

JAPANESE SCHOOL OF GUAM CURRICULUM MAP

English Language Development

Grade 5 - 6 : S level

2021-2022

Grade 5 – 6 (S Level)

CAROUSEL Curriculum Based Student Learning Outcomes

Language Functions Covered:

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

- Naming, identifying, and writing people vocabulary
- Answering questions in complete sentences
- Asking and answering questions in complete sentences about occupations in progressive present tense
- Connecting ideas with conjunctions
- Describing possession using possessive nouns
- Comparing and contrasting using superlatives
- Naming, identifying, and writing household items
- Answering who questions using has/have
- Making statements using there is/there are
- Asking and answering questions using past progressive, present progressive and future tense verbs.
- Describing possession using possessive nouns and pronouns
- Describing things using ordinal numbers
- Asking and Answering questions using how many and there is/there are
- Answering What questions using ordinal numbers
- Describing routines/scheduling using ordinal vocabulary
- Naming, identifying, and writing regular and irregular plural animal vocabulary
- Making statements about animals using this is/these are
- Connecting ideas using “because” as a conjunction
- Answering “why” question using the conjunction “because”
- Naming, identifying, and writing countable and uncountable food nouns with correct article
- Expressing likes and dislikes about food
- Describing possession using possessive pronouns
- Describing food items with adjectives
- Asking and answering questions in complete sentences using past progressive tense
- Naming, identifying, and writing body part vocabulary
- Making statements about body parts using this/these
- Describing the main idea of a story
- Comparing and Contrasting modes of transportation using conjunctions
- Asking and answering questions about transportation using verb phrases
- Describing an object/person’s location using prepositions
- Classifying modes of transportation using simple present tense and conjunctions
- Describing actions using future tense verbs
- Predicting using present tense verbs
- Asking and answering questions about transportation using verb phrases
- Describing a vehicles location using prepositions

- Classifying modes of transportation using simple present tense and conjunctions
- Describing actions using future tense verbs
- Predicting using present tense verbs

Phonics/Spellings Focus:

- Long Vowels: e and i
- Long u: ue, u_e, oo, and ew
- Word Ending: “-le”
- Middle double consonants
- Word Endings: -ed / -ing
- Vowel Sound: oi / oy
- Vowel Sound: /ou/
- Vowel Sound: /o/: a , au, or o
- Homophones
- Three letter Consonant blends: spr-, spl-, and str-
- /s/ sounds: soft c and s
- Ending blends: -ld and -ft
- qu and squ
- Silent consonants: wr- and kn-
- silent consonants: lf, mb, tch
- /or/ and /ur/ sounds: or, oor, ore, ir, er, and ur
- Short Vowels: e and a
- Short Vowels: i, o, and u
- Consonant Digraphs “ch” and “sh”
- silent consonants: gn, mb, tch, and wr
- Long e sounds: e, ee, ea, ie, y, and ey
- Long I sounds: i, i_e, igh, y
- Long o sounds: o, o_e, oa, ough, and ow
- /u/ sounds: o_e, u, ue, iew, u_e, and ew
- /or/ sounds
- /ur/ sounds
- /e/ sound in last syllable
- Grade 3 Sight Words
- Irregular Plurals: f to -ves
- Homophones

GDOE Grade Level English Language Arts Standards (4th – 5th)

Word Analysis, Fluency, and Vocabulary:

- Recognize and use knowledge of spelling patterns when reading
- Decode (sound out) regular words with more than one syllable
- Recognize common abbreviations
- Identify and correctly use regular plural words and irregular plural words
- Read aloud fluently and accurately with appropriate changes in voice and expression
- Know and use common word family patterns when reading (-ale, -est, -ine, etc.)
- Use and explain common synonyms and antonyms
- Use knowledge of individual words to predict the meaning of unknown compound words
- Know the meaning of simple prefixes and suffixes
- Use context to understand a word or sentences meaning
- Determine the meanings of words using knowledge of synonyms, antonyms, homophones and homographs
- Read and understand grade specific words
- Use a dictionary to learn the meaning and pronunciation of unknown words
- Know the meaning of more advanced prefixes and suffixes

Reading Comprehension and Analysis of Nonfiction Texts

- 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
- Use knowledge of the author's purpose to comprehend informational text
- Recognize cause and effect relationships in a text
- Follow two-step written directions
- Ask questions and support answers by connecting prior knowledge with literal information from a text
- Recall major points in a text and make predictions about what is read
- Distinguish between fact and opinion in text

Reading Comprehension and Analysis of Literary texts

- *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*
- *Distinguish among common forms of literature (poetry, drama, fiction, nonfiction)*
- *Comprehend basic plots of various literary texts*
- *Determine the theme of a literary text*
- *Critique an aspect of a story (plot, characters, resolution, setting)*

Writing Purposes, Processes, and Strategies

- 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
- Create single paragraphs with topic sentences and simple supporting facts and details, using varied word choices to make writing interesting
- Write narratives that provide a context in which an action takes place and include details to develop the plot
- Write descriptive pieces about people, places, things, or experiences that develop a unified main idea
- Write persuasive pieces that ask for an action or response
- Proofread one's own writing, as well as that of others, using an editing checklist or a list of grammar rules

Language Structure and Conventions

- Distinguish between complete and incomplete sentences
- Identify and correctly write various parts of speech.
- Use quotation marks and commas correctly to show that someone is speaking
- Correctly spell words with short and long vowel sounds, r-controlled vowels, and consonant blend patterns
- Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, titles, and initials in names
- Form letters correctly and space words and sentences properly so that writing can be read easily by another person
- Correctly write complete sentences in the forms of: statement, command, question, and exclamation
- Identify and use subject-verb agreement and verb tenses properly in writing
- Identify and correctly use pronouns, adjectives, compound words and articles in writing

Listening and Speaking Skills and Strategies

- Ask for clarification and explanations of stories and ideas
- Paraphrase information that has been shared orally by others

- Give and follow three- and four-step oral directions
- Organize presentations to maintain a clear focus
- Speak clearly, with details, and at an appropriate pace for the type of communication
- Connect and relate experiences and ideas to those of a speaker
- Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea
- Clarify and enhance oral presentations through word choice and use of appropriate props, including objects, pictures, and charts
- Plan and present dramatic interpretations of experiences, stories poems , or plays

Yearlong MB Proficiency Grouping Map

Skills/Content Addressed Throughout the Year in Every Unit:

MONTHS	CONTENT: Curriculum Unit(s)	Language Functions/Phonics/Reading and Writing Goals
<u>April</u>	CAROUSEL Unit 4: Our Great Big, Busy World <ul style="list-style-type: none"> • Chapter 1: Off to Work 	<p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming, identifying, and writing people vocabulary • Answering questions in complete sentences • Asking and answering questions in complete sentences about occupations in progressive present tense • Connecting ideas with conjunctions • Describing possession using possessive nouns • Comparing and contrasting using superlatives <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Assess phonics and spelling level • Assess reading and decoding skills
May	CAROUSEL Unit 4: Our Great Big, Busy World <ul style="list-style-type: none"> • Chapter 1: Off to Work Spectrum Spelling 3 : Lesson 3,4,5,7	<p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming, identifying, and writing people vocabulary • Answering questions in complete sentences • Asking and answering questions in complete sentences about occupations in progressive present tense • Connecting ideas with conjunctions • Describing possession using possessive nouns • Comparing and contrasting using superlatives <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Long Vowels: a and o • Long Vowels: e and i • Long u: ue, u_e, oo, and ew • Word Ending: “-le”
June-July	CAROUSEL Unit 4: Our Great Big,	Language Functions Covered:

	<p>Busy World</p> <ul style="list-style-type: none"> • Chapter 2: Dressed and Ready • Chapter 3: Putting Things in Order <p>Spectrum Spelling 3 : Lessons 8-13, 15-17</p>	<ul style="list-style-type: none"> • Naming, identifying, and writing household items • Answering who questions using has/have • Making statements using there is/there are • Asking and answering questions using past progressive, present progressive and future tense verbs. • Describing possession using possessive nouns and pronouns • Describing things using ordinal numbers • Asking and Answering questions using how many and there is/there are • Answering What questions using ordinal numbers • Describing routines/scheduling using ordinal vocabulary <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Middle double consonants • Word Endings: -ed / -ing • Vowel Sound: oi / oy • Vowel Sound: /ou/ • Three letter Consonant blends: spr-, spl-, and str- • /s/ sounds: soft c and s
August	<p>CAROUSEL Unit 4: Our Great Big, Busy World</p> <ul style="list-style-type: none"> • Chapter 3: Putting Things in Order <p>Spectrum Spelling 3 : Lessons 18-19</p>	<p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Describing things using ordinal numbers • Asking and Answering questions using how many and there is/there are • Answering What questions using ordinal numbers • Describing routines/scheduling using ordinal vocabulary <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • words with /j/ sound • plural -ies
September	<p>CAROUSEL Unit 4: Our Great Big, Busy World</p> <ul style="list-style-type: none"> • Chapter 4: Animals From All Over 	<p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming, identifying, and writing regular and irregular plural animal vocabulary • Answering questions about possession using “whose”

	Spectrum Spelling 3 : Lessons 20-24	<ul style="list-style-type: none"> • Making statements about animals using this is/these are • Connecting ideas using “because” as a conjunction • Answering “why” question using the conjunction “because” <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Days of the week • Months of the year • Holiday names • Ending blends: -ld and -ft • qu and squ
October	<p>CAROUSEL Unit 4: Our Great Big, Busy World</p> <ul style="list-style-type: none"> • Chapter 4: Animals From All Over <p>Spectrum Spelling 3: Lessons 25-27</p> <p>Spectrum Spelling 4: Lesson 1</p>	<p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Definite and Indefinite Articles: a, an, some, the • Naming, identifying, and writing countable and uncountable food nouns with correct article • Expressing likes and dislikes about food • Describing possession using possessive pronouns • Describing food items with adjectives • Asking and answering questions in complete sentences using past progressive tense <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Silent consonants: wr- and kn- • silent consonants: lf, mb, tch • /or/ and /ur/ sounds: or, oor, ore, ir, er, and ur • Short Vowels: e and a • Short Vowels: i, o, and u • Consonant Digraphs “ch” and “sh” • silent consonants: gn, mb, tch, and wr
November-December	<p>CAROUSEL Unit 4: Our Great Big, Busy World</p> <ul style="list-style-type: none"> • Chapter 5: Mealtimes • Chapter 6: Busy Bodies 	<p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming, identifying, and writing body part vocabulary • Making statements about body parts using this/these • Describing the main idea of a story

	<p>Spectrum Spelling 4 : Lessons 2-7</p> <p>Thanksgiving Activities Christmas Activities</p>	<p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Short Vowels: i, o, and u • words with scr-, squ-, str-, thr- • Consonant Digraphs “ch” and “sh” • silent letters -gn, -mb, -tch, wr- • silent letters -gn, -mb, -tch, wr- • long a sounds: ea, ai, a, ei • Long e sounds: e, ee, ea, ie, y, ey
January	<p>CAROUSEL Unit 4: Our Great, Big, Busy World</p> <ul style="list-style-type: none"> • Chapter 6: Busy Bodies <p>Spectrum Spelling 4 : Lessons 8-11</p>	<p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Comparing and Contrasting modes of transportation using conjunctions • Asking and answering questions about transportation using verb phrases • Describing a vehicles location using prepositions • Classifying modes of transportation using simple present tense and conjunctions • Describing actions using future tense verbs • Predicting using present tense verbs <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Long i sounds: i, ie, igh, y • Long o sounds: o, o_e, oa, ough, and ow • Long u sound: oo, u, ew, ue, o • /or/ sound: or, ore, our
February-March	<p>CAROUSEL Unit 5: The World Around Me</p> <ul style="list-style-type: none"> • Chapter 1: From Here to There <p>Spectrum Spelling 4 : Lessons 12-16</p>	<p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Comparing and Contrasting modes of transportation using conjunctions • Asking and answering questions about transportation using verb phrases • Describing a vehicles location using prepositions • Classifying modes of transportation using simple present tense and conjunctions • Describing actions using future tense verbs • Predicting using present tense verbs <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • /ur/ sound: er, ear, ir, or, ur

		<ul style="list-style-type: none">• Schwa sound: a, e, o• Possessive nouns 's and s'• Easily misspelled words• Irregular plurals
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Textbook References:

TG : Set 1 Unit 1-4 Teacher's Guide / Set 2 Unit 5-6 Teacher's Guide

RB: Set 1 Unit 1-4 Resource Book / Set 2 Unit 5-6 Resource Book

FF: Set 1 Frames For Fluency Teacher's Guide / Set 2 Frames For Fluency Teacher's Guide

<p>Month: April</p> <p>Curriculum Unit: CAROUSEL Unit 4: Our Great Big, Busy World Chapter 1: Off to Work</p>	<p>Lesson Topic/Content Sequencing: Textbook Materials</p>	<p>Assessments</p>
<p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming, identifying, and writing people vocabulary • Answering questions in complete sentences • Asking and answering questions in complete sentences about occupations in progressive present tense • Connecting ideas with conjunctions • Describing possession using possessive nouns • Comparing and contrasting using superlatives <p>Spelling and Phonics Focus</p> <ul style="list-style-type: none"> • Long Vowels: a and o 	<p>Week 0: 4/23 (NO ENGLISH CLASSES)</p> <p>Week 1: 4/26-4/30 <i>Introduction</i></p> <ul style="list-style-type: none"> • Getting to know each other – games, TPR, illustrated projects about self and family • Assess phonics and spelling level • Assess reading skills <p>Week 2: 5/3-5/7 <i>Spectrum Spelling 3, Lesson 3</i></p> <ul style="list-style-type: none"> • P. 14-17: Long Vowels: a and o <p><i>Carousel Unit 4, Ch.1 Lesson 1</i></p> <ul style="list-style-type: none"> • TG: P.518-520 • Theme Picture #15 “A Busy Street” • Template GG: “Off to Work” • Chapter 1 Picture Cards • RB: Activity Sheet 180 “ A Busy Street” • FF: P.78 / Card U4F 1-3 	<p>2-5 Set 1 Placement Assessment</p>

<p>Month: May</p> <p>Curriculum Unit: CAROUSEL Unit 4: Our Great Big, Busy World Chapter 1: Off to Work</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming, identifying, and writing people vocabulary • Answering questions in complete sentences • Asking and answering questions in complete sentences about occupations in progressive present tense • Connecting ideas with conjunctions • Describing possession using possessive nouns • Comparing and contrasting using superlatives <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Long Vowels: a and o • Long Vowels: e and i • Long u: ue, u_e, oo, and ew • Word Ending: “-le” 	<p><u>Week 3: 5/10-5/14</u> <i>Spectrum Spelling 3, Lesson 4</i></p> <ul style="list-style-type: none"> • P. 18-21: Long Vowels: e and i <p><i>Carousel Unit 4, Ch.1 Lesson 2</i></p> <ul style="list-style-type: none"> • TG: P.521-524 • Theme Picture #16: “A Pool Party” • Chapter 1 Picture and Word Cards • Theme Pictures #15 • RB: Activity Sheet 181 “Tools” • RB: Activity Sheet 182 “What Do You do?” • FF: P.79 / Card U4F 4-8, 9-12, 15-16 <p><u>Week 4: 5/17-5/21</u> <i>Spectrum Spelling 3: Lesson 5</i></p> <ul style="list-style-type: none"> • P. 22-23: Long u: ue, u_e, oo, and ew <p><i>Carousel Unit 4, Ch.1 Lesson 3</i></p> <ul style="list-style-type: none"> • TG: P.525-527 • Chapter 1 Picture and Word Cards • RB : Template HH “Tools of the Trade” • RB: Activity Sheet 183 “Who Does it Belong to?” • RB: Chapter 1 Activity Pictures • RB: Template I “My Picture Dictionary” • RB: Activity Sheet 184 “The President’s job” • RB: Activity Sheet 185A/B “George Washington” / “Abraham Lincoln” • RB: Activity Sheet 186 “Occupations” • FF: P.81 / Card U4F 17 	
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<p>Month: May/June</p> <p>Curriculum Unit: CAROUSEL Unit 4: Our Great Big, Busy World Chapter 1: Off to Work Chapter 2: Dressed and Ready</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming, identifying, and writing household items • Answer who questions with has/have • Making statements using there is/there are • Asking and answering questions using past progressive, present progressive and future tense verbs. • Describing possession using possessive nouns and pronouns <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Middle double consonants • Word Endings: -ed / -ing • Vowel Sound: oi / oy 	<p><u>Week 5: 5/24-5/28</u> <i>Spectrum Spelling 3: Lesson 7</i></p> <ul style="list-style-type: none"> • P. 32-35: Word Ending: “-le” <p><i>Carousel Unit 4, Ch.1 Lesson 4</i></p> <ul style="list-style-type: none"> • TG: P.528-531 • <i>Jobs from A to Z</i> by Allison Mangrum • RB: Activity Sheet 187 “Rhyme Time” • RB: Activity Sheet 188 “Our Class Poem” <p><u>Week 6: 5/31-6/4 (Mon. – Memorial Day)</u> <i>Spectrum Spelling 3: Lesson 8</i></p> <ul style="list-style-type: none"> • P. 36-39: Middle double consonants <p><i>Carousel Unit 4, Ch.1 Lesson 5</i></p> <ul style="list-style-type: none"> • TG: P.532-534 • RB: Activity Sheet 189A-B “Help Wanted” • Chapter 1 Picture Cards • RB: Activity Sheet 190 “Who Am I?” • FF: P.78 / Card U4F 18-19 <p><u>Week 7: 6/7-6/11</u> <i>Spectrum Spelling 3: Lesson 10</i></p> <ul style="list-style-type: none"> • P. 46-49: Vowel Sound: oi / oy <p><i>Carousel Unit 4, Ch.1 Assessment</i></p> <ul style="list-style-type: none"> • Examiner’s Set 1 2-5: P.86-89 • Set 1 2-5 Tester P.59-67 	
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<p>Month: June</p> <p>Curriculum Unit: CAROUSEL Unit 4: Our Great Big, Busy World Chapter 2: Dressed and Ready</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Describing things using ordinal numbers • Asking and Answering questions using how many and there is/there are • Answering What questions using ordinal numbers • Describing routines/scheduling using ordinal vocabulary <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Vowel Sound: /ou/ • Vowel Sound: /o/: a , au, or o 	<p><i>Carousel Unit 4, Chapter 2 Lesson 1:</i></p> <ul style="list-style-type: none"> • TG: P. 542-545 • Theme Picture #12 “Students Help Out” • Chapters 1 and 2 Picture Cards • RB: Template II “Dressed and Ready” • RB: Chapter 2 Activity Pictures • FF: P.82 / Card U4F 20, 21-23 <p><u>Week 8: 6/14-6/18</u> <i>Spectrum Spelling 3: Lesson 11</i></p> <ul style="list-style-type: none"> • P. 50-53: Vowel Sound: /ou/: ow and ou <p><i>Carousel Unit 4, Chapter 2 Lesson 2</i></p> <ul style="list-style-type: none"> • TG: P.546-548 • Chapter 2 Picture and Word Cards • Theme picture “What’s There?” • RB: Chapter Activity Pictures • RB: Activity Sheet 192 “Clothes and Accessories” • RB: Activity Sheet 193 “How Many?” • RB: Activity sheet 194 “Clothes Around the World” • FF: P.84 / Card U4F 30-31 <p><u>Week 9: 6/21-6/25</u> <i>Spectrum Spelling 3: Lesson 12</i></p> <ul style="list-style-type: none"> • P. 54-57 Vowel Sound: /o/: a , au, or o <p><i>Carousel Unit 4, Ch.2 Lesson 3:</i></p> <ul style="list-style-type: none"> • TG: P. 549-551 • Transparency 37 “Yesterday, Today, and Tomorrow” 	
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<p>Month: June/July</p> <p>Curriculum Unit: CAROUSEL Unit 4: Our Great Big, Busy World Chapter 2: Dressed and Ready</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Describing things using ordinal numbers • Asking and Answering questions using how many and there is/there are • Answering What questions using ordinal numbers • Describing routines/scheduling using ordinal vocabulary <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Homophones • Easily misspelled words 	<ul style="list-style-type: none"> • RB: Activity Sheet 195A “What is She Wearing?” • Chapter 2 Picture Cards • RB: Activity Sheet 196 “Clothes of the Day” • FF: P.83 / U4F 24-29 <p>Week 10: 6/28-7/2 <i>Spectrum Spelling 3: Lesson 13</i></p> <ul style="list-style-type: none"> • P. 60-63 homophones <p><i>Carousel Unit 4, Ch.2 Lesson 4</i></p> <ul style="list-style-type: none"> • TG: 552-554 • <i>Umbrella</i> by Taro Yashima • RB: Template W “Book Report” • RB: Activity Sheet 197 “A Change of Heart” <p>Week 11: 7/5-7/9 (Mon. – Fourth of July observed) <i>Spectrum Spelling 3: Lesson 15</i></p> <ul style="list-style-type: none"> • P. 68-71: Easily Misspelled words <p><i>Carousel Unit 4, Ch.2 Lesson 5</i></p> <ul style="list-style-type: none"> • TG: P.555-557 • Chapter 2 Picture and Word Cards • RB: Activity Sheet 198 “These Are Her Slippers” • FF: P.85 / Card U4F 32-33 	
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<p>Month: July</p> <p>Curriculum Unit: CAROUSEL Unit 4: Our Great Big, Busy World Chapter 3: Putting Things in Order</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Describing things using ordinal numbers • Asking and Answering questions using how many and there is/there are • Answering What questions using ordinal numbers • Describing routines/scheduling using ordinal vocabulary <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Three letter Consonant blends: spr-, spl-, and str- • /s/ sounds: soft c and s 	<p><u>Week 12: 7/12-7/16</u> <i>Spectrum Spelling 3: Lesson 16</i></p> <ul style="list-style-type: none"> • P. 74-77: Three letter Consonant blends: spr-, spl-, and str- <p><i>Carousel Unit 4, Chapter 2 Lesson 6</i></p> <ul style="list-style-type: none"> • TG: P. 558-559 • RB: Activity Sheet 199 “Science Experiment” <p><u>Week 13: 7/19-7/23</u> <i>Spectrum Spelling 3: Lesson 17</i></p> <ul style="list-style-type: none"> • P. 78-81 : /s/ sounds: soft c and s <p><i>Carousel Unit 4, Chapter 2 Test</i></p> <ul style="list-style-type: none"> • Set 1 2-5 Examiner’s Manual: P.90-93 • Set 1 2-5 Tester P.68-76 <p><i>Carousel Unit 4, Ch. 3 Lesson 1</i></p> <ul style="list-style-type: none"> • TG: P. 566-569 • Chapter 3 Picture Cards • RB: Template JJ “Putting Things in Order” • RB: Activity Sheet 200 “Five little Turtles” • Transparency 38 “First, Second, Third” • RB: Activity Sheet 201 “First, Second, Third” • FF: P.86/ Card U4F 34-36 	
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2nd TERM/QUARTER

Month: August

Curriculum Unit:

CAROUSEL Unit 4: Our Great Big, Busy World
Chapter 3: Putting Things in Order

Language Functions Covered:

- Describing things using ordinal numbers
- Asking and Answering questions using how many and there is/there are
- Answering What questions using ordinal numbers
- Describing routines/scheduling using ordinal vocabulary

Phonics/Spellings Focus:

- words with /j/ sound
- plural -ies

Week 14: 8/16-8/20 (No school Monday the 16th)

Spectrum Spelling 3: Lesson 18

- pp. 82-85: words with /j/ sound

Carousel Unit 4, Ch.3 Lesson 2

- TG: P.570-572
- Chapter 3 Picture and Word Cards
- RB: Activity Sheet 202 "Ten Colorful Cats"
- IDEA Picture Dictionary
- RB: Activity Sheet 203 "Making Words"
- RB: Activity Sheet 204 "Packing Lists"
- FF: P.86 / Card U4F 37

Week 15: 8/23-8/27

Spectrum Spelling 3: Lesson 19

- P. 86-89 : plural -ies

Carousel Unit 4, Ch.3 Lesson 3

- TG: P.573-575
- Unit 4 Chapter 1-2 Picture Cards
- Nine Categories of Units 1-3 Picture Cards
- RB: Activity Sheet 205 "Who's in Line?"
- RB: Activity Sheet 206 " Our Family Order"
- FF: P.86 / Card U4F 38-39, 40-41

<p>Month: August/September</p> <p>Curriculum Unit: CAROUSEL Unit 4: Our Great Big, Busy World Chapter 3: Putting Things in Order Chapter 4: Animals From All Over</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming, identifying, and writing regular and irregular plural animal vocabulary • Answering questions about possession using “whose” • Making statements about animals using this is/these are • Connecting ideas using “because” as a conjunction • Answering “why” question using the conjunction “because” <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Days of the week • Months of the year • Holiday names • Ending blends: -ld and -ft • qu and squ 	<p><u>Week 16: 8/30-9/3</u> <i>Spectrum Spelling 3: Lesson 20</i></p> <ul style="list-style-type: none"> • pp. 92-95: Days of the week and time words <p><i>Carousel Unit 4, Ch.3 Lesson 4</i></p> <ul style="list-style-type: none"> • TG: P. 576-579 • <i>The Tenth Good Thing About Barney</i> by Judith Viorst • Template W: “Book Report” • RB: Activity Sheet 207 “Five Good Things About Our city” <p><u>Week 17: 9/6-9/10 (Mon. – Labor Day)</u> <i>Spectrum Spelling 3: Lesson 21</i></p> <ul style="list-style-type: none"> • pp. 96-99: Months of the Year <p><i>Carousel Unit 4, Ch.3 Lesson 5</i></p> <ul style="list-style-type: none"> • TG: P.580-582 • RB: Activity Sheet 208 “Family Detective” • FF: P.87 / Card U4F 42-44 <p><u>Week 18: 9/13-9/17</u> <i>Spectrum Spelling 3: Lesson 22</i></p> <ul style="list-style-type: none"> • pp. 100-103: Names of Holidays <p><i>Carousel Unit 4, Ch.3 Test</i></p> <ul style="list-style-type: none"> • Set 1 2-5 Examiner’s Manual: P.94-97 • Set 1 2-5 Tester: P.77-84 <p><i>Carousel Unit, Ch.4 Lesson 1</i></p> <ul style="list-style-type: none"> • TG: 590-593 • Theme Picture #17 “An Artist’s Studio” 	
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<p>Month: September</p> <p>Curriculum Unit: CAROUSEL Unit 4: Our Great Big, Busy World Chapter 4: Animals From All Over</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming, identifying, and writing regular and irregular plural animal vocabulary • Answering questions about possession using “whose” • Making statements about animals using this is/these are • Connecting ideas using “because” as a conjunction • Answering “why” question using the conjunction “because” <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Ending blends: -ld and -ft • qu and squ • word endings -ld and -ft • qu and squ 	<ul style="list-style-type: none"> • RB: Template KK “Animals From All Over” • Chapter 4 Picture Cards • RB: Activity sheet 209 “Animal Habitats” • RB: Activity Sheet 210 “Match the Habitat” • FF: P.88 / Card U4F 45-46, 47-48, 49-50 <p><u>Week 19: 9/20-9/24</u> <i>Spectrum Spelling 3: Lesson 23</i></p> <ul style="list-style-type: none"> • pp. 106-109: word endings -ld and -ft <p><i>Carousel Unit 4, Ch.4 Lesson 2</i></p> <ul style="list-style-type: none"> • TG: P.594-597 • Theme Picture #17 • Chapter 4 Picture and Word Cards • RB: Ch.4 Activity Pictures • RB: Template I “My picture Dictionary • Unit 4 Chapter 2 Picture Cards • RB: Activity Sheets 211 “Reader’s Theater: Field Trip” • Transparency 39 “On My Trip to the Zoo” • RB: Activity Sheet 212 “On My Trip to the Zoo” • FF: P.89 / Card U4F 51 <p><u>Week 20: 9/27-10/1</u> <i>Spectrum Spelling 3: Lesson 24</i></p> <ul style="list-style-type: none"> • P. 110-113: qu and squ <p><i>Carousel Unit 4, Ch.4 Lesson 3</i></p> <ul style="list-style-type: none"> • TG: P. 598-600 • RB: Activity Sheets 213A-B “Animals of Africa” • Units 1-4 Animal Picture Cards • RB: Activity Sheet 214 “My Favorite Animal” • FF: P.91 / Card U4F 55-56 	
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<p>Month: October</p> <p>Curriculum Unit: CAROUSEL Unit 4: Our Great Big, Busy World Chapter 4: Animals From All Over</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> ● Definite and indefinite articles: <i>a, an, some, the</i> ● Naming, identifying, and writing countable and uncountable food nouns with correct article ● Expressing likes and dislikes about food ● Describing possession using possessive pronouns ● Describing food items with adjectives ● Asking and answering questions in complete sentences using past progressive tense <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> ● Silent consonants: wr- and kn- ● silent consonants: lf, mb, tch ● /or/ and /ur/ sounds: or, oor, ore, ir, er, and ur 	<p><u>Week 21: 10/4-10/8</u> <i>Spectrum Spelling 3: Lesson 25</i></p> <ul style="list-style-type: none"> ● P. 114-117 : Silent consonants: wr- and kn- <p><i>Carousel Unit 4, Ch.4 Lesson 4</i></p> <ul style="list-style-type: none"> ● TG: 601-603 ● <i>May I Bring a Friend?</i> By Beatrice Shenk ● RB: Template W “Book Report” ● RB: Activity Sheet 215 “Make a Rhyme” ● RB: Activity Sheet “Who Come to Tea?” <p><u>Week 22: 10/11-10/15 (Mon.- Columbus Day)</u> <i>Spectrum Spelling 3: Lesson 26</i></p> <ul style="list-style-type: none"> ● P. 118-121 : silent consonants: lf, mb, tch <p><i>Ch.4 Lesson 5</i></p> <ul style="list-style-type: none"> ● TG: P.604-606 ● RB: Activity Sheet 217A-B “Animal Facts” ● Activity Sheet 218 “Animal Report” ● Activity Sheet 219 “Wild Animals <p><u>Week 23: 10/18-10/22</u> <i>Spectrum Spelling 3: Lesson 27</i></p> <ul style="list-style-type: none"> ● P. 128-131 : /or/ and /ur/ sounds: or, oor, ore, ir, er, and ur <p><i>Carousel Unit 4, Ch.4 Test</i></p> <ul style="list-style-type: none"> ● Set 1 2-5 Examiner’s Manual: P.98-101 	
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<p>Month: October/November</p> <p>Curriculum Unit: CAROUSEL Unit 4: Our Great Big, Busy World Chapter 5: Mealtime</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming, identifying, and writing countable and uncountable food nouns with correct article • Expressing likes and dislikes about food • Describing possession using possessive pronouns • Describing food items with adjectives • Asking and answering questions in complete sentences using past progressive tense <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Short Vowels: e and a • Short Vowels: i, o, and u 	<ul style="list-style-type: none"> • Set 1 2-5 Tester: P.85-92 <p><i>Carousel Unit 4, Ch.5 Lesson 1</i></p> <ul style="list-style-type: none"> • TG: P.614-617 • Theme Picture # 18 “A Grocery Check-out line” • Chapter 5 Picture Cards • RB: Template LL “Mealtime” • RB: Template H “Bingo” • RB: Chapter 5 Activity Pictures • FF: P.92 / Card U4F 57-58 <p><u>Week 24: 10/25-10/29</u></p> <p><i>Spectrum Spelling 4: Lesson 1</i></p> <ul style="list-style-type: none"> • P. 6-9: Short Vowels: e and a <p><i>Carousel Unit 4, Ch.5 Lesson 2</i></p> <ul style="list-style-type: none"> • TG: P.618-621 • Chapter 5 Picture and Word Cards • RB: Activity Sheet 200 “Contractions” • RB: Activity Sheet 221 “Where is Spooky the cat?” • FF: P.93/ Card U4F 59, 60-61 <p><u>Week 25: 11/1-11/5</u></p> <p><i>Spectrum Spelling 4: Lesson 2</i></p> <ul style="list-style-type: none"> • P. 10-13: Short Vowels: i, o, and u <p><i>Carousel Unit 4, Ch. 5 Lesson 3</i></p> <ul style="list-style-type: none"> • TG: P.622-623 • Chapter 5 Picture and Word Cards • RB: Activity Sheet 222 “This is Their salt” 	
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<p>Month: November</p> <p>Curriculum Unit: CAROUSEL Unit 4: Our Great Big, Busy World Chapter 5: Mealtime</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming, identifying, and writing body part vocabulary • Making statements about body parts using this/these • Describing the main idea of a story <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • blends scr-, squ-, str-, thr- • consonant digraphs ch and sh • silent consonants: gn, mb, tch, and wr 	<ul style="list-style-type: none"> • FF: P.93 / Card U4F 62-63 <p><u>Week 26: 11/8-11/12</u> <i>Spectrum Spelling 4: Lesson 3</i></p> <ul style="list-style-type: none"> • pp. 14-17: words with scr-, squ-, str-, thr- <p><i>Carousel Unit 4, Ch.5 Lesson 4</i></p> <ul style="list-style-type: none"> • TG: P.624-627 • <i>Tops & Bottoms</i> by Janet Stevens • RB: Template W “Book Report” • RB: Activity Sheet 223 “Plant or Animal?” • RB: Activity Sheet 224 “Time to Eat” <p><u>Week 27: 11/15-11/19</u> <i>Spectrum Spelling 4: Lesson 4</i></p> <ul style="list-style-type: none"> • P. 18-21: Consonant Digraphs ch and sh <p><i>Carousel Unit 4, Ch.5 Lesson 5</i></p> <ul style="list-style-type: none"> • TG: P.628-630 • Chapter 5 Picture Cards • RB: Activity Sheet 225 “A Conversation at Breakfast” • RB: Activity Sheet 226 “Food Hunt” • FF: P.94-95 / Card U4F 64-67, 68-73 <p><u>Week 28: 11/22-11/26 (Thanksgiving break – Thur, Fri)</u> <i>Spectrum Spelling 4: Lesson 5</i></p> <ul style="list-style-type: none"> • p. 22-25: silent letters -gn, -mb, -tch, wr- <p><i>Carousel Unit 4, Ch.5 Test</i></p> <ul style="list-style-type: none"> • Set 1 2-5 Examiner’s Manual: P.102-105 	
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<p>Month: November/December</p> <p>Curriculum Unit: CAROUSEL Unit 4: Our Great Big, Busy World Chapter 5: Mealtime Chapter 6: Busy Bodies</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming, identifying, and writing body part vocabulary • Making statements about body parts using this/these • Describing the main idea of a story <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • silent letters -gn, -mb, -tch, wr- • long a sounds: ea, ai, a, ei 	<ul style="list-style-type: none"> • Set 1 2-5 Tester: P. 93-102 <p><i>Carousel Unit 4, Ch.6 Lesson 1</i></p> <ul style="list-style-type: none"> • TG: P.638-641 • Theme Picture #9 “A Day at the Beach” • RB: Template M: “Busy Bodies” • Chapter 6 Picture Cards • RB: Chapter 6 Activity Pictures • FF: P.96 / Card U4F 49-50, <p><u>Week 29: 11/29-12/3</u> <i>Spectrum Spelling 4: Lesson 5 (continued)</i></p> <ul style="list-style-type: none"> • p. 22-25: silent letters -gn, -mb, -tch, wr- <p><i>Carousel Unit 4, Ch.6 Lesson 1 (continued)</i></p> <ul style="list-style-type: none"> • TG: P.638-641 • Theme Picture #9 “A Day at the Beach” • RB: Template M: “Busy Bodies” • Chapter 6 Picture Cards • RB: Chapter 6 Activity Pictures • FF: P.96 / Card U4F 49-50, <p><u>Week 30: 12/6-12/10</u> <i>Spectrum Spelling 4: Lesson 6</i></p> <ul style="list-style-type: none"> • pp. 28-31: long a sounds: ea, ai, a, ei <p><i>Carousel Unit 4, Ch.6 Lesson 2</i></p> <ul style="list-style-type: none"> • TG: P.642-644 • RB: Activity Sheet 227 “Opposites” • Transparency 40 “idioms” • RB: Activity Sheet 228 “Complete the Picture” 	
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<p>Month: December</p> <p>Curriculum Unit: CAROUSEL Unit 4: Our Great Big, Busy World Chapter 6: Busy Bodies</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming, identifying, and writing body part vocabulary • Making statements about body parts using this/these • Describing the main idea of a story <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Long e sounds: e, ee, ea, ie, y, ey 	<ul style="list-style-type: none"> • FF: P.97 / Card U4F 51 <p><u>Week 31: 12/13-12/17</u> <i>Spectrum Spelling 4: Lesson 7</i></p> <ul style="list-style-type: none"> • P. 32-35: Long e sounds: e, ee, ea, ie, y, ey <p><i>Carousel Unit 4, Ch. 6 Lesson 3</i></p> <ul style="list-style-type: none"> • TG: P.645-647 • Chapter 6 Picture and Word Cards • Transparency 41 “School Safety Rules” • Activity Sheet 229 “Home Safety Rules” <p><i>Christmas Activities</i></p> <p><u>Week 32: 12/20-12/24 (No classes Friday the 24th)</u> <i>Christmas Activities</i> <i>Prepare for Adacao Elementary Exchange</i></p>	
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2nd TERM/QUARTER

Month: January

Curriculum Unit:

CAROUSEL Unit 4: Our Great Big, Busy World
Chapter 6: Busy Bodies

Language Functions Covered:

- Comparing and Contrasting modes of transportation using conjunctions
- Asking and answering questions about transportation using verb phrases
- Describing a vehicles location using prepositions
- Classifying modes of transportation using simple present tense and conjunctions
- Describing actions using future tense verbs
- Predicting using present tense verbs

Phonics/Spellings Focus:

- Long i sounds: i, ie, igh, y
- Long o sounds: o, o_e, oa, ough, and ow

Week 33: 1/3-1/7 (school starts Wednesday the 5th)

New Year's Activities

Prepare for Adacao Elementary Exchange

Week 34: 1/10-1/14

Spectrum Spelling 4: Lesson 8

- P. 36-39: Long i sounds: i, ie, igh, y

Carousel Unit 4, Ch. 6 Lesson 4

- TG: P.648-651
- *People* by Peter Spier
- RB: Activity Sheet 230 "People"

Prepare for Adacao Elementary Exchange

Week 35: 1/17-1/21 (Mon. – MLK day)

Spectrum Spelling 4: Lesson 9

- P. 40-43: Long o sounds: o, o_e, oa, ough, and ow

Carousel Unit 4, Ch.6 Lesson 5

- TG: P.652-654
- RB: Activity Sheet 231 "My Busy Body"
- RB: Template NN "Editing Checklist"
- RB: Activity Sheet 232 "What Goes Together?"

<p>Month: January/ February</p> <p>Curriculum Unit: CAROUSEL Unit 4: Our Great Big, Busy World Chapter 6: Busy Bodies</p> <p>CAROUSEL Unit 5: The World Around Me Chapter 1: From Here to There</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Comparing and Contrasting modes of transportation using conjunctions • Asking and answering questions about transportation using verb phrases • Describing a vehicles location using prepositions • Classifying modes of transportation using simple present tense and conjunctions • Describing actions using future tense verbs • Predicting using present tense verbs <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Long u sound: oo, u, ew, ue, o • /or/ sound: or, ore, our 	<p><u>Week 35: 1/17-1/21</u> <i>Spectrum Spelling 4: Lesson 10</i></p> <ul style="list-style-type: none"> • pp. 44-47: Long u sound: oo, u, ew, ue, o <p><i>Carousel Unit 4, Ch.6 Test</i></p> <ul style="list-style-type: none"> • Set 1 2-5 Examiner’s Manual: P.106-109 • Set 1 2-5 Tester: P.103-110 <p><u>Week 36: 1/24-1/28</u> <i>Spectrum Spelling 4: Lesson 11</i></p> <ul style="list-style-type: none"> • pp. 50-53: /or/ sound: or, ore, our <p><i>Carousel Unit 5, Ch.1 Lesson 1</i></p> <ul style="list-style-type: none"> • TG: P.42-46 • Theme Picture #19 “View from a Travel Agency Window” • RB: Template A “From Here to There” • Chapter 1 Picture and Word Cards • RB: Chapter 1 Activity Pictures • Transparency 1 “The Train is Bigger Than the Ship” • RB: “Activity Sheet 1 “How do they compare?” • IDEA Picture Dictionary 2 • RB: Template B “My Dictionary” • RB: Activity Sheet 2 “Have You Ever Been in a Tow Truck?” <p><u>Week 37: 1/31-2/4</u> <i>Spectrum Spelling 4: Lesson 12</i></p> <ul style="list-style-type: none"> • pp. 54-57: /ur/ sound: er, ear, ir, or, ur 	
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<p>Month: February</p> <p>Curriculum Unit: CAROUSEL Unit 5: The World Around Me Chapter 1: From Here to There</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Comparing and Contrasting modes of transportation using conjunctions • Asking and answering questions about transportation using verb phrases • Describing a vehicles location using prepositions • Classifying modes of transportation using simple present tense and conjunctions • Describing actions using future tense verbs • Predicting using present tense verbs <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • /ur/ sound: er, ear, ir, or, ur • Schwa sound: a, e, o 	<p><i>Carousel Unit 5, Ch.1 Lesson 2</i></p> <ul style="list-style-type: none"> • TG: P.47-50 • Unit 7, Chapter 5 Picture Cards • Chapter 1 Picture Cards • RB: Chapter 1 Activity Pictures • RB: Template 1A-B “What is a Paragraph?” and “How to Write a Paragraph” • RB: Activity Sheet 3 “Compare and Contrast” • RB: Template C “Editing Checklist A” • FF: P.28/ Card U5F 1-2, 3-4 <p><u>Week 38: 2/7-2/11</u> <i>Spectrum Spelling 4: Lesson 13</i></p> <ul style="list-style-type: none"> • pp. 58-61: Schwa sound: a, e, o <p><i>Carousel Unit 4, Ch.1 Lesson 3</i></p> <ul style="list-style-type: none"> • TG: P.51-54 • Chapter 1 Picture Cards • RB: Activity Sheet 4 “What is it used for?” • Transparency 2 “The Luckiest Truck” • RB: Activity Sheet 5 “The Luckiest Truck” • RB: Activity Sheet 6 “A Poem: _____” • RB: Activity Sheet 7 “My Very Own Vehicle” • FF: P.29/ Card U5F 5-6 	
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<p>Month: February/March</p> <p>Curriculum Unit: CAROUSEL Unit 5: The World Around Me Chapter 1: From Here to There</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> ● Comparing and Contrasting modes of transportation using conjunctions ● Asking and answering questions about transportation using verb phrases ● Describing a vehicles location using prepositions ● Classifying modes of transportation using simple present tense and conjunctions ● Describing actions using future tense verbs ● Predicting using present tense verbs <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> ● Possessive nouns ‘s and s’ ● Easily misspelled words ● Irregular plurals 	<p><u>Week 39: 2/14-2/18</u> <i>Spectrum Spelling 4: Lesson 14</i></p> <ul style="list-style-type: none"> ● pp. 64-67: Possessive nouns ‘s and s’ <p><i>Carousel Unit 4, Ch.1 Lesson 4</i></p> <ul style="list-style-type: none"> ● TG: P.55-60 ● <i>Sam and the Firefly</i> by P.D. Eastman ● RB: Activity Sheet 8 “What Happened First?” ● RB: Template D “Book Report: Fiction” ● RB: Activity Sheet 9 “What if...” ● RB: Template E “Let Me Tell you a Story...” <p><u>Week 40: 2/21-2/25 (Mon. – Presidents’ Day)</u> <i>Spectrum Spelling 4: Lesson 15</i></p> <ul style="list-style-type: none"> ● pp. 68-71: Easily misspelled words <p><i>Carousel Unit 4, Ch. 1 Lesson 5</i></p> <ul style="list-style-type: none"> ● TG: P.61- 64 ● Chapter 1 Picture and Word Cards ● Theme Picture #19 ● RB: Template 2 “Making an Oral Presentation” ● RB: Activity Sheet 10 “Which Vehicle Will You Take?” ● FF: P.29/ Card U5F 7-10 <p><u>Week 41: 2/28-3/4</u> <i>Spectrum Spelling 4: Lesson 16</i></p> <ul style="list-style-type: none"> ● pp. 72-75: Irregular plurals <p><i>Carousel Unit 4, Ch. 1 Lesson 6</i></p>	
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<p>Month: March</p> <p>Curriculum Unit: CAROUSEL Unit 5: The World Around Me Chapter 1: From Here to There</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> ● Comparing and Contrasting modes of transportation using conjunctions ● Asking and answering questions about transportation using verb phrases ● Describing a vehicles location using prepositions ● Classifying modes of transportation using simple present tense and conjunctions ● Describing actions using future tense verbs ● Predicting using present tense verbs 	<ul style="list-style-type: none"> ● TG: P.65-67 ● IDEA Picture Dictionary 2 ● Chapter 1 Picture and Word Cards ● RB: Activity Sheet 11 “Early Exploration by Sea” <p><u>Week 42: 3/7-3/11</u> <i>Spelling Review games</i></p> <p><i>End of year activities</i></p>	
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