

JAPANESE SCHOOL OF GUAM CURRICULUM MAP

English Language Development

Grade 9

2021-2022

CAROUSEL & SPECTRUM Curriculum Based Student Learning Outcomes

Language Functions Covered:

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

- Describing actions in present progressive tense
- Respond to commands using imperative, prepositions and adverbs
- Describing location using prepositional phrases
- Describing feelings
- Describing how something is done using adverbs
- Describing the location of an item using prepositions
- Making and responding to requests with number vocabulary using present tense
- Responding to commands using prepositions and numbers
- Describing when something happened using time references
- Naming regular and irregular plural vocabulary
- Describing action using present progressive tense
- Describing feelings
- Describing using antonyms
- Asking who, what, and where questions about food using present tense
- Expressing likes and dislikes
- Expressing emphasis using exclamations and contractions
- Describing meals using “when” as a preposition
- Describing actions using present continuous tense and contractions
- Describing scenes in with past tense verbs
- Describing feelings using adjectives
- Organizing and sequencing descriptions to form a story

Phonics/Spellings Focus:

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

- Words with spl, spr, and str
- /s/ sound
- /j/ sound
- Plural words
- Words with ld and ft
- /kw/ sound
- /skw/ sound
- Silent k
- Silent w
- Words with lf, mb and tch
- /ar/ sound
- /or/ sound
- /ur/ sound
- Compound words

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
 - Consonant digraphs
- Read Grade level Sight Words
- Read with fluency (natural sounding speech)
- Read and understand simple compound words and contractions
- Read and understand root words and inflectional forms (-ed, -ing, -er)
- Classify Categories of Words

- Recognize and use knowledge of spelling patterns when reading
- Decode (sound out) regular words with more than one syllable
- Identify and correctly use regular plural words and irregular plural words
- Use knowledge of individual words to predict the meaning of unknown compound words
- Know the meaning of simple prefixes

Reading Comprehension and Analysis of Nonfiction & Literary Texts

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

Writing Purposes, Processes, and Strategies

- Write brief expository descriptions of a real object, person, place, or event
- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.

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

Language Structure and Conventions

- Write in complete, simple sentences
- Identify and correctly use singular and plural nouns
- Identify and correctly write contractions, possessive nouns, and possessive pronouns
- Correctly use periods and question marks when writing.

- Capitalize the first letter of the first word of a sentence, names of people and the pronoun I
- Print legibly and space letters, words and sentences appropriately
- Distinguish between complete and incomplete sentences
- Identify and correctly write various parts of speech.
- Correctly spell words with short and long vowel sounds, r-controlled vowels, and consonant blend patterns

Listening and Speaking Skills and Strategies

- Ask questions for clarification and understanding
- Give, restate, and follow simple multi-step directions
- Stay on topic when speaking
- Retell stories, important life events, or personal experience using basic story grammar
- Use visual aids, such as pictures and objects, to present oral information
- Ask for clarification and explanations of stories and ideas
- Paraphrase information that has been shared orally by others
- Organize presentations to maintain a clear focus
- Speak clearly, with details, and at an appropriate pace for the type of communication
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Yearlong 9th Grade Grouping Map

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

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

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

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

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 5: The World Around Me</p> <ul style="list-style-type: none"> Chapter 1: From Here to There 	<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, W, F)</u> <i>Introduction</i></p> <ul style="list-style-type: none"> Classroom Rules <ol style="list-style-type: none"> Respect yourself and others. Bring all required materials to class. Be seated at your desk when the bell rings. Do not start packing up early. Do not eat or drink in class. Raise your hand. Return HW and projects on time. Speak to each other in English. Getting to know each other All About Me activities, projects, games 	<p>Additional Resources Necessary:</p>	<p>Assessments</p>
<p><i>Language Functions Covered:</i></p> <ul style="list-style-type: none"> Comparing and contrasting Asking and answering questions Describing objects in space (location) Classifying Describing actions Predicting <p><i>Phonics/Spellings Focus:</i></p> <ul style="list-style-type: none"> Short vowel sounds Double Consonants -ed and -ing endings 	<p>CAROUSEL Unit 5: The World Around Me Chapter 1: From Here to There Lesson 1</p> <ul style="list-style-type: none"> Theme Picture #19 “View from a Travel Agency Window” Template A “From Here to There” Activity Sheet 1 & 2 	<p>Classroom Rules Poster</p> <p>“New Teacher Troubles” reading</p> <p>“About Me” poster</p> <p>“Welcome Back” crypto</p>	

		Additional Resources Necessary:	Assessments
<p>Month: May</p> <p>Curriculum Unit: CAROUSEL Unit 5: The World Around Me</p> <ul style="list-style-type: none"> • Chapter 2: One Day at a Time <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> • Lesson 10 words with /oi/ sound • Lesson 11 words with /ou/ sound • Lesson 12 words with /ô/ sound • Review <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Comparing and contrasting • Asking and answering questions • Describing objects in space (location) • Classifying • Describing actions • Predicting <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • /oi/ sound • /ou/ sound • /ô/ sound 	<p><u>Week 2: 5/3 – 5/7 (M, W, F)</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> • Lesson 10 words with /oi/ sound <p>CAROUSEL Unit 5: The World Around Me Chapter 2: One Day at a Time (Lesson 1)</p> <ul style="list-style-type: none"> • Template F “One Day at a Time” • Activity sheet 12 • Template B “My Dictionary” <p><u>Week 3: 5/10-5/14 (M, W, F)</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> • Lesson 11 words with /ou/ sound <p>CAROUSEL Unit 5: The World Around Me Chapter 2: One Day at a Time (Lesson 2)</p> <ul style="list-style-type: none"> • Chapter 2 Word Cards • Activity Sheet 13 <p><u>Week 4: 5/17-21 (M, W, F)</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> • Lesson 12 words with /ô/ sound <p>CAROUSEL Unit 5: The World Around Me Chapter 2: One Day at a Time (Lesson 5)</p> <ul style="list-style-type: none"> • Activity sheets 18 & 19 • Template I “In My Own Words...” <p><u>Week 5: 5/24-28 (M, W, F)</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> • Review 		

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<p>Month: June</p> <p>Curriculum Unit: CAROUSEL Unit 5: The World Around Me</p> <ul style="list-style-type: none"> • Chapter 3: Just for Fun <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> • Lesson 13 homophones • Lesson 14 contractions • Lesson 15 easily misspelled words • Review 	<p><u>Week 6: 5/31-6/4</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> • Lesson 13 homophones <p>CAROUSEL Unit 5: The World Around Me Chapter 3: Just for Fun (Lesson 1)</p> <ul style="list-style-type: none"> • Theme Picture #20 • Template J “Just for Fun” • Activity Sheets 20 & 21 <p><u>Week 7: 6/7-6/11</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> • Lesson 14 contractions 	<p>Additional Resources Necessary:</p>	<p>Assessments</p>
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<p><i>Language Functions Covered:</i></p> <ul style="list-style-type: none"> • Comparing and contrasting • Asking and answering questions • Describing objects in space (location) • Classifying • Describing actions • Predicting <p><i>Phonics/Spellings Focus:</i></p> <ul style="list-style-type: none"> • Homophones, Contractions and Easily Misspelled Words • Words with spl, spr, str • /s/ and /j/ sounds • Plural words 	<p>CAROUSEL Unit 5: The World Around Me Chapter 3: Just for Fun (Lesson 2)</p> <ul style="list-style-type: none"> • Activity Sheets 22-24 • Template H “Journal” • Template C “Editing Checklist” <p><u>Week 8: 6/14-6/18</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> • Lesson 15 easily misspelled words <p>CAROUSEL Unit 5: The World Around Me Chapter 3: Just for Fun (Lesson 3)</p> <ul style="list-style-type: none"> • <i>Activity Sheet 25</i> <p><u>Week 9: 6/21-6/25</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> • Review <p>CAROUSEL Unit 5: The World Around Me Chapter 3: Just for Fun (Lesson 4)</p> <ul style="list-style-type: none"> • Madeline • Activity Sheets 16 & 27 • Template D “Book Report” <p><u>Week 10: 6/28-7/2</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> • Lesson 16 words with spl, spr, str <p>CAROUSEL Unit 5: The World Around Me Chapter 3: Just for Fun (Lesson 5)</p> <ul style="list-style-type: none"> • Activity sheets 28 & 29 		
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<p>Month: July</p> <p>Curriculum Unit: CAROUSEL Unit 5: The World Around Me</p> <ul style="list-style-type: none"> Chapter 4: Critters & Creatures <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> Lesson 16 words with spl, spr, str Lesson 17 words with /s/ sound Lesson 18 words with /j/ sound Lesson 19 plural words <p>Language Functions Covered:</p> <ul style="list-style-type: none"> Comparing and contrasting Asking and answering questions Describing objects in space (location) Classifying Describing actions Predicting <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> Homophones, Contractions and Easily Misspelled Words Words with spl, spr, str 	<p>Week 11: 7/5-7/9</p> <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> Lesson 17 words with /s/ sound <p>CAROUSEL Unit 5: The World Around Me Chapter 4: Critters & Creatures (Lesson 1)</p> <ul style="list-style-type: none"> Theme Picture #21 Template L “Critters & Creatures” Activity Sheet 31 Template B “My Dictionary” <p>Week 12: 7/12-7/16</p> <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> Lesson 18 words with /j/ sound <p>CAROUSEL Unit 5: The World Around Me Chapter 4: Critters & Creatures (Lesson 2)</p> <ul style="list-style-type: none"> Activity Sheets 34-38 Template M “Habitats” <p>Week 13 : 7/19-7/23</p> <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> Lesson 19 plural words <p>CAROUSEL Unit 5: The World Around Me Chapter 4: Critters & Creatures (Lesson 3)</p> <ul style="list-style-type: none"> “Owl Moon” Activity Sheets 39 & 40 Template E “Let me tell you a story...” 	<p>Additional Resources Necessary:</p>	<p>Assessments</p>

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

<p>Month: September</p> <p>Curriculum Unit: CAROUSEL Unit 5: The World Around Me</p> <ul style="list-style-type: none"> Chapter 6: Shape Up <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> Lesson 21 Names of the Month Lesson 22 Names of the Holidays Review Lesson 23 words with ld and ft <p><i>Language Functions Covered:</i></p> <ul style="list-style-type: none"> Comparing and contrasting Asking and answering questions Describing objects in space (location) Classifying Describing actions Predicting <p><i>Phonics/Spellings Focus:</i></p> <ul style="list-style-type: none"> Words with ld, ft, lf, mb, and tch 	<p><u>Week 16: 8/30-9/3</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> Lesson 21 Names of the Month <p>CAROUSEL Unit 5: The World Around Me Chapter 5: Things I Use (Lesson 3)</p> <ul style="list-style-type: none"> Activity Sheets 47 & 48 <p><u>Week 17: 9/6-9/10 (Mon- Labor Day)</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> Lesson 22 Names of the Holidays <p>CAROUSEL Unit 5: The World Around Me Chapter 6: Shape Up (Lesson 1)</p> <ul style="list-style-type: none"> Activity Sheets 55 & 56 <p><u>Week 18: 9/13-9/17</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> Review <p>CAROUSEL Unit 5: The World Around Me Chapter 6: Shape Up (Lesson 2)</p> <ul style="list-style-type: none"> Activity Sheet 57 <p><u>Week 19: 9/20-9/24</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> Lesson 23 words with ld and ft <p>CAROUSEL Unit 5: The World Around Me Chapter 6: Shape Up (Lesson 3)</p> <ul style="list-style-type: none"> Activity Sheets 58 – 61 		
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<p>Month: October</p> <p>Curriculum Unit: CAROUSEL Unit 6: My Environment</p> <ul style="list-style-type: none"> Chapter 1: Moving Right Along <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> Lesson 24 words with /kw/ and /skw/ sounds Lesson 25 words with silent k or silent w Lesson 26 words with lf, mb, and tch Review <p>Language Functions Covered:</p> <ul style="list-style-type: none"> Comparing and contrasting Asking and answering questions 	<p><u>Week 20: 9/27-10/1</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> Lesson 24 words with /kw/ and /skw/ sounds <p>CAROUSEL Unit 5: The World Around Me Chapter 6: Shape Up (Lesson 4)</p> <ul style="list-style-type: none"> “The Quilt Story” Template D “Book Report” Template P “Family Quilt” <p><u>Week 21: 10/4-10/8</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> Lesson 25 words with silent k or silent w <p>CAROUSEL Unit 6: My Environment Chapter 1: Moving Right Along (Lesson 1)</p> <ul style="list-style-type: none"> Theme Picture #23 Template S “Moving Right Along” Activity Sheet 66 <p><u>Week 22: 10/11-10/15</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> Lesson 26 words with lf, mb, and tch <p>CAROUSEL Unit 6: My Environment Chapter 1: Moving Right Along (Lesson 2)</p> <ul style="list-style-type: none"> Activity Sheets 67 & 68 <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=TlyrweRsILk</p>		
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<ul style="list-style-type: none"> • Describing objects in space (location) • Classifying • Describing actions • Predicting <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • /kw/ and /skw/ sounds • Silent k or silent w <p>Words with lf, mb, and tch</p> <p>Month: November & December</p> <p>Curriculum Unit: CAROUSEL Unit 6: My Environment</p> <ul style="list-style-type: none"> • Chapter 2: Marvelous Months <p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> • Lesson 27 words with /ar/ sound • Lesson 28 words with /or/ or /ur/ • Lesson 29 compound words 	<p><u>Week 23: 10/18-10/22</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> • Review <p>CAROUSEL Unit 6: My Environment Chapter 1: Moving Right Along (Lesson 3)</p> <ul style="list-style-type: none"> • Activity Sheets 69 & 70 <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=KUaQgRiJukA</p> <p><u>Week 24: 10/25-10/29</u> Halloween Spelling Words</p> <p>CAROUSEL Unit 6: My Environment Chapter 1: Moving Right Along (Lesson 4)</p> <ul style="list-style-type: none"> • “Mike Mulligan and His Steam Shovel” • Activity Sheet 71 <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 (No School Monday 11/1)</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> • Lesson 27 words with /ar/ sound 		
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<ul style="list-style-type: none"> • Lesson 30 more compound words • Review <p>Language Functions Covered:</p> <ul style="list-style-type: none"> • Asking and answering questions • Comparing and contrasting • Describing objects in space (location) • Connecting ideas • Expressing advice • Predicting • Confirming predictions • Describing actions <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> • /ar/, /or/, /ur/ sounds <p>Compound words</p>	<p>CAROUSEL Unit 6: My Environment Chapter 2: Marvelous Months (Lesson 1)</p> <p><u>Week 26: 11/8-11/12</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> • Lesson 28 words with /or/ or /ur/ <p>CAROUSEL Unit 6: My Environment Chapter 2: Marvelous Months (Lesson 2)</p> <p><u>Week 27: 11/15-11/19</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> • Lesson 29 compound words <p>CAROUSEL Unit 6: My Environment Chapter 2: Marvelous Months (Lesson 3)</p> <p><u>Week 28: 11/22-11/26 (Mon-Wed, Thanksgiving Break)</u> Thanksgiving Spelling Words</p> <p><i>SSRW Step 22 Assessment</i></p> <ul style="list-style-type: none"> • Green Assessment Book • Phonetic Reader 9: Story 7 <p><i>Thanksgiving Activities and Projects</i></p> <p><u>Week 29: 11/29-12/3</u> Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none"> • Lesson 30 more compound words <p>CAROUSEL Unit 6: My Environment Chapter 2: Marvelous Months (Lesson 4)</p> <p><u>Week 30: 12/6-12/10</u></p>		
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	<p>Spectrum Spelling Grade 3:</p> <ul style="list-style-type: none">• Review <p>CAROUSEL Unit 6: My Environment Chapter 2: Marvelous Months (Lesson 5)</p> <p><u>Week 31: 12/13-12/17</u></p> <p><u>Week 31: 12/13-12/17</u></p> <p><i>Christmas Activities and Projects</i></p> <p><i>Preparation for Adacao Elementary School Exchange</i></p> <p><u>Week 32: 12/20-12/24</u></p> <p>Christmas Spelling Words</p> <p><i>Christmas/end-of-term activities</i></p> <p><i>Preparation for Adacao Elementary School Exchange</i></p>		
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<p>Month: January</p> <p>Curriculum Unit: CAROUSEL Unit 6: My Environment</p> <ul style="list-style-type: none"> Chapter 3: Let’s Play <p>Spectrum Spelling 4:</p> <ul style="list-style-type: none"> Lesson 1 short a and e sounds Lesson 2 short i, o, u sounds Lesson 3 words with scr, squ, str, and thr Lesson 4 words with ch and sh <p>Language Functions Covered:</p> <ul style="list-style-type: none"> Asking and answering questions Comparing and contrasting Describing objects in space (location) Connecting ideas Expressing advice Predicting Confirming predictions Describing actions <p>Phonics/Spellings Focus:</p> <ul style="list-style-type: none"> Short vowel sounds Words with scr, squ, str, thr, ch, and sh 	<p><u>Week 33: 1/3-1/7 (Schools starts Wednesday 1/5)</u> CAROUSEL Unit 6: My Environment Chapter 3: Let’s Play (Lesson 1)</p> <ul style="list-style-type: none"> Theme Picture #24 Template W “Let’s Play” Activity Sheet 83 <p><u>Week 34: 1/10-1/14</u> Spectrum Spelling 4:</p> <ul style="list-style-type: none"> Lesson 1 short a and e sounds <p>CAROUSEL Unit 6: My Environment Chapter 3: Let’s Play (Lesson 2)</p> <ul style="list-style-type: none"> Activity Sheets 84 & 85 <p><u>Week 35: 1/18-1/22</u> Spectrum Spelling 4:</p> <ul style="list-style-type: none"> Lesson 2 short i, o, u sounds <p>CAROUSEL Unit 6: My Environment Chapter 3: Let’s Play (Lesson 3)</p> <ul style="list-style-type: none"> Theme Picture #24 Activity Sheets 86 & 87 <p><u>Week 36: 1/24-1/28</u> Spectrum Spelling 4:</p> <ul style="list-style-type: none"> Lesson 3 words with scr, squ, str, and thr <p>CAROUSEL Unit 6: My Environment Chapter 3: Let’s Play (Lesson 4)</p> <ul style="list-style-type: none"> “The Golden Rule” Activity Sheets 88 & 89 Template E “Let me tell you a story…” 		
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<p>Month: February</p> <p>Curriculum Unit: Special Project: Personal Narrative</p> <p>CAROUSEL Unit 6: My Environment</p> <ul style="list-style-type: none"> Chapter 4: Home Sweet Home <p>Spectrum Spelling Grade 4:</p> <ul style="list-style-type: none"> Lesson 5 silent letters: words with gn, mb, tch, and wr Review Lesson 6 words with long a Lesson 7 words with long e <p>Language Functions Covered:</p> <ul style="list-style-type: none"> Asking and answering questions Comparing and contrasting Describing objects in space (location) Connecting ideas Expressing advice Predicting Confirming predictions 	<p><u>Week 37: 1/31-2/4</u> Spectrum Spelling 4:</p> <ul style="list-style-type: none"> Lesson 4 words with ch and sh <p>CAROUSEL Unit 6: My Environment Chapter 4: Home Sweet Home (Lesson 1)</p> <ul style="list-style-type: none"> Theme Picture #25 Template X “Home Sweet Home” Activity Sheets 93 & 94 <p><u>Week 38: 2/7-2/11</u> Spectrum Spelling Grade 4:</p> <ul style="list-style-type: none"> Lesson 5 silent letters: words with gn, mb, tch, and wr <p>CAROUSEL Unit 6: My Environment Chapter 4: Home Sweet Home (Lesson 2)</p> <ul style="list-style-type: none"> Theme Picture #25 Activity Sheets 95 & 96 <p><i>Valentines Activities and Projects</i></p> <p><u>Week 39: 2/14-2/18</u> Spectrum Spelling Grade 4:</p> <ul style="list-style-type: none"> Review <p>CAROUSEL Unit 6: My Environment Chapter 4: Home Sweet Home (Lesson 3)</p> <ul style="list-style-type: none"> Activity Sheets 97 & 98 <p><u>Week 40: 2/21 – 2/25</u> Spectrum Spelling Grade 4:</p> <ul style="list-style-type: none"> Lesson 6 words with long a 		
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<ul style="list-style-type: none">• Describing actions <p><i>Phonics/Spellings Focus:</i></p> <ul style="list-style-type: none">• Words with gn, mb, tch, and wr• Long vowels	CAROUSEL Unit 6: My Environment Chapter 4: Home Sweet Home (Lesson 4) <ul style="list-style-type: none">• “Miss Millie ad the Marbles”• Template D “Book Report”• Activity Sheet 99		
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