



LANGUAGE ARTS

COURSE SYLLABUS

GRADE LEVEL: Kindergarten

SCHOOL YEAR: 2024-25

TEACHER: Michelle Lopez

Donna Wolfe

EMAIL: mlopez@dishs.tp.edu.tw

dwolfe@dishs.tp

COURSE DESCRIPTION:

Kindergarteners are often enthusiastic writers, and they will weave writing activities into their play. We begin our learning journey by introducing phonics, oral vocabulary, reading, listening comprehension and writing as well as in collaboration with our SLOs and DIS's VISION MISSION in which students are familiarized with English language and are encouraged to read independently. To build the solid foundation for students, the phonics instruction is introduced. It provides students the various sound-letter relationships in a clearly defined sequence and provides students with an opportunity to apply their knowledge of these relationships as they begin to read and write.

After students understand and apply concepts of print, phonological, and phonemic awareness. They expand their oral language skills and gain meaningful vocabulary for reading. Wonders Reading/Writing Workshop and Leveled Readers help students to review what they learned and development appropriate vocabulary and high frequency words to the easy decoding in the text. Then students will move forward to becoming emergent readers and eventually be independent reader of on-level-text.

COURSE OBJECTIVES:

Phonemic awareness:

- Recognize and produce rhyming words.
- Isolate consonant sounds.
- Blend onset and rime.
- Blend spoken phonemes.
- Separate and say sounds in words.

Phonics:

- Understand that letters represent sounds and strings of letters represent words.
- Name upper- and lower-case letters of the alphabet.
- Begin to hear and identify sounds in words, especially initial and final consonants.
- Begin to hear and identify short vowel sounds.
- Begin to recognize two letter blends.

Print Concepts:

- Demonstrate understanding of directionality of print (left to right, return sweep, and top to bottom).
- Understand that print represents spoken words and carries a message.
- Understand that sentences in print are made of separate words.
- Read grade level appropriate sight words and color words.
- Recognize own first and last name as well as some environmental print.

Language Practice:

- Predict what will happen next in a story.
- Relate stories to personal experiences.
- Use pictures to help comprehend text.
- Recognize patterned and/or predictable text.
- Become familiar with the following literary terms: title, author, and illustrator.
- Retell the important events of a familiar story.
- Retell a story in the correct sequence.
- Answer basic questions about a story.

Writing:

- Orally express thoughts in sentence form.
- Write first and last name using upper- and lower-case letters.
- Write a simple sentence.
- Begin to apply ending punctuation.
- Practice corrects upper and lower-case letter formation.
- Draw a picture that tells a story and label or write about the picture

Speaking and Listening:

- Participate in discussions
 - Listen to others
 - Take turns speaking
- Follow oral directions.
- Ask and answer questions.
- Describe people, places, things, and events, providing details.

ASSESSMENT:

Unit Assessment

Oral Retelling

Project

Observation

Seat work and Homework

Quarter Exam

PRIMARY TEXTBOOK & OTHER RESOURCES:

August et al. (2017). *Wonders Unit 1-10*. New York, NY: McGraw-Hill Education.

Wonders Your Turn Practice Book

Our School Website: <http://www.dishs.tp.edu.tw/>

Publisher Website: <https://connected.mcgraw-hill.com/connected/login.do>

Merriam-Webster Online Dictionary & Thesaurus: <http://www.m-w.com/home.htm>

ADDITIONAL INFORMATION:

Please see Google Classroom for more information. Class code:

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
2. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
3. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
4. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment.

1st QUARTER – TENTATIVE COURSE CONTENT

Week / Date	Topic / Projects / Assessments
Week 1 Aug 12th to 16th 4 Days of Class 12~ First Day / Orientation Day 15~ Opening Mass & Assumption of Our Lady 8:00	<ul style="list-style-type: none"> ● Parents and student orientation ● Environmental language ● Classroom commands and routines
Week 2 Aug 19th to 23rd	<p>Start Smart</p> <p>Speaking: Reviewing the alphabet letters (uppercase and lowercase)</p> <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big Book: “Animals in the Park: An ABC Book” ● Interactive Read Aloud: “The Ugly Duckling” “Tikki Tikki Tembo” “Kindergarteners Can! And We Can Help!” <p>Language Practice:</p> <ul style="list-style-type: none"> ● Shared Read: “I am Special!”, “Family Fun!”, “At School” <ul style="list-style-type: none"> - Model concept about print - Predict - Read ● Big Book of Rhymes <ul style="list-style-type: none"> - recognize rhymes ● Category words: alphabet <p>Writing:</p> <ul style="list-style-type: none"> ● Read/Spell/Write- High frequency words: I, can ● Practice writing first and last name ● Phonics - Review upper- and lower-case letters Aa to Zz (recognition, sound and handwriting)
Week 3 Aug 26th to 30th 26~Fire drill 28~St. Dominic de Guzman Feast Day Celebration	<p>Unit 1.1: Make New Friends</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● Make New Friends ● Oral Vocabulary Words: friends, problem, escape, grasped, rescued <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big Book: “<i>What About Bear?</i>” ● Interactive Read Aloud: “The Lion and the Mouse” ● “The Three Sisters” <p>Language Practice:</p> <ul style="list-style-type: none"> ● “I Am Special” ● “Look at Me”

	<ul style="list-style-type: none"> - Model concept about print - Predict - Read <ul style="list-style-type: none"> • Weekly poems – “Make New Friends (but Keep the Old)” • Category words: feeling words <p>Writing:</p> <ul style="list-style-type: none"> • Phonics: Introduce Mm • Read/Spell/Write- High frequency word: <i>the</i>
--	--

<p style="text-align: center;"> Week 4 Sep 2nd to 6th <i>2~House Ceremony</i> </p>	<p>Unit 1.2: Get Up and Go!</p> <p>Speaking:</p> <ul style="list-style-type: none"> • Get Up and Go! • Oral Vocabulary Words: adventure, movement, arrived, exciting, exhausted <p>Listening:</p> <ul style="list-style-type: none"> • Literature Big Book: “<i>Pouch!</i>” • Interactive Read Aloud: “The Tortoise and the Hare” • “Teddy’s Week” <p>Language Practice:</p> <ul style="list-style-type: none"> • “Family Fun” • “Fun Together” - Model concept about print - Predict - Read - Recognize Rhymes • Category words: family words <p>Writing:</p> <ul style="list-style-type: none"> • Phonics: Introduce Aa • Read/Spell/Write- High frequency word: <i>we</i>
--	---

<p style="text-align: center;"> Week 5 Sep 9th to 13th <i>9~ Mass & Birthday Mother Mary& VIP Induction</i> </p>	<p>Unit 1.3: Use Your Senses</p> <p>Speaking</p> <ul style="list-style-type: none"> • Use Your Senses • Oral Language Words: explore, senses, feast, finished, kneads <p>Listening:</p> <ul style="list-style-type: none"> • Literature Big Book: “<i>Senses at the Seashore</i>” • Interactive Read Aloud: “A feast of the Senses” • “We Can Help” <p>Language Practice:</p> <ul style="list-style-type: none"> • “At School” • “What Can I Do?” - Model concept about print - Predict - Read • Weekly poem, “The Sailor Went to Sea, Sea, Sea”
---	---

- Category words: sensory words

Writing:

- Phonics: Introduce Ss
- Read/Spell/Write- High frequency word: *see*

UNIT 1 REVIEW AND ASSESSMENT

Unit 2.1: Tools We Use

Speaking

- Tools We Use
- Oral Vocabulary Words: tool, discover, defeated, fetch, rumble

Listening:

- Literature Big Book: “*The Handiest Things in the World*”
- Interactive Read Aloud: “Timimoto”

Language Practice:

- “Pam Can”
- “We Can See”
 - Model concept about print
 - Predict
 - Read
- Weekly Poem: “*The Carpenter*”
- Phonics: Introduce p. Blend words with p and m, a, s
- Category words: color words

Writing:

- Phonics: Introduce Pp
- Read/Spell/Write- High frequency word: *a*

Week 6
Sep 16th to 20th
1 Day of Class
 17~Moon Festival
 18-20~ Teacher’s Conference

Unit 2.2: Shapes All Around Us

Speaking:

- Shapes All Around Us
- Oral Vocabulary Words: materials, nature, world, decoration and games

Listening:

- Literature Big Book: “*Shapes All Around*”
- Interactive Read Aloud: “Kites in Flight”
- “Find the Shapes”

Language Practice:

- “We Like Tam!”
- “I like Sam”
 - Model concept about print
 - Predict
 - Read
- Weekly poem: “The Big Round Sun”
- Phoneme Blending
- Phonics: Introduce Tt
- Category words: shape words

Writing:

- Read/Spell/Write- High frequency word: *like*
- Word-Building: t, m, s, a, p

Week 7
Sep 23rd to 27th
 24-26~Pre-Exam Days

Unit 2.3: World of Bugs

Speaking:

- World of Bugs
- Oral Vocabulary Words: curious, observe, *process*, *slender*, and *attaches*

Listening:

- Literature Big book: “*I Love Bugs!*”
- Interactive Read Aloud: “From Caterpillar to Butterfly”
- “Bugs All Around”

Language Practice:

- “Pat”
- “Tap! Tap! Tap!”
 - Model concept about print
 - Predict
 - Read
- “Eency Weency Spider”
- Phoneme Blending
- Phonics: Review m, a, p, s, t, blend words with a, s, t
- Category words: movement words

Writing:

- Read/Spell/Write- High frequency words: *the, a, see, we, like*
- Write sentences with Mm, Aa, Ss, Pp, Tt

UNIT 2 REVIEW AND ASSESSMENT

Week 8
Sep 30th to Oct 4th

Unit 3.1: Rules to Go By

Speaking:

- Rules to Go By
- Oral Vocabulary Words: cooperate, rules, guard, prank, and responsible

Listening:

- Literature Big Book: “*How Do Dinosaurs Go to School?*”
- Interactive Read Aloud: “The Boy Who Cried Wolf”

Language Practice:

- “Can I Pat It?”
- “Tim Can Tip It.”
 - Model concept about print
 - Predict
 - Read
- Build Fluency: Sound Spellings
- Phonics: Introduce i, blend words short i, a, and m, s, t, p
- Category words: action words

Writing:

- Read/Spell/Write- High frequency word: *to*
- Word-Building: a, i, m, p, s, t

Week 9
Oct 7th to 11th

1 Day of Class

7~Launching - Rosary Month and
Bullying Prevention Day
8-9 ~Q1 Exams
10~Double Ten
11~Record Day

2nd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
<p>Week 1 (10) Oct 14th to 18th <i>14~ Second Quarter Begins</i></p>	<p>Unit 3.2: Sounds Around Us</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● Sounds Around Us ● Oral Vocabulary Words: listen, volume, exclaimed, chat, and familiar <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big Book: “<i>Clang! Clang! Beep! Beep! Listen to the City</i>” ● Interactive Read Aloud: “The Turtle and the Flute” <p>Language Practice:</p> <ul style="list-style-type: none"> ● “Nat and Tip” ● “Tim and Nan” <ul style="list-style-type: none"> - Model concept about print - Predict - Read ● Build Fluency: Sound Spellings ● Phonics: Introduce n, blend words with n, blend words with short a, I and t, p, n ● Category words: sound words <p>Writing:</p> <ul style="list-style-type: none"> ● Read/Spell/Write- High frequency word: <i>and</i> ● Word-Building: a, i, m, p, s, t
<p>Week 2 (11) Oct 21st to 25th <i>25 – Book Fair</i> <i>25- Masquerade Night</i></p>	<p>Unit 3.3: The Places We Go</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● The Places We Go ● Oral Vocabulary Words: <i>routine, neighborhood, local, intelligent, and volunteer</i> <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big Book: “<i>Please Take Me for a Walk</i>” ● Interactive Read Aloud: “Field Trips” ● “A Neighborhood” <p>Language Practice</p> <ul style="list-style-type: none"> ● “We Go to See Nan” ● “Can We Go?” <ul style="list-style-type: none"> - Model concept about print - Predict - Read ● Long Vowel Awareness ● Phonics: Introduce k, c, blend words with short a, and c, n, p, t ● Category words: sequence words <p>Writing:</p> <ul style="list-style-type: none"> ● Read/Spell/Write- High frequency word: <i>go</i> ● Word-Building: a, c, n, p, t <p style="text-align: center;">UNIT 3 REVIEW AND ASSESSMENT</p>

<p style="text-align: center;"> Week 3 (12) Oct 28th to Nov 1st <i>1-All Saint's Day Mass</i> </p>	<p>Unit 4.1: Time for Work</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● Times For Work ● Oral Vocabulary Words: equipment, uniform, expect, remained, utensils <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big Book: “<i>Whose Shoes?</i>” ● Interactive Read Aloud: “Little Juan and the Cooking Pot” ● “Workers and Their Tools” <p>Language Practice:</p> <ul style="list-style-type: none"> ● “Tom On Top!” <ul style="list-style-type: none"> - Model concept about print - Predict - Read ● Phonics: Introduce o, blend words with short o, a, and c, m, p, t ● Category words: job words <p>Writing:</p> <ul style="list-style-type: none"> ● Read/Spell/Write- High frequency words: <i>you</i> <p>Word-Building: o,a,c,m,p,t</p>
<p style="text-align: center;"> Week 4 (13) Nov 4th to Nov 8th </p>	<p>Unit 4.2: Meet Your Neighbors</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● Meet Your Neighbors ● Oral Vocabulary Words: appreciate cultures, prefer, proud, tradition <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big Book: “<i>What Can You Do with a Paleta?</i>” ● Interactive Read Aloud: “Cultural Festivals” ● “A World Festival” <p>Language Practice:</p> <ul style="list-style-type: none"> ● “Sid” <ul style="list-style-type: none"> - Model concept about print - Predict - Read ● Phonics: introduce d, blend words with d and a, i, m, p, s, t ● Long Vowel Awareness ● Category words: food words <p>Writing:</p> <ul style="list-style-type: none"> ● Read/Spell/Write- High frequency words: <i>do</i> ● Word-Building: d, a, I, m, p, s, t
<p style="text-align: center;"> Week 5 (14) Nov 11th to 15th </p>	<p>Unit 4.3: Pitch In</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● Pitch In ● Oral Vocabulary Words: community, improve, confused, harvest, quarrel <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big Book: “<i>Roadwork</i>” ● Interactive Read Aloud: “The Bundle of Sticks”

	<ul style="list-style-type: none"> ● “A community Garden” <p>Language Practice:</p> <ul style="list-style-type: none"> ● “I Can, You Can!” <ul style="list-style-type: none"> - Model concept about print - Predict - Read ● Phonics: Review i, n, k/c, o, d, blend words with short i, o and n, c, d, t, ● Category words: position words <p>Writing:</p> <ul style="list-style-type: none"> ● Read/Spell/Write- High frequency words: <i>to, and, go, you, do</i> ● Word-Building: o, n,c,d,t <p>UNIT 4 REVIEW AND ASSESSMENT</p>
--	--

<p>Week 6 (15) Nov 18th to 22nd 22-Gr.12 Q2 Exam 22 - YSC Contest</p>	<p>Unit 5.1: How Does Your Garden Grow?</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● How Does Your Garden Grow? ● Oral Vocabulary Words: require, plant, crowd, harmful, soak <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big book: “<i>My Garden</i>” ● Interactive Read Aloud: “Growing Plants” ● “Tommy, Maytime Magic, The seed” <p>Language Practice:</p> <ul style="list-style-type: none"> ● “Hop Can Hop!” <ul style="list-style-type: none"> - Model concept about print - Predict - Read ● Phonics: Introduce h, blend words with short a, i, o and h, t, p, m, d ● Category words: size words <p>Writing:</p> <ul style="list-style-type: none"> ● Read/Spell/Write- High frequency words: <i>my</i> <p>Word-Building: a, i, o, h, t, p, m, d</p>
--	---

<p>Week 7 16) Nov 25th to 29th 25-Gr.12 Q2 Exam 26-28~Pre-Exam Day</p>	<p>Unit 5.2: Trees</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● Trees ● Oral Vocabulary Words: amazing, develop, content, enormous, imagine <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big book: “<i>A Grand Old Tree</i>” ● Interactive Read Aloud: “From a Seed to a Tree” <p>Language Practice:</p> <ul style="list-style-type: none"> ● “Ed and Ned” <ul style="list-style-type: none"> - Model concept about print - Predict - Read ● Phonics: Introduce e, blend words with short e, a, i, o, and t, n, m, h, s, p ● Category words: tree parts <p>Writing:</p>
---	---

	<ul style="list-style-type: none"> ● Read/Spell/Write- High frequency words: <i>are</i> <p>Word-Building: e, a, i, o, t, n, m, h, s, p</p>
<p>Week 8 (17) Dec 2nd to Dec 6th <u>6~Half Day</u> Foundation Day Celebrations</p>	<p>Unit 5.3: Fresh from the Farm</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● Fresh From the Farm ● Oral Vocabulary Words: delicious, fresh, beneath, raise, special <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big Book: “<i>An Orange in January</i>” ● Interactive Read Aloud: “Farmers' Market” <p>Language Practice:</p> <ul style="list-style-type: none"> ● “Ron With Red” <ul style="list-style-type: none"> - Model concept about print - Predict - Read ● Phonics: Introduce f, r; Blend words with short i, a, e, and f, r, t, n, d, p ● Category words: food words <p>Writing:</p> <ul style="list-style-type: none"> ● Read/Spell/Write- High frequency words: <i>he, with</i> <p>Word-Building: i, a, e, f, r, t, n, d, p</p> <p>UNIT 5 REVIEW AND ASSESSMENT</p> <p>2ND QUARTER EXAM REVIEW</p>
<p>Week 9 (18) Dec 9th to 13th <u>3 Days of Class</u> 12-13 ~Q2 Exams</p>	<p>2ND QUARTER EXAM</p>
<p>Dec 16th to Jan 3rd</p>	<p>Christmas Break</p>

3rd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
<p>Week 1 (19) Jan 6th to 10th <u>4 Days of Class</u> 6~Record Day 7~Third Quarter Begins 10 ~ New Year Mass</p>	<p>Unit 6.1: The Four Seasons</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● The Four Seasons ● Oral Vocabulary Words: weather, seasons, migrate, active, spot <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big Book: “<i>Mama, Is It Summer, Yet?</i>” ● Interactive Read Aloud: A Tour of the Season <p>Language Practice:</p> <ul style="list-style-type: none"> ● Is It Hot? <ul style="list-style-type: none"> - Model concept about print - Predict - Read ● Phonics: Introduce b, l; Blend words with b, l and a, e, i, o ● Category words: seasons

	<p>Writing: Read/Spell/Write- High frequency words: <i>is, little</i></p>
<p>Week 2 (20) Jan 13th to 17th</p>	<p>Unit 6.2: What’s the Weather?</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● What’s the Weather? ● Oral Vocabulary Words: predict, temperature, drought, clever, storm <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big Book: “Rain” ● Interactive Read Aloud: “The Frog and the Locust” <p>Language Practice:</p> <ul style="list-style-type: none"> ● “Kim and Nan” <ul style="list-style-type: none"> - Model concept about print - Predict - Read ● Phonics: Introduce k ● Category words: weather words <p>Writing: Read/Spell/Write- High frequency words: <i>she, was</i></p>
<p>Week 3 (21) Jan 20th to 24th</p>	<p>Unit 6.3: Stormy Weather</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● Stormy Weather ● Oral Vocabulary Words: safe, prepare, notice, celebration, enough <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big Book: “<i>Waiting Out the Storm</i>” ● Interactive Read Aloud: “Be Safe in Bed Weather” <p>Language Practice:</p> <ul style="list-style-type: none"> ● “Mack and Ben” <ul style="list-style-type: none"> - Model concept about print - Predict - Read ● Phonics: e, h, f; Blend words with short e, a, o and b, f, h, r, d, l, ck ● Category words: question words <p>Writing:</p> <ul style="list-style-type: none"> ● Read/Spell/Write- High frequency words <i>are, he, is, little, my, she, was, with</i> <p>UNIT 6 REVIEW AND ASSESSMENT</p>
<p>Jan 27th to Jan 31st</p>	<p>Chinese New Year</p>
<p>Week 4 (22) Feb 3rd to 7th</p>	<p>Unit 7.1: Baby Animals</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● Baby Animals ● Oral Vocabulary Words: appearance, behavior, wander, plenty, exercise <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big Book: “<i>ZooBorns!</i>” ● Interactive Read Aloud: Baby Farm Animals

	<p>Language Practice:</p> <ul style="list-style-type: none"> ● “Pup and Cub” <ul style="list-style-type: none"> - Model concept about print - Predict - Read ● Phonics: Introduce u; Blend words with short u, a, i and t, b, f, r, d, s ● Category words: animal parts <p>Writing: Read/Spell/Write- High frequency words: <i>for, have</i></p>
<p>Week 5 (23) Feb 10th to 14th <i>1-14~Catholic Week</i></p>	<p>Unit 7.2: Pet Pals</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● Pet Pals ● Oral Vocabulary Words: responsibility, train, compared, social, depend <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big Book: “<i>The Birthday Pet</i>” ● Interactive Read Aloud: “The Family” <p>Language Practice:</p> <ul style="list-style-type: none"> ● “I Hug Gus!” <ul style="list-style-type: none"> - Model concept about print - Predict - Read ● Phonics: Introduce g, w; Blend Words with Short i, a, e and g, w, t, p, b, s, n, l; ● Category words: pet words <p>Writing: Read/Spell/Write- High frequency words: <i>of, they</i></p>
<p>Week 6 (24) Feb 17th to 21st</p>	<p>Unit 7.3: Animal Habitats</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● Animal Habitats ● Oral Vocabulary Words: habitat, wild, complain, suborn, join <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big Book: “<i>Bear Snores On</i>” ● Interactive Read Aloud: “Anansi: An African Tale” <p>Language Practice:</p> <ul style="list-style-type: none"> ● “A Vet in a Van” <ul style="list-style-type: none"> - Model concept about print - Predict - Read ● Long Vowel Awareness ● Phonics: x, v; Blend words with short i, a, e, o and f, x, m, v, n, t ● Category words: animal homes <p>Writing: Read/Spell/Write- High frequency words: <i>said, want</i></p> <p>UNIT 7 REVIEW AND ASSESSMENT</p>

<p>Week 7 (25) Feb 24th to 28th <u>4 Days of Class</u> 24~Lenten Mass? 25-27 ~ Pre-Exam Days 24-27~IOWA Assessments 28 ~ Memorial Day Holiday</p>	<p>Unit 8.1: On the Move</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● On the Move ● Oral Vocabulary Word: transportation, vehicle journey, wide, fierce <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big Book: “<i>When Daddy’s Truck Picks Me Up</i>” ● Interactive Read Aloud: “The King of the Wind” <p>Language Practice:</p> <ul style="list-style-type: none"> ● “Dad Got a Job” <ul style="list-style-type: none"> - Model concept about print - Predict - Read ● Phonics: Introduce j, qu/kw; Blend words with j and qu and a, i, g, o, t, e, ck, ● Category words: vehicles <p>Writing: Read/Spell/Write- High frequency words: <i>here, me</i></p>
<p>Week 8 (26) March 3rd to 7th 5~ Ash Wednesday</p>	<p>Unit 8.2: My U.S.</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● My U.S.A ● Oral Vocabulary Words: country, travel, purpose, careful, connect <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big Book: “<i>Ana Goes to Washington, D.C.</i>” ● Interactive Read Aloud: “The Best of the West” <p>Language Practice:</p> <ul style="list-style-type: none"> ● “Pack a Bag” ● Phonics: Introduce y, z; Blend words with a, b, ck, i, e, k, m, p, s, t, u, y, and z <p>Writing: Read/Spell/Write- High frequency words: <i>this, what</i></p>
<p>Week 9 (27) March 10th to 14th <u>4 Days of Class</u> 14 – Q3 Exams</p>	<p>Unit 8.3: Look to the Sky</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● Look to the Sky ● Oral Vocabulary Words: distance, recognize, surface, challenge, space <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big Book: “Bringing Down the Moon” ● Interactive Read Aloud: “A View from the Moon” <p>Language Practice:</p> <ul style="list-style-type: none"> ● “Up, Up, Up!” <ul style="list-style-type: none"> - Model concept about print - Predict - Read ● Phonics: Review short u and w, x, v, j, qu, y, z; Blend words with u and b, g, j, w, x ● Category words: job words

Writing:

Read/Spell/Write- High frequency words: *for, have, they, of, said, want, here, me, this and what*

UNIT 8 REVIEW AND ASSESSMENT**4th QUARTER – TENTATIVE COURSE CONTENT**

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
<p>Week 1 (28) March 17th 21st <u>4 Days of Class</u> 17 – Q3 Exams 18~ Fourth Quarter Begins 18~ Fire Drill? 19~ Feast of St. Joseph</p>	<p>Unit 9.1: Grown Up</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● Grown Up ● Oral Vocabulary Words: chores, contribute, member, accomplish, organize <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big Book: “<i>Peter’s Chair</i>” ● Interactive Read Aloud: “Helping Out at Home” <p>Language Practice:</p> <ul style="list-style-type: none"> ● “Jake and Dale Help” <ul style="list-style-type: none"> - Model concept about print - Predict - Read ● Phonics: Introduce long a_e; Blend words with long a ● Category words: household furnitures <p>Writing: Read/Spell/Write- High frequency words: <i>help, too</i></p>
<p>Week 2 (29) March 24th to 28th</p>	<p>Unit 9.2: Good Citizen</p> <p>Speaking:</p> <ul style="list-style-type: none"> ● Good Citizen ● Oral Vocabulary Words: citizen, respect, tidy, necessary, hauled <p>Listening:</p> <ul style="list-style-type: none"> ● Literature Big Book: “<i>Hen Hears Gossip</i>” ● Interactive Read Aloud: “The Little Red Hen” <p>Language Practice:</p> <ul style="list-style-type: none"> ● “We Can Play” <ul style="list-style-type: none"> - Model concept about print - Predict - Read ● Phonics: Introduce i_e; Blend words with long i ● Category words: farm animals <p>Writing: Read/Spell/Write- High frequency word: <i>has</i></p>
<p>Week 3 (30) March 31st to April 4th</p>	<p>Unit 9.3: Our Natural Resources</p>

4 Days of Class
4~Tomb Sweeping

Speaking:

- Our Nature Resources
- Oral Vocabulary Words: natural resources, create, designs, knowledge, weave

Listening:

- Literature Big Book: “*Bread Comes to Life*”
- Interactive Read Aloud: “Spider Woman Teaches the Navajo”

Language Practice:

- “Look! A Home!”
 - Model concept about print
 - Predict
 - Read
- Phonics: Introduce o_e; Blend words with long o and consonants
- Category words: food that comes from the garden

Writing:

Read/Spell/Write- High frequency words: *where, look*

UNIT 9 REVIEW AND ASSESSMENT

Week 4 (31)
Apr 7th to 11th

Unit 10.1: Problem Solvers

Speaking:

- Problem Solvers
- Oral Vocabulary Words: decide, marvel, opinion, grateful, ragged

Listening:

- Literature Big Book: “*What’s the Big Idea, Molly?*”
- Interactive Read Aloud: “The Elves and The Shoemaker”

Language Practice:

- “A Good Time for Luke!”
 - Model concept about print
 - Predict
 - Read
- Phonics: Review long u; Blend words with long u

Writing:

Read/Spell/Write- High frequency words: *good, who*

April 14th to April 18th

Easter Break

Week 5 (32)
Apr 21st to 25th
23~Easter Mass
21-25 ~ AP Mock Exams
26~Spring Fair

Unit 10.2: Sort It Out

Speaking:

- Sort It Out
- Oral Vocabulary Words: perfect, endless, similar, sort, experiment

Listening:

- Literature Big Book: “*All Kinds of Families*”
- Interactive Read Aloud: “The Perfect Color”

Language Practice:

- “We Come on Time!”
 - Model concept about print
 - Predict
 - Read

	<ul style="list-style-type: none"> Phonics: Review long e; Blend words with long e <p>Writing: Read/Spell/Write- High frequency words: <i>come, does</i></p>
<p>Week 6 (33) Apr 28th to May 2nd 4/29-5/1 ~ Pre-Exam Days</p>	<p>Unit 10.3: Protect Our Earth</p> <p>Speaking:</p> <ul style="list-style-type: none"> Grown Up Oral Vocabulary Words: environment, protect, recycle, wisely, encourage <p>Listening:</p> <ul style="list-style-type: none"> Literature Big Book: “<i>Panda Kindergarten</i>” Interactive Read Aloud: “Protect the Environment” <p>Language Practice:</p> <ul style="list-style-type: none"> “Who Can Help?” <ul style="list-style-type: none"> Model concept about print Predict Read Phonics: Blend words with long a, e, i, o, u <p>Writing: Read/Spell/Write- High frequency words: <i>come, does, good, has, help, look, play, too, where, who</i></p> <p>REVIEW FOR 4th QUARTER EXAM</p>
<p>Week 7 (34) May 5th to 9th 5-9~ Final Exams (K, 5, 8, 12 only) 5-9 ~ AP Exams</p>	<p>FOURTH QUARTER EXAM</p>
<p>Week 8 (35) May 12th to 16th 4 Days of Class 14-15~ Q4 Exams (Half Day) 16~ Record Day 12-16 ~ AP Exams</p>	<p>GRADUATION REHEARSAL</p>
<p>Week 9 (36) May 19th to 23rd 19-23 ~ Student Clearance 21~ HOUSE Culminating Activity 22 – Lower school sports day</p>	<p>GRADUATION REHEARSAL</p>
<p>Week 10 (37) May 26th to 30th 4 Days of Class 26~Kindergarten Graduation 27-Grades 8 & 12 Graduation 28-PreK, Gr.1-4, 6,7,9-11 Recognition 29-Last day of School (Half Day) Last day of Teachers/Staff</p>	<p>KINDERGARTEN GRADUATION</p>

