: none"> • Practice asking interview questions with classmates <p>Week 35: 1/17 -1/21 (EXCHANGE WEEK) (Mon.-MLK Day)</p> <p><i>Spectrum Spelling Grade 2, Lesson 27</i></p> <ul style="list-style-type: none"> • Family words, pp. 122-125 <p><i>Spectrum spelling Grade 1, Lesson 27</i></p> <ul style="list-style-type: none"> • Words with long /o/ sound, pp. 120-123 <p><i>Carousel U3, Ch.6, Lesson 3</i></p> <ul style="list-style-type: none"> • 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 <p><i>Adacao Elementary School Exchange Response</i></p> <ul style="list-style-type: none"> • Draw and present differences in the schools and what they enjoyed most about visiting Adacao 	<p>Assessments</p> <p><i>Spectrum Spelling 2, Lesson 26 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 26 Test</i></p>
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<p>Month: January/ February</p> <p>Curriculum Unit: CAROUSEL Unit 2: My Larger Community Chapter 1: The People Around</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> Talking about other favorites: "My favorite book/ character/ color/ class is ___" Identifying and naming extended family Describing people using adjectives <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> family words number words words with long /e/ sound 	<p><u>Week 36: 1/24-1/28</u> <i>Spectrum Spelling Grade 2, Lesson 27 (continued)</i></p> <ul style="list-style-type: none"> Family words, pp. 122-125 <p><i>Spectrum Spelling Grade 1, Lesson 27 (continued)</i></p> <ul style="list-style-type: none"> Words with long /o/ sound, pp. 120-123 <p><i>Carousel U3, Ch.6, Lesson 3 (continued)</i></p> <ul style="list-style-type: none"> 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 <p><u>Week 37: 1/31-2/4</u> <i>Spectrum Spelling Grade 2, Lesson 28</i></p> <ul style="list-style-type: none"> Number words, pp. 126-129 <p><i>Spectrum Spelling Grade 1, Lesson 28</i></p> <ul style="list-style-type: none"> Words with long /e/ sound, pp. 124-127 <p><i>Carousel U3, Ch.6, Lesson 4</i></p> <ul style="list-style-type: none"> TG: P. 475-479 RB: Activity Sheet 164 "A Recipe for Butter" <i>Pancakes for Breakfast</i> by Tomie DePaolo RB: Template W "Book Report" RB: Activity Sheet 165 "What Happened First?" 	<p>Assessments</p> <p><i>Spectrum Spelling 2, Lesson 27 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 27 Test</i></p>
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<p>Month: February</p> <p>Curriculum Unit: CAROUSEL Unit 2: My Larger Community Chapter 1: The People Around</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> Talking about other favorites: "My favorite animal / character/ color/ class is ___" Identifying and naming extended family Describing people using adjectives <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> review homophones, family words, and number words review long vowel sounds sight words 	<p>Week 38: 2/7-2/11 <i>Spectrum Spelling Grade 2, Lesson 26-28 review</i></p> <ul style="list-style-type: none"> Review lessons 26-28 <p><i>Spectrum Spelling Grade 1, Lesson 25-28 review</i></p> <ul style="list-style-type: none"> Review lessons 25-28, pp. 128-131 <p><i>Carousel U3, Ch.6, Lesson 5</i></p> <ul style="list-style-type: none"> 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 <p><i>Valentines Activities and Projects</i></p> <ul style="list-style-type: none"> Make Valentines Cards for parents/homeroom teacher <p>Week 39: 2/14-2/18 <i>Spectrum Spelling Grade 2, Lesson 29</i></p> <ul style="list-style-type: none"> Words with short /u/ sound, pp. 132-135 <p><i>Spectrum Spelling Grade 1, Lesson 29</i></p> <ul style="list-style-type: none"> Sight words, pp. 130-133 <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>Assessments</p> <p><i>Spectrum Spelling 2, Lesson 28 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 28 Test</i></p> <p><i>Spectrum Spelling 2, Lesson 26-28 review Test</i></p> <p><i>Spectrum Spelling 1, Lesson 25-28 review Test</i></p> <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
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<p>Month: February/ March</p> <p>Curriculum Unit: CAROUSEL Unit 2: My Larger Community Chapter 1: The People Around</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Talking about other favorites: “My favorite animal / character/ color/ class is ___” • Identifying and naming extended family • Describing people using adjectives <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • words with /ou/ sound • contractions • compound words • more sight words 	<p><u>Week 40: 2/21-2/25 (Mon- Presidents’ Day)</u> <i>Spectrum Spelling Grade 2, Lesson 30</i></p> <ul style="list-style-type: none"> • Words with /ou/ sound, pp. 136-139 <p><i>Spectrum Spelling Grade 1, Lesson 30</i></p> <ul style="list-style-type: none"> • More sight words, pp. 134-137 <p><i>Dialogue</i></p> <ul style="list-style-type: none"> • Helping Mom and Dad make a meal (illustrate and present with a partner) • Meeting a friend (present and make a map of directions) <p><u>Week 41: 2/28-3/4</u> <i>Spectrum Spelling Grade 2, Lesson 31</i></p> <ul style="list-style-type: none"> • Contractions, pp. 140-143 <p><i>Spectrum Spelling Grade 1, Lesson 31</i></p> <ul style="list-style-type: none"> • More sight words, pp. 134-137 <p><i>Presentation</i></p> <ul style="list-style-type: none"> • “How to” make or do something tutorial with illustrations <p><u>Week 42: 3/7-3/11</u> <i>Spectrum Spelling Grade 2, Lesson 32</i></p> <ul style="list-style-type: none"> • Compound words, pp. 144-147 <p><i>Spectrum Spelling Grade 1, Lesson 29-31 review</i></p> <ul style="list-style-type: none"> • Review lessons 29-31, pp. 142-143 <p>English Proficiency Test</p>	<p>Assessments</p> <p><i>Spectrum Spelling 2, Lesson 29 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 29 Test</i></p> <p><i>Spectrum Spelling 2, Lesson 30 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 30 Test</i></p> <p><i>Spectrum Spelling 2, Lesson 31 Test</i></p> <p><i>Spectrum Spelling 1, Lesson 31 Test</i></p>