

JAPANESE SCHOOL OF GUAM CURRICULUM MAP

English Language Development

Grades 7 & 8 (Standard)

2021-2022

CAROUSEL & SPECTRUM Curriculum Based Student Learning Outcomes

Language Functions Covered:

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

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

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

Phonics/Spellings Focus:

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

GDOE Grade Level English Language Arts Standards

Word Analysis, Fluency, and Vocabulary:

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

Reading Comprehension and Analysis of Nonfiction Texts

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

- Explain how nonfiction text is different from a story. Tell what might be included in a nonfiction book

Reading Comprehension and Analysis of Literary texts

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

Writing Purposes, Processes, and Strategies

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

Language Structure and Conventions

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

Listening and Speaking Skills and Strategies

- Ask questions for clarification and understanding
- Give, restate, and follow simple two-step directions
- Stay on topic when speaking
- Retell stories, important life events, or personal experience using basic story grammar
- Use visual aids, such as pictures and objects, to present oral information
- Ask for clarification and explanations of stories and ideas
- Paraphrase information that has been shared orally by others
- Organize presentations to maintain a clear focus
- Speak clearly, with details, and at an appropriate pace for the type of communication

Yearlong 7th & 8th (Standard) Grouping Map

Skills/Content Addressed Throughout the Year in Every Unit:

MONTHS	CONTENT: Curriculum Unit(s)	Language Functions/Phonics/Reading and Writing Goals
April	CAROUSEL Unit 3: Living and Working Together <ul style="list-style-type: none"> • Chapter 1: Going to Work 	<p><i>Language Functions Covered:</i></p> <ul style="list-style-type: none"> • Naming, identifying and spelling singular/plural occupation vocabulary • Describing work actions in present progressive tense • Respond to commands using imperative, prepositions and adverbs • Describing location using prepositional phrases • Describing feelings • Describing how something is done using adverbs <p><i>Phonics/Spellings Focus:</i></p> <ul style="list-style-type: none"> • Alphabet inventory and assessment
May	CAROUSEL Unit 3: Living and Working Together <ul style="list-style-type: none"> • Chapter 1: Going to Work 	<p><i>Language Functions Covered:</i></p> <ul style="list-style-type: none"> • Naming, identifying and spelling singular/plural occupation vocabulary • Describing work actions in present progressive tense • Respond to commands using imperative, prepositions and adverbs • Describing location using prepositional phrases • Describing feelings • Describing how something is done using adverbs <p><i>Phonics/Spellings Focus:</i></p> <ul style="list-style-type: none"> • CVC words • Consonant Blends • Short vowel /a/ • Plural -s • Short vowel /e/
June-July	CAROUSEL Unit 3: Living and Working Together <ul style="list-style-type: none"> • Chapter 2: Dress for Success 	<p><i>Language Functions Covered:</i></p> <ul style="list-style-type: none"> • Naming regular plural clothing vocabulary • Asking present progressive tense questions about clothing

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

	<ul style="list-style-type: none"> Chapter 5: Food—Our Bodies’ Fuel <p>Poetry Unit - Compare and Contrast Experiences: Reading and Listening to Poetry (Jabberwocky, The Raven, The Road Not Taken)</p>	<ul style="list-style-type: none"> Describing feelings Describing using antonyms Naming regular and irregular plural food vocabulary Making requests about food Asking who, what, and where questions about food using present tense Expressing likes and dislikes about food Expressing emphasis using exclamations and contractions <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> Silent e words Number words Color words Words with “ay” and “y”
November-December	<p>CAROUSEL Unit 3: Living and Working Together</p> <ul style="list-style-type: none"> Chapter 5: Food—Our Bodies’ Fuel Chapter 6: Meals—Times to Meet and Eat 	<p>Language Functions Covered:</p> <ul style="list-style-type: none"> Naming regular and irregular plural food vocabulary Making requests about food Asking who, what, and where questions about food using present tense Expressing likes and dislikes about food Expressing emphasis using exclamations and contractions Naming and Spelling regular plural meal vocabulary Describing actions using present continuous tense and contractions Comparing and Contrasting food using comparatives and superlatives Naming countable and uncountable food items <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> Soft “g” sound “y” as long /e/ sound “ed” as /t/, /d/, or /ed/ sound
January	<p>CAROUSEL Unit 3: Living and Working Together</p>	<p>Language Functions Covered:</p> <ul style="list-style-type: none"> Naming and Spelling regular plural meal vocabulary

	<ul style="list-style-type: none"> Chapter 6: Meals—Times to Meet and Eat 	<ul style="list-style-type: none"> 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"> Words with “or” Digraphs “sh” and “ch” More r-controlled vowels: “er,” “ir,” and “ur”
February	Special Project: Personal Narrative	<p>Language Functions Covered:</p> <ul style="list-style-type: none"> Describing scenes in with past tense verbs Describing feelings using adjectives Organizing and sequencing descriptions to form a story <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> Digraphs “th” and “tch” /ou/ sound spelled “ow,” and “ou” Long /o/ sound spelled “ow” Long /u/ sound spelled “ew”
March	Special Project: Personal Narrative	<p>Language Functions Covered:</p> <ul style="list-style-type: none"> Describing scenes in with past tense verbs Describing feelings using adjectives Organizing and sequencing descriptions to form a story <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> Digraphs “qu” and “wh” Words with “ar”

Textbook References:

TG : Set 1 Unit 1-4 Teacher’s Guide

RB: Set 1 Unit 1-4 Resource Book

FF: Set 1 Frames for Fluency Teacher’s Guide

<p>Month: April</p> <p>Curriculum Unit: CAROUSEL Unit 3: Living and Working Together Chapter 1: Going to Work</p>	<p>Lesson Topic/Content Sequencing: Textbook Materials</p> <p><u>Week 0: 4/23 – NO ENGLISH CLASSES</u></p> <p><u>Week 1: 4/26-4/30(M, T, Th)</u></p>	<p>Additional Resources Necessary:</p>	<p>Assessments</p>
<p><i>Language Functions Covered:</i></p> <ul style="list-style-type: none"> • Naming, identifying and spelling singular/plural occupation vocabulary • Describing work actions in present progressive tense • Respond to commands using imperative, prepositions and adverbs • Describing location using prepositional phrases • Describing feelings • Describing how something is done using adverbs <p><i>Phonics/Spellings Focus:</i></p> <ul style="list-style-type: none"> • CVC words 	<p><i>Introduction</i></p> <ul style="list-style-type: none"> • Classroom Rules <ol style="list-style-type: none"> 1. Respect yourself and others. 2. Bring all required materials to class. 3. Be seated at your desk when the bell rings. 4. Do not start packing up early. 5. Do not eat or drink in class. 6. Raise your hand. 7. Return HW and projects on time. 8. Speak to each other in English. • Getting to know each other • All About Me activities, projects, games <p>Thursday (4/29) – Spelling list B1 (Spelling list B-1 has the short-a words, including bats, has, can, grab, flat, ran, sat, plan, as, and last. There are also three sight words: would, could, and said. And there are two star words: grandpa and grandma.)</p>	<p>Classroom Rules Poster</p> <p>First Day Poem</p> <p>“About Me” poster</p> <p>“Back to School” word search</p>	

<p>Month: May</p> <p>Curriculum Unit: CAROUSEL Unit 3: Living and Working Together Chapter 1: Going to Work</p>	<p>Week 2: 5/3 – 5/7 <i>Carousel U3, Ch.1 Lesson 1</i></p> <ul style="list-style-type: none"> • TG: P.340 – 342 • Theme Picture #19 “An Accident on the Street” • RB: Template V: “Going to Work” • Chapter 1 Picture Cards • RB: Chapter 1 Activity pictures • FF: P.58 / Card U3F 1-3 	<p>Additional Resources Necessary:</p>	<p>Assessments</p>
<p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming, identifying and spelling singular/plural occupation vocabulary • Describing work actions in present progressive tense • Respond to commands using imperative, prepositions and adverbs • Describing location using prepositional phrases • Describing feelings • Describing how something is done using adverbs <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Vowel diagraphs: “ea”, “ee”, “oa”, “ie”, “ai” • Long Vowel: with silent e • Soft c sounds 	<p>Thursday (5/6)</p> <ul style="list-style-type: none"> • Spelling test B1 – Start list B2 (This week's spelling words have the short-e vowel sound. New list: wet, else, end, rest, sent, went, left, yes, pen, and legs. Sight words: come, was, put. Star words: again, many.) <p>Week 3: 5/10-5/14 <i>Carousel U3, Ch.1 Lesson 2</i></p> <ul style="list-style-type: none"> • TG: P.343-346 • Theme Picture #11 “A Costume Party” • Chapter 1 Picture and Word Cards • RB: Chapter 1 Activity Picture • RB: Template I “My Picture Dictionary” • RB: Activity Sheet 118 “How Does it End?” <p>Thursday (5/13)</p> <ul style="list-style-type: none"> • Test B2 - Start list B3 (Spelling list B-3 features a set of short-i words. The list includes: digs, wins, is, kick, did, flip, slip, his, if, and trick. The review words (from unit B-1) are last, grab, and bats. The star words are quiz and sister.) <p>Week 4: 5/17-21 <i>Carousel U3, Ch.1 Lesson 3</i></p>	<p>“ea” / occupation vocabulary sheet Homework Organizer</p> <p>Carousel Unit 3 (Living & Working Together) Chapter 1 (Going to Work) Lesson 1</p> <ul style="list-style-type: none"> • Theme Picture #10 “An Accident on the Street” • Template V “Going to Work” 	<p>Spelling Tests</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>Thursday (5/20) Test B3 – Start list B4 (This week’s spelling list feature the short-o sound. Here are the new words: stop, not, top, box, lot, slot, job, dock, drop, and spot.)</p> <p><u>Week 5: 5/24-28</u> <i>Carousel U3, Ch.1 Lesson 5</i></p> <ul style="list-style-type: none"> • TG: P.355-359 • Transparency 27 “How Do They Feel?” • Chapter 1 Word Cards • RB: Activity Sheet 122 “Feelings” • FF: P.61 / Card U3F 7 <p><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>Thursday (5/27)</p> <ul style="list-style-type: none"> • Test B4 – Start list B5 (This week’s spelling words have a short-u sound. List: bugs, fun, truck, tub, but, dug, until, stuck, under, and rugs.) 	<p>Vowel digraph/feelings vocabulary sheet Homework Organizer</p> <p>“ai” / occupation vocabulary sheet Homework Organizer</p> <p>“silent e” / occupation vocabulary sheet Homework Organizer</p> <p>Soft c vocabulary /occupation Vocabulary Sheet Homework Organizer</p>	
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<p>Month: June</p> <p>Curriculum Unit: CAROUSEL Unit 3: Living and Working Together Chapter 2: Dress for Success</p>	<p>Week 6: 5/31-6/4 <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>Additional Resources Necessary:</p>	<p>Assessments: <i>Carousel U3, Ch 1 Test</i> Examiner’s Manual: P. 78-81 Set 1, 2-5 Tester: P.1-7</p>
<p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming regular plural clothing vocabulary • Asking present progressive tense questions about clothing • Making and responding to requests about clothing • Describing the location of an item using prepositions • Describing the kind of clothing using antonyms <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Y vowel sounds “-ay” and “-y” • Long “a” • Long “e” • Long “i” • Long “o” 	<p>Thursday (6/3)</p> <ul style="list-style-type: none"> • Test B5 – Start list B6 (Long-a Words: rain, say, day, tape, nail, take, made, play, paid, came.) <p>Week 7: 6/7-6/11 <i>Carousel U3, Ch.2 Lesson 2</i></p> <ul style="list-style-type: none"> • TG: 371- 373 • <i>Theme picture #12</i> • 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><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>Numbers/colors vocabulary sheet Homework Organizer</p> <p>-ay/-y / clothing vocabulary sheet Homework Organizer</p>	

Thursday (6/10)

- Test B6 – Start list B7
(Long-e words: tree, keep, lady, baby, eat, only, beak, free, read, and deep.)

Week 8: 6/14-6/18

Carousel U3, Ch. 2 Lesson 4

- TG: P. 377-380
- *Lost: One Dad!* 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”

Thursday (6/17)

- Test B7 – Start list B8
(Long-i words are features on this week's list. Time, sight, kind, eye, sky, sides, right, high, dry, and nine.)

Week 9: 6/21-6/25

Carousel U3, Ch. 2 Lesson 5

- 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?”

Thursday (6/24)

Test B8 – Start list B9
(This week’s spelling unit is focused on words with the

*Carousel U3, Ch. 2
Test*

	<p>long o sound. Learn how to spell words such as joke, snow, and bowl.)</p> <p><u>Week 10: 6/28-7/2</u> <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>Thursday (7/1)</p> <ul style="list-style-type: none"> • Test B9 – Start list B10 (This week’s spelling list concentrates on words that contain a consonant blend. Words include sweep, flames, and grams.) 		<ul style="list-style-type: none"> • Set 1 Examiner’s Manual: P. 62-65 • Set 1, 2-5 Tester: p. 9-17 <p>Spelling Tests</p>
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<p>August</p> <p>CAROUSEL Unit 3: Living and Working Together</p> <ul style="list-style-type: none"> Chapter 3: Numbers Everywhere <p>Language Functions Covered:</p> <ul style="list-style-type: none"> Making and responding to requests with number vocabulary using present tense Responding to commands using prepositions and numbers Describing when something happened using time references <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> Letter clusters: or, sh, ch, er, ir, ur, th, ing, ow, ar, oi, oy, oo, tion 	<ul style="list-style-type: none"> FF: P.67/ Card U3F 20-22 <p>Thursday (7/22)</p> <ul style="list-style-type: none"> Test B12 <p><u>Week 14: 8/17-8/20 (No school Monday)</u></p> <p><i>Carousel U3, Ch.3 Lesson 4</i></p> <ul style="list-style-type: none"> TG: P.404-406 26 Letters and 99 Cents by Tana Hoban RB: Activity Sheet 138 “How Many Coins” RB: Activity Sheet 139 “Numbers Everywhere” <p>Thursday (8/19)</p> <ul style="list-style-type: none"> Start list B13 (On these worksheets, children will practice spelling singular and plural nouns, such as: mess, messes, desk, desks, kitten, kittens, map, maps, fly, flies, lunch, and lunches. <p><u>Week 15: 8/23-8/27</u></p> <p><i>Carousel U3, Ch.3 Lesson 5</i></p> <ul style="list-style-type: none"> TG: P. 407-409 RB: Activity Sheet 140A “How Hot is it?” RB: Activity Sheet 141 “The Right Clothes” <p><i>Carousel U3, Ch.3 Test</i></p> <ul style="list-style-type: none"> Examiner’s Manual Set 1: P. 66-69 Set 1 2-5 Tester: 9-17 <p>Thursday (8/26)</p> <ul style="list-style-type: none"> Test B13 – Start list B14 (The sounds /g/ and /j/ are the focus of this word list. Game, gold, buggy, huge, jacket, gym, danger, page, just. 		
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<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><i>Language Functions Covered:</i></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><u>Week 16: 8/30-9/3</u></p> <p><i>Carousel U3, Ch.4 Lesson 1</i></p> <ul style="list-style-type: none"> • TG: P. 416-419 • Theme pictures #13 “Animals on a Farm” • RB: Template AA “Farm Animals – Great and Small” • Chapter 4 Picture and Word Cards • RB: Chapter 4 Activity Pictures • RB: Template I “My Picture Dictionary” • RB: Activity Sheet 142 “Old McDonald” <p>Thursday (9/3)</p> <ul style="list-style-type: none"> • Test B14 – Start B15 (These words all end with /k/. Duck, leak, steak, cheek, comic, magic, music, back, check, mistake, chalk, and track.) <p><u>Week 17: 9/6-9/10 (Mon- Labor Day)</u></p> <p><i>Ch.4 Lesson 2</i></p> <ul style="list-style-type: none"> • TG: 420-422 • Chapter 4 picture and word Cards • RB: Template I • Transparency 31 “Vowel Sounds” • RB: Template Y “Vowel Sounds” • RB: Template O “Cube” • IDEA Picture Dictionary • RB: Activity Sheet 143 “Farm Animals” • FF: P.68 / Card U3F 21-24 <p>Thursday (9/9)</p> <ul style="list-style-type: none"> • Test B15 – Start list B16 (This week, students will learn to spell homophones. Word list includes to/two/too, here/hear, bye/buy/by, where/wear, and no/know.) 		
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<ul style="list-style-type: none"> • Describing using antonyms <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Long vowel sounds • Frequently used words • Two vowel words • Homophones • -ng, -nk, -nd <p>October</p>	<p><u>Week 18: 9/13-9/17</u> <i>Carousel U3, Ch.4 Lesson 3</i></p> <ul style="list-style-type: none"> • TG: P.423-425 • Chapter 4 Picture Cards • Theme Pictures #13/7 • RB: Chapter4 Activity Pictures • RB: Activity Sheet “All About the _____” • RB: Activity Sheet 145 “Fly or Walk?” • FF: P.68 / Card U3F 8-9, 25 <p>Thursday (9/16)</p> <ul style="list-style-type: none"> • Test B16 – Start list B17 (These words all have the /s/ sound. Six, since, fence, city, soft, face, ice, price, ask, and slice. Star Words are place and circle.) <p><u>Week 19: 9/20-9/24</u> <i>Ch.4 Lesson 4</i></p> <ul style="list-style-type: none"> • TG: P.426-429 • <i>Big Red Barn</i> by Margaret Wise Brown • Chapter 4 Picture and Word Cards • RB: Template W “Book Report” • RB: Activity Sheet 146 “Day or Night” <p>Thursday (9/23)</p> <ul style="list-style-type: none"> • Test B17 – Start list B18 (Here's a unit with words ending in -ng, -nk, and -nd. Bank, stand, lungs, string, thank, band, blink, sang, lend, found, long, and sink.) <p><u>Week 20: 9/27-10/1</u> <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?” 		
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<p>CAROUSEL Unit 3: Living and Working Together</p> <ul style="list-style-type: none"> Chapter 4: Farm Animals Great and Small Chapter 5: Food—Our Bodies’ Fuel <p>Language Functions Covered:</p> <ul style="list-style-type: none"> Naming regular and irregular plural animal vocabulary Describing action using present progressive tense Describing animals using color adjectives Describing feelings Describing using antonyms Naming regular and irregular plural food vocabulary Making requests about food Asking who, what, and where questions about food using present tense Expressing likes and dislikes about food Expressing emphasis using exclamations and contractions 	<ul style="list-style-type: none"> RB: Activity Sheet 148 “Look at Me!” FF: P.69 / Card U3F 26-27, 28-29 <p>Thursday (9/30)</p> <ul style="list-style-type: none"> Test B18 – Start list B19 (In this unit, your students can learn to spell words with the short-oo and long-oo sound. Book, pool, took, noon, tool, cookie, stood, loops, good, crook, and spoon.) <p><u>Week 21: 10/4-10/8</u> <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 FF: P.70 / Card U3F 30-31, 32-33, 34-38 <p>Thursday (10/7)</p> <ul style="list-style-type: none"> Test B19 – Start list B20 (The focus of this unit is /ow/ words, such as: how, couch, mouth, house, down, cows, brown, now, round, and about.) <p><u>Week 22: 10/11-10/15</u> <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” 		
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Phonics/Spellings Focus:

- Silent e words
- Number words
- Color words
- Words with “ay” and “y”
- contractions

- RB: Activity Sheet 149A-B “Where Does the Food Fit” and “Food Guide Pyramid for Young Children”
- FF: P.71/ Card U3F 39-40

Poetry Unit - Compare and Contrast Experiences:
Reading and Listening to Poetry (Jabberwocky, The Raven, The Road Not Taken)

<https://www.youtube.com/watch?v=TlyrweRsILk>

Thursday (10/14)

- Test B20 – Start list B21
(Contractions are the theme for this week's words. List includes: can't, we'd, don't, wasn't, hasn't, doesn't, you'll, we've, I'll, won't, you'd, and we'll.)

Week 23: 10/18-10/22

Carousel U3, Ch.5 Lesson 3

- 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!”

Friday (10/22)

- Test B21 – Start Halloween List
(Halloween spelling list has a witch theme and contains the following words: witch, black, wand, broom, charm, fly, kettle, brew, spell, and night.)

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Poetry Unit - Compare and Contrast Experiences:
Reading and Listening to Poetry (Jabberwocky, The Raven, The Road Not Taken)

<https://www.youtube.com/watch?v=KUaQgRiJuka>

<p>November & December</p> <p>CAROUSEL Unit 3: Living and Working Together</p> <ul style="list-style-type: none"> • Chapter 5: Food— Our Bodies’ Fuel • Chapter 6: Meals— Times to Meet and Eat <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Naming regular and irregular plural food vocabulary • Making requests about food • Asking who, what, and where questions about food using present tense • Expressing likes and dislikes about food • Expressing emphasis using exclamations and contractions • Naming and Spelling regular plural meal vocabulary • Describing actions using present continuous tense and contractions • Comparing and Contrasting food using comparatives and superlatives 	<p><u>Week 24: 10/25-10/29</u></p> <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>Thursday (10/28)</p> <ul style="list-style-type: none"> • Test Halloween – Start B22 (Learn to read and spell words with r-controlled vowels. Each word has the /ar/ or /or/ sound. Car, store, jar, fork, hard, cord, more, are, start, and sports.) <p>Poetry Unit - Compare and Contrast Experiences: Reading and Listening to Poetry (Jabberwocky, The Raven, The Road Not Taken) https://www.youtube.com/watch?v=WcqPQXqQXzI</p> <p><i>Halloween Activities and Projects</i></p> <p><u>Week 25: 11/1-11/5</u></p> <p><i>Carousel U3, 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>Thursday (11/4)</p> <ul style="list-style-type: none"> • Test B22 – Start B23 (This week's words have the /aw/ sound. Tall, pause, draw, fault, all, claw, lawn, almost, salt, and yawn.) 		
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- Naming countable and uncountable food items

Phonics/Spellings Focus:

- Soft “g” sound
- “y” as long /e/ sound
- “ed” as /t/, /d/, or /ed/ sound

Week 26: 11/8-11/12

Carousel U3, Ch.5 Lesson 6

- TG: P.458-459

RB: Activity Sheet 158 “Where’s the Food?”

Thursday (11/11)

- Test B23 – Start B24
(The words in this unit are compound words. List includes: cupcake, sometime, into, football, maybe, herself, sidewalk, anything, bulldog, butterfly, bedroom, and without.)

Week 27: 11/15-11/19

Carousel U3, Ch. 5 Test

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

Thursday (11/18)

- Test B24 – Start Thanksgiving List
(This unit features Thanksgiving-themed words. Students will learn to spell: turkey, dinner, roll, family, corn, food, butter, beans, pie, thank, fork, knife, and plate.)

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

Carousel U3, Ch. 6 Lesson 1

- TG: P.466-469
- Transparency 35 “Three Meals A Day”
- RB: Template CC “Meals—Times to Eat and Meet”
- RB: Chapter 5 Picture Cards
- RB: Chapter 6 Picture and Word Cards
- RB: Activity Sheet 159 “My favorite...”
- FF: P.72 / Card U3F 41-42, 53-46

Thanksgiving Activities and Projects

Week 29: 11/29-12/3

Carousel U3, Ch.6 Lesson 2

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

Thursday (12/2)

- Start B25
(This unit has words with the long-oo sound, spelled with the letters *ue*, *-u-e*, and *ew*. List includes: suit, drew, blue, fruit, rule, cube, true, new, juice, screw, glue, and flew.)

Week 30: 12/6-12/10

Carousel U3, Ch.6 Lesson 3

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

Thursday (12/9)

- Test B25 – Start list B26
(These words have the /oi/ sound. Boy, joy, oil, coin, foil, join, annoy, soil, enjoy, and toy.)

Week 31: 12/13-12/17

Carousel U3, Ch.6 Lesson 4

- TG: P. 475-479

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

Thursday (12/16)

- Test B26 – Start Christmas List
(This "Santa"-themed holiday unit contains the following words: beard, reindeer, sled, Santa, bag, gift, ho ho ho, boots, candy cane, toys, cookie, milk, North Pole, Mrs. Claus, and red suit.)

Christmas Activities and Projects

Preparation for Adacao Elementary School Exchange

Week 32: 12/20-12/24

Carousel U3, Ch.6 Lesson 5

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

Christmas/end-of-term activities

Preparation for Adacao Elementary School Exchange

	<p><u>Week 37: 1/31-2/4</u> Thursday (2/3)</p> <ul style="list-style-type: none"> • Test B30 – Start Baseball List (Here is a baseball-themed spelling unit with the following words: diamond, pitcher, ball, throw, mitt, catch, hit, run, base, runner, slide, safe, batter, field, and out.) 		
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<p>Month: February</p> <p>Curriculum Unit: Personal Narrative Writing Project</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Describing scenes in with past tense verbs • Describing feelings using adjectives • Organizing and sequencing descriptions to form a story 	<p>Lesson Topic/Content Sequencing: Textbook Materials:</p> <p><u>Week 38: 2/7-2/11</u> Thursday (2/10)</p> <ul style="list-style-type: none"> • Test Baseball List – Start Numbers List (The numbers-themed spelling unit includes the following words: eighteen, eleven, six, three, four, seven, five, two, seventeen, eight, nine, twelve, fifteen, fourteen, and thirteen.) <p><i>Valentines Activities and Projects</i></p> <p><u>Week 39: 2/14-2/18</u> Thursday (2/17)</p> <ul style="list-style-type: none"> • Test Numbers List – Start Insects List (Check out the insect-themed words in this spelling unit: beetle, dragonfly, wasp, firefly, 	<p>Additional Resources Necessary:</p>	<p>Assessments</p>
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<p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • Digraphs “th” and “ch” • /ou/ sound spelled “ow,” and “ou” • Long /o/ sound spelled “ow” • Long /u/ sound spelled “ew” 	<p>ladybug, moth, bee, ant, cricket, butterfly, grasshopper, mantis, bedbug, flea, and wings.)</p> <p><u>Week 40: 2/21 – 2/25</u> Thursday (2/24)</p> <ul style="list-style-type: none"> • Test Insects List – Start Car Parts List (This spelling unit includes words that are all about car parts! The words in this unit include: engine, mirror, hood, tires, wheel, gas cap, key, door, air bag, trunk, seat belt, bumper, radio, window, and lock.) 		
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Month: March	Lesson Topic/Content Sequencing:	Additional Resources Necessary:	Assessments
<p>Curriculum Unit:</p> <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Describing scenes in with past tense verbs • Describing feelings using adjectives • Organizing and sequencing descriptions to form a story 	<p>Textbook Materials</p> <p><u>February 28 – March 4</u> Thursday (3/3) Test Car Parts List</p> <p><i>Dr. Seuss Week</i></p>		