

# Interactive Level 2 Curriculum Overview

## Learning Objectives

### Interactive Level 2 Introduction

Interactive Level 2 consists of 12 units, each unit containing 12 lessons broken down into learning cycles of 6 classes each. The phonics goals in Interactive Level 2 start with letter/sound recognition and move to reading words with digraphs (/sh/, /wh/, /ck/, etc.) Reading goals include reading phonics readers with various strategies (known high frequency words, finger tapping, etc.). Grammar skills such as plurals, subject pronouns, capitalization, and prepositions are studied in Interactive Level 2. As with other major course levels, lessons 6 and 12 are assessment lessons. Students are required to present a final project at the beginning of lesson 12. Students are first introduced to the project options during lesson 5, then again in lessons 6 and 11.

	Target	Description
① Vocabulary	164 vocabulary words	Vocabulary words are introduced and reviewed in many different situations throughout the curriculum.
② Sentence	119 sentence patterns	Use and understand sentence patterns introduced in a variety of ways.
③ Letter Recognition	26 letters	Name and recognize all big and small letters of the alphabet
④ Phonics Sounds	26 letter sounds and 11 digraphs	Identify and produce the phonics sound of all letters of the alphabet, including long and short vowels. Blend sounds together to create three letter words.
⑤ HFW	72 high frequency words	Recognize and read high frequency words from memory.
⑥ Grammar	14 grammar rules	Learn the basic grammar rules and try to apply them.
⑦ Verbs	81 verbs	Be able to understand the meaning of the verbs and apply them in a simple sentence.

- ① **Vocabulary:** A body of words used in a particular language. Vocabulary is taught through memorization and prompted with a series of context clues, songs, games, and teacher-led physical actions or activities.
- ② **Sentence Patterns:** Sentence patterns are question and answer structures that allow the teacher and student to focus on scaffolding language learning from grammatically easy to more difficult. VIPKid teachers encourage the students to truly use, not only memorize, the sentence structures by asking a sentence with the same meaning in many different ways. This allows the VIPKid student to truly transfer classroom language to real life.
- ③ **Letter Recognition:** Letters are the building blocks of the English language. Students learn the name, formation, uppercase and lowercase forms for each letter.
- ④ **Phonics Sounds:** Individual phonemes are the smallest unit of sound in speech. Students learn that each letter represents a particular sound. Blends and digraphs then combine phonemes to create a single sound.
- ③ **HFW:** High frequency words, or sight words are words that appear most often in printed text. These words generally have little meaning themselves, but are vital to the meaning of a sentence. The opposite of phonics, these words are taught through memorization.
- ④ **Grammar:** Grammar is the analysis of the structure of a language. Grammar skills help students create.
- ⑤ **Verbs:** Verbs are the part of language that express action. In English, verbs can be quite tricky as they change form in the present, future, and past tenses. A rich knowledge of verbs enables the speaker or writer to express themselves more clearly and accurately.

# Interactive Level 2 Curriculum Overview

## Learning Objectives in Each Stage /

### Level 2 Units 1 - 3

**Reading:** Student recognizes letters of the alphabet and is able to identify some letter sounds. Can blend CVC words with the short “a” and “short “o” sound.

**Speaking/Listening:** May produce very basic introductory greetings, but lacks the ability to answer questions with more than one word. Frequently repeats after the teacher. Knows basic classroom commands and basic subject/verb sentence structure.

### Level 2 Units 4-6

**Reading:** Knows phonics sounds of each letter of the alphabet and is able to blend initial consonants with vowel-consonant blends. Reads with some difficulty and needs more review/practice to be a confident reader.

**Speaking/Listening:** Answers with one-word responses or fragments. Can repeat complete sentences. Can simply discuss family members and what he/she likes to do with his/her friends.

### Level 2 Units 7-9

**Reading:** Is able to read simple sentences with CVC words easily. Can sort rhyming words.

**Speaking/Listening:** Replaces nouns with pronouns and exhibits correct pronoun/verb agreement. Can use conjunctions to make compound sentences. Can use prepositions to describe an object's location. Can describe his/her neighborhood. Can use negatives to describe actions and things.

### Level 2 Units 10-12

**Reading:** Can read CVC words fluently and begins to read words with beginning and ending digraphs.

**Speaking/Listening:** Student answers in complete sentences. Can use simple present, present progressive, and simple past tense when speaking. Student understands and uses basic vocabulary for weather and seasons, and knows the names of farm and wild animals. Student can distinguish between nouns and verbs in a sentence.

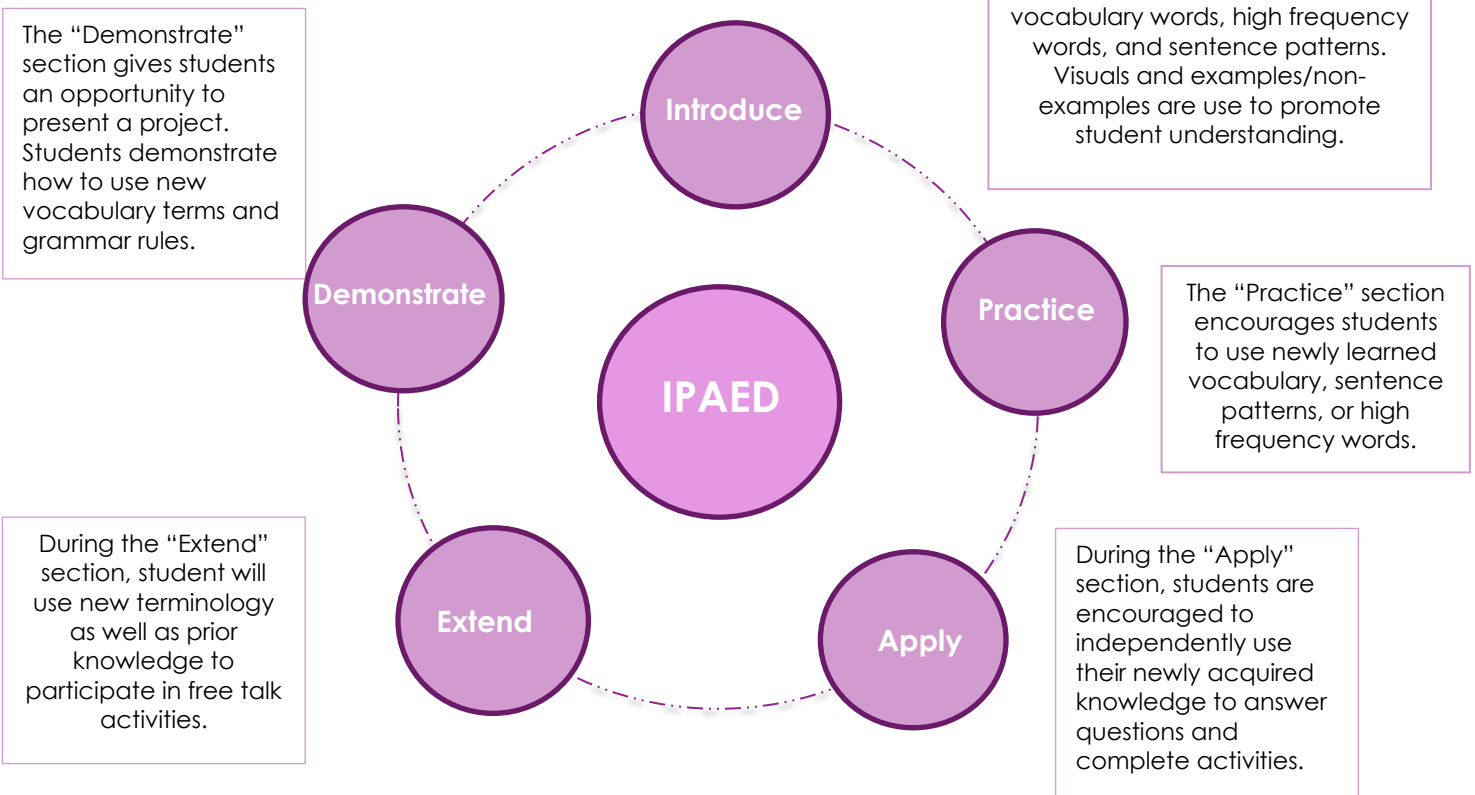
# Interactive Level 2 Curriculum Overview

## Learning Topics

Unit	Topic	Unit	Topic
Unit 1	Me, Myself, and I	Unit 7	My Feelings
Unit 2	Learning at School	Unit 8	Colors are Everywhere
Unit 3	School Phrases	Unit 9	My Neighborhood
Unit 4	Family and Home	Unit 10	Animal Families
Unit 5	My Friends and I	Unit 11	Weather and Seasons
Unit 6	Foods	Unit 12	Visiting America, Visiting Britain

## IPAED

Interactive Level 2 utilizes the instructional format, IPAED. This is an “I do, we do, you do” instructional approach. Teachers will first introduce the content and give the student an opportunity to practice. Students then apply their newly learned skills to complete activities. At the end of each unit, students are encouraged to demonstrate their skills by means of a project presentation.



# Interactive Level 2 Additional Skills

## **Pronunciation**

VIPKid students develop excellent pronunciation, as North American accented English is modeled by the foreign teacher each and every class. VIPKid teachers are trained to correct pronunciation in a gentle, effective manner.

## **Critical Thinking**

The VIPKid curriculum purposefully introduces and reviews target content in different situations and contexts. This is to encourage the student to use the learned language, not merely memorize question and answer patterns. VIPKid students have better listening comprehension and speaking skills because they can use their knowledge in many different ways.

## **Confidence & Real World Skills**

Repeated exposure to native English-speaking teachers of diverse backgrounds plays a huge role in building confidence. By increasing the number of classes a student takes per week and giving the student individualized attention in a 1-on-1 environment, VIPKid students develop the confidence they need to speak English to any type of person.

## **Research and Application**

As the student develops reading fluency and moves from learning to read, to reading to learn, the student begins to apply the new information they learn to the unit topic or learning material. These reading comprehension and application skills are the foundation for research and application a workplace skill that is irreplaceable throughout all areas of schooling and life.

## **Presentation and Public Speaking**

Presentation and public speaking are life skills that, if not learned early, are difficult for many people. In the global workplace, many presentations and events will be held in a language that is not the speaker's own, which may cause unease and apprehension. At VIPKid, students are expected to present throughout the unit, as well as completing and presenting a final project at the end of each unit as part of their overall assessment score.

## **Incidental Language**

Incidental language is learned through conversation. Because VIPKid teachers are native English speakers, students learn vocabulary and sentence structures through casual conversation. For example, a teacher who encourages a student by saying, "Wonderful!" will soon teach their students this word as well as the meaning.

# Interactive Level 2 Achievement

Unit	Topic	Listening & Speaking	Reading Skills		Language Skills			Content Learning	
			Phonics	HFW	Reading Ability	Vocab	Grammar	Math	Social Studies & Science
Unit 1	Me, Myself, and I	<ul style="list-style-type: none"> <li>* Can greet people and provide a self-introduction</li> <li>* Can talk about his/her feelings</li> </ul>	<ul style="list-style-type: none"> <li>* Introduce Letters Aa – Zz</li> <li>* Introduce Sounds Aa – Zz</li> </ul>	<ul style="list-style-type: none"> <li>* I</li> <li>* my</li> <li>* yes</li> <li>* no</li> </ul>	<ul style="list-style-type: none"> <li>* Can follow words from left to right and top to bottom</li> </ul>	12	None	<ul style="list-style-type: none"> <li>* Count from zero to five</li> <li>* Read number words from zero to five</li> </ul>	Me, Myself, and I
Unit 2	Learning at School	<ul style="list-style-type: none"> <li>* Can describe the VIPKid classroom</li> <li>* Can say some actions that can be done in the VIPKid classroom</li> <li>* Can describe his/her school</li> </ul>	<ul style="list-style-type: none"> <li>* Introduce "n/r/s/f/l/m" initial consonant sounds</li> <li>* Introduce "p/t/d/g" final consonant sounds</li> <li>* Introduce Short "a"</li> <li>* Blend 3 letter words</li> </ul>	<ul style="list-style-type: none"> <li>* said</li> <li>* he</li> <li>* she</li> <li>* of</li> <li>* they</li> <li>* for</li> </ul>	<ul style="list-style-type: none"> <li>* Can read phonics readers using blending and known sounds.</li> <li>* Can read themed readers using known HFW.</li> </ul>	12	<ul style="list-style-type: none"> <li>* Modal auxiliary (can)</li> <li>* Regular plurals</li> </ul>	<ul style="list-style-type: none"> <li>* Count from eleven to twenty</li> <li>* Read number words eleven to twenty</li> </ul>	Learning at School
Unit 3	School Phrases	<ul style="list-style-type: none"> <li>* Can name the places at his/her school</li> <li>* Use pronouns to describe people</li> <li>* Talk about school and classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>* Review "n/r/s/f/l/m" initial consonant sounds</li> <li>* Introduce "h/l/c" initial consonant sounds</li> <li>* Review "p/t/d/g" final consonant sounds</li> <li>* Introduce Short "o"</li> <li>* Finger tapping to isolate phonemes</li> </ul>	<ul style="list-style-type: none"> <li>* their</li> <li>* her</li> <li>* his</li> <li>* by</li> <li>* any</li> <li>* and</li> </ul>	<ul style="list-style-type: none"> <li>* Can read phonics readers using blending and finger tapping.</li> <li>* Can read themed readers using known HFW.</li> </ul>	12	<ul style="list-style-type: none"> <li>* Introduce subject pronouns (he/she/it/you)</li> <li>* First/Third person verb conjugation</li> </ul>	<ul style="list-style-type: none"> <li>* Compare groups of twenty objects using fewer, more, greater than, and less than</li> </ul>	School Phrases

# Interactive Level 2 Achievement

Unit	Topic	Listening & Speaking	Reading Skills		Language Skills			Content Learning	
			Phonics	HFW	Reading Ability	Vocab	Grammar	Math	Social Studies & Science
Unit 4	Family and Home	<ul style="list-style-type: none"> <li>* Can say who is in his/her family</li> <li>* Can use adjectives when speaking</li> <li>* Can identify furniture in his/her home</li> <li>* Use possessive pronouns to describe the relationship between objects and people</li> </ul>	<ul style="list-style-type: none"> <li>* Introduce "l/ w/ b/k/v/j/m/p/" Initial consonant sounds</li> <li>* Review "d/, g/, t/" final consonant sounds</li> <li>* Introduce "n" final consonant sound</li> <li>* Introduce Short "e"</li> <li>* Segmenting onset and rime</li> </ul>	<ul style="list-style-type: none"> <li>* their</li> <li>* her</li> <li>* his</li> <li>* by</li> <li>* any</li> <li>* and</li> </ul>	<ul style="list-style-type: none"> <li>* Can read phonics readers by blending onset and rime.</li> <li>* Can read themed readers using known HFW.</li> </ul>	12	*Demonstrative Adjectives	<ul style="list-style-type: none"> <li>* Compare groups of up to twenty objects</li> <li>* Read and answer simple number sentences</li> </ul>	Family and Home
Unit 5	My Friends and I	<ul style="list-style-type: none"> <li>* Can talk about his/her friends and what they do together</li> <li>* Can talk about the toys he/she likes</li> </ul>	<ul style="list-style-type: none"> <li>* Review "m/b/f/r/ s" initial consonant sounds</li> <li>* Introduce "w/z/h" initial consonant sounds</li> <li>* Review "n/g/p/t/" final consonant sounds</li> <li>* Short "i"</li> <li>* Segmenting onset and rime</li> </ul>	<ul style="list-style-type: none"> <li>* who</li> <li>* we</li> <li>* day</li> <li>* was</li> <li>* or</li> <li>* only</li> </ul>	<ul style="list-style-type: none"> <li>* Can read phonics readers by blending onset and rime.</li> <li>* Can read themed readers using known HFW.</li> </ul>	14	*Capitalization	<ul style="list-style-type: none"> <li>* Use math Vocabulary to describe the parts of a number sentence</li> </ul>	My Friends and I
Unit 6	Foods	<ul style="list-style-type: none"> <li>* Can talk about the three meals of the day and some of the food he/she eats everyday</li> <li>* Describe actions using the present progressive tense</li> <li>* Can talk about some foods that he/she eats</li> </ul>	<ul style="list-style-type: none"> <li>* Review "n/r/c/ h/j/m/b/" initial consonant sounds</li> <li>* Review "n/t/d/g" final consonant sounds</li> <li>* Short "u"</li> </ul>	<ul style="list-style-type: none"> <li>* from</li> <li>* into</li> <li>* very</li> <li>* first</li> <li>* other</li> <li>* this</li> </ul>	<ul style="list-style-type: none"> <li>* Can read phonics readers by blending onset and rime.</li> <li>* Sort rhyming words</li> </ul>	14	* Present Progressive	<ul style="list-style-type: none"> <li>* Describe number and shape patterns</li> <li>* Name shapes</li> </ul>	Foods

# Interactive Level 2 Achievement

Unit	Topic	Listening & Speaking	Reading Skills		Language Skills			Content Learning	
			Phonics	HFW	Reading Ability	Vocab	Grammar	Math	Social Studies & Science
Unit 7	My Feelings	* Can name some body parts	* Introduce /y/ initial sound * Introduce /x/ final sound * Review Short vowels * Rhyme, match, and sort words	* here * where * out * were * good * after	* Can read phonics readers by blending onset and rime. * Can read themed readers using known HFW.	14	* Review Possessive Pronouns * Review Demonstrative Adjectives	* Describe the size of objects * Describe the length and width of objects	My Feelings
Unit 8	Colors are Everywhere	* Rhyming with -am * Rhyming with -an * Sound deletion with -an	* "am" word family * "an" word family * Sound deletion [am] * Ex: Say "ram" without the "r" * Sound deletion [an] * Ex: say "ban" without the "b"	* called * also * each * down * with * some	* Can read phonics readers by blending onset and rime. * Can read themed readers using known HFW. * Can sort rhyming words.	14	* Conjunctions (and, or) * Prepositions down, up, into, in, on	* Use comparatives to group objects according to their size * Order objects according to their size	Colors are Everywhere
Unit 9	My Neighborhood	* Can describe his/her neighborhood * Can use negatives to describe actions and things	* Blending f/b/t/w with - all * Blending c/m/h/g with -all * Rhyming with -all * Blending f/d/w/b/s/p/qu with -ill * Blending f/b/s/t/w d/y with -ell * Rhyming with -ill	* many * there * your * so * how * away	* Can read phonics readers by blending onset and rime. * Sort rhyming words	16	* Negatives (not) * Review regular plurals	* Say parts of a shape * Describe the properties of 2D shapes	My Neighborhood

# Interactive Level 2 Achievement

Unit	Topic	Listening & Speaking	Reading Skills		Language Skills			Content Learning	
			Phonics	HFW	Reading Ability	Vocab	Grammar	Math	Social Studies & Science
Unit 10	Animal Families	<ul style="list-style-type: none"> <li>* Can name some wild and domestic animals</li> <li>* Can distinguish and name different baby animals</li> </ul>	<ul style="list-style-type: none"> <li>* Digraphs: /ck/ (Final)</li> <li>* Digraphs: /sh/ and /wh/ (Initial)</li> <li>* All vowels</li> <li>* Substitute vowels in "ick" and "ack"</li> <li>Ex: Change "tick" to "tack"</li> <li>* Substitute vowels in "ock" and "uck"</li> <li>Ex: Change "lock" to "luck"</li> </ul>	<ul style="list-style-type: none"> <li>* funny</li> <li>* there</li> <li>* over</li> <li>* years</li> <li>* little</li> <li>* that</li> </ul>	<ul style="list-style-type: none"> <li>* Can read phonics readers by blending onset and rime.</li> <li>* Can sort rhyming words</li> <li>* Can read themed readers using known HFW.</li> <li>* Can answer simple comprehension questions using learned vocabulary</li> </ul>	16	<ul style="list-style-type: none"> <li>* Sentence parts (subject/ verb)</li> <li>* Punctuation for statements and questions</li> </ul>	<ul style="list-style-type: none"> <li>* Use comparatives to describe the length of objects</li> <li>* Use comparatives to describe the height of objects</li> </ul>	Animal Families
Unit 11	Weather and Seasons	<ul style="list-style-type: none"> <li>* Can talk about the weather in simple present, present progressive, and simple past tense</li> </ul>	<ul style="list-style-type: none"> <li>* Digraphs: /ch/ and /th/ (Initial)</li> <li>* Digraphs: /sh/ and /th/ (Final)</li> <li>* All vowels</li> <li>* Review all phonics skills</li> </ul>	<ul style="list-style-type: none"> <li>* been</li> <li>* why</li> <li>* would</li> <li>* when</li> <li>* our</li> <li>* both</li> </ul>	<ul style="list-style-type: none"> <li>* Can read phonics readers by blending onset and rime.</li> <li>* Can sort rhyming words</li> <li>* Can read themed readers using known HFW.</li> <li>* Can answer simple comprehension questions using learned vocabulary</li> </ul>	16	<ul style="list-style-type: none"> <li>* Past Tense</li> </ul>	<ul style="list-style-type: none"> <li>* Talk about the weight of objects</li> <li>* Talk about the temperature</li> </ul>	Weather and Seasons
Unit 12	Visiting America, Visiting Britain	<ul style="list-style-type: none"> <li>* Can talk about the differences between Chinese and American culture</li> <li>* Can use the future tense to describe actions that will take place in the future</li> <li>* Can compare Chinese and British culture</li> </ul>	<ul style="list-style-type: none"> <li>* /am/</li> <li>* /an/</li> <li>* /ill</li> <li>* /ell</li> <li>* /all</li> <li>* Digraphs</li> <li>* Qu</li> <li>* Review all phonics skills</li> </ul>	<ul style="list-style-type: none"> <li>* should</li> <li>* before</li> <li>* about</li> <li>* water</li> <li>* because</li> <li>* could</li> <li>* now</li> <li>* again</li> </ul>	<ul style="list-style-type: none"> <li>* Can read phonics readers by blending onset and rime.</li> <li>* Can sort rhyming words</li> <li>* Can read themed readers using known HFW.</li> <li>* Can answer simple comprehension questions using learned vocabulary</li> </ul>	12	<ul style="list-style-type: none"> <li>* Future tense</li> <li>* Review subject pronouns</li> <li>* Review possessive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>* Review patterns using numbers, shapes, and letters</li> <li>* Compare sizes</li> <li>* Compare length and weight</li> </ul>	Visiting America, Visiting Britain



# Unit 1: Me, Myself, and I

- Domain: Social Studies  
(Personal Awareness)  
- Unit Topic: Me, Myself, and I

- Subtopic 1: Who am I?  
- Subtopic 2: All About Me

## Reading Skills

Phonics	HFW	Reading Skills
Aa – Zz Letter and Sound Recognition	* I * my * yes * no	* Follow words from left to Right * Read with support through picture walks * Answer simple questions regarding key details from a text

**Math**  
\* Count from zero  
to five  
\* Read number  
words for zero to  
five

**Grammar**  
None

**Verbs**  
\* is  
\* are  
\* am  
\* to go  
\* to see

## Language Skills

Vocabulary		Sentence Frames
* happy * sad * fine * tired * letter * number	* thirsty * hungry * morning * afternoon * night * teacher	* Hello! Hi! * How are you? I am _____. * How is he? He is _____. * How is she? She is _____. * What is this? This is a _____. * What are these? These are _____. * Good Morning. * Good Afternoon. * What do you see? I see _____. * Who do you see? I see _____. * Do you go to school? Yes, I go to school. No, I do not go to school. * Does he go to school? Yes, he goes to school. No, he does not go to school. * Does she go to school? Yes, she goes to school. No, she does not go to school.

# Unit 2: Learning at School

- Domain: Social Studies  
(My Community)  
- Unit Topic: Learning at School

- Subtopic 1: My VIPKID Classroom  
- Subtopic 2: My School

## Reading Skills

Phonics	HFW	Reading Skills
<ul style="list-style-type: none"> <li>* Blending n/r/s/t with -ap</li> <li>* Blending f/l/m with -ad</li> <li>* Blending f/l/m with -ag</li> </ul>	<ul style="list-style-type: none"> <li>* a</li> <li>* to</li> <li>* what</li> <li>* you</li> <li>* not</li> <li>* the</li> </ul>	<ul style="list-style-type: none"> <li>* Read phonics readers using blending strategies</li> <li>* Use pictures for context</li> <li>* Answer simple comprehension questions</li> </ul>

**Math**

- \* Count from eleven to twenty
- \* Read number words eleven to twenty

**Grammar**

- \* Modal auxiliary (can)
- \* Regular plurals

**Verbs**

- \* to click
- \* to circle
- \* to read
- \* to write
- \* to see

## Language Skills

Vocabulary	Sentence Frames
<ul style="list-style-type: none"> <li>* school</li> <li>* mouse</li> <li>* computer</li> <li>* tablet</li> <li>* phone</li> <li>* headphones</li> </ul>	<ul style="list-style-type: none"> <li>* classroom</li> <li>* playground</li> <li>* class</li> <li>* math</li> <li>* art</li> <li>* music</li> </ul>
	<ul style="list-style-type: none"> <li>* What is it? It is a _____.</li> <li>* Can you click with the mouse? Yes, I can click. No, I cannot.</li> <li>* Can you circle with the mouse? Yes, I can click with the mouse. No, I cannot click with the mouse.</li> <li>* What class is it? It is _____ class.</li> <li>* Is it a classroom? Yes, it is (a classroom). No, it is not (a classroom).</li> <li>* Is it a playground? Yes, it is (a playground). No, it is not (a playground).</li> <li>* Can he/she/you read? Yes, he/she/I can (read). No, he/she/I cannot (read).</li> <li>* Can he/she/you write? Yes, he/she/I can (write). No, he/she/I cannot (write).</li> </ul>

# Unit 3: School Phrases

- Domain: Social Studies  
(My School Community)  
- Unit Topic: School Phrases

- Subtopic 1: Teacher Talk  
- Subtopic 2: School Rules

## Reading Skills

Phonics	HFW	Reading Skills
<ul style="list-style-type: none"> <li>* Blending c/m/f/l with -od</li> <li>with -og</li> <li>* Blending h/n/r/s with -op</li> <li>with -ot</li> </ul>	<ul style="list-style-type: none"> <li>* said</li> <li>* he</li> <li>* she</li> <li>* of</li> <li>* they</li> <li>* for</li> </ul>	<ul style="list-style-type: none"> <li>* Read phonics readers using blending and finger tapping</li> <li>* Read themed readers using known high frequency words and pictures for context</li> <li>* Answer simple comprehension questions</li> </ul>

**Math**  
\* Compare groups of twenty objects using fewer, more, greater than, and less than

**Grammar**  
\* Introduce subject pronouns (he/she/it/you)  
\* First/Third person verb conjugation

**Verbs**  
\* to know  
\* to sit  
\* to read  
\* to listen  
\* to speak

## Language Skills

Vocabulary		Sentence Frames
<ul style="list-style-type: none"> <li>* student</li> <li>* chair</li> <li>* lunchroom</li> <li>* hallway</li> <li>* whiteboard</li> <li>* desk</li> </ul>	<ul style="list-style-type: none"> <li>* rule</li> <li>* Chinese</li> <li>* library</li> <li>* English</li> <li>* well</li> <li>* reward</li> </ul>	<ul style="list-style-type: none"> <li>* Do you speak in the library? No, I do not speak in the library.</li> <li>* Do you listen in the _____? Yes, I listen in the _____. No, I don't listen in the _____.</li> <li>* Do you sit on a chair/desk at school? Yes, I sit (on a chair/on a desk at school). No, I do not sit (on a chair/on a desk at school).</li> <li>* Does he/she sit on a desk/chair at school? Yes, he/she sits on a desk/chair at school. No, he/she does not sit on a desk/chair at school.</li> <li>* What is it? I do not know.</li> <li>* Do you know the class rules? Yes, I know the class rules. No, I do not know the class rules.</li> <li>* Do you listen to your teacher? Yes, I listen to my teacher. No, I do not listen to my teacher.</li> <li>* Do you speak English/Chinese at school? Yes, I speak English/Chinese at school. No, I do not speak English/Chinese at school.</li> </ul>

# Unit 4: Family and Home

- Domain: Social Studies  
(My Community)  
- Unit Topic: Family and Home

- Subtopic 1: People in My Family  
- Subtopic 2: Things in My Home

## Reading Skills /

Phonics	HFW	Reading Skills
<ul style="list-style-type: none"> <li>* Blending</li> <li>j/m/p/l/w/b/k</li> <li>with – en</li> <li>with – et</li> <li>with – ed</li> <li>with -eg</li> </ul>	<ul style="list-style-type: none"> <li>* their</li> <li>* her</li> <li>* his</li> <li>* by</li> <li>* any</li> <li>* and</li> </ul>	<ul style="list-style-type: none"> <li>* Read phonics readers using blending onset and rime</li> <li>* Read phonics readers using finger tapping.</li> <li>* Read themed readers using known high frequency words and pictures for context</li> <li>* Answer simple comprehension questions</li> </ul>

**Math**

- \* Equal and not equal
- \* Plus and minus

**Grammar**

- \* Demonstrative Adjectives
- \* Possessive Pronouns

**Verbs**

- \* to have
- \* to talk
- \* to sleep
- \* to put

## Language Skills /

Vocabulary		Sentence Frames
<ul style="list-style-type: none"> <li>* mom</li> <li>* dad</li> <li>* brother</li> <li>* sister</li> <li>* people</li> <li>* family</li> </ul>	<ul style="list-style-type: none"> <li>* table</li> <li>* bed</li> <li>* mirror</li> <li>* lamp</li> <li>* sofa</li> <li>* wardrobe</li> </ul>	<ul style="list-style-type: none"> <li>* Do you have a brother/sister? Yes, I have a brother/sister. No, I do not have a brother/sister.</li> <li>* Does he have a brother/sister? Yes, he has a brother/sister. No, he does not have a brother/sister.</li> <li>* Does she have a brother/sister? Yes, she has a brother/sister. No, she does not have a brother/sister.</li> <li>* Who is he? He is my ____.</li> <li>* Who is she? She is my ____.</li> <li>* Who is in your family? ____ is/are in my family.</li> <li>* Where do you sleep? I sleep in my bed.</li> <li>* Do you put ____ on/in ____? Yes, I put ____ in the ____.</li> <li>* Is there a _____ in your/his/her room? Yes, there is a ____ in my/in his/in her room. No, there is not a ____ in my/in his/in her room.</li> </ul>

# Unit 5: My Friends and I

- Domain: Social Studies  
(My Community)  
- Unit Topic: My Friends and I

- Subtopic 1: We Have Fun Together  
- Subtopic 2: My Toys

## Reading Skills

Phonics	HFW	Reading Skills
<ul style="list-style-type: none"> <li>* /f/, /w/, /m/, /b/</li> <li>/z/, /r/, /s/, /h/ (Initial)</li> <li>* /n/, /g/, /p/, /t/ (Final)</li> <li>* Short "i"</li> <li>* Segmenting onset and rime</li> </ul>	<ul style="list-style-type: none"> <li>* who</li> <li>* we</li> <li>* day</li> <li>* was</li> <li>* or</li> <li>* only</li> </ul>	<ul style="list-style-type: none"> <li>* Read phonics readers using blending onset and rime</li> <li>* Read phonics readers using finger tapping.</li> <li>* Read themed readers using known high frequency words and pictures for context</li> <li>* Answer simple comprehension questions</li> </ul>

### Math

\* Use math Vocabulary to describe the parts of a number sentence

### Grammar

\* Capitalization

### Verbs

- \* to play
- \* to run
- \* to like
- \* to fly
- \* to swing
- \* to throw

## Language Skills

Vocabulary		Sentence Frames
<ul style="list-style-type: none"> <li>* friend</li> <li>* ping-pong</li> <li>* game</li> <li>* tag</li> <li>* basketball</li> <li>* fun</li> <li>* soccer</li> </ul>	<ul style="list-style-type: none"> <li>* toy</li> <li>* kite</li> <li>* swing</li> <li>* yo-yo</li> <li>* robot</li> <li>* doll</li> <li>* ball</li> </ul>	<ul style="list-style-type: none"> <li>* Who is your friend? My friend is ____.</li> <li>* Do you and your friend like to play/run? Yes, we like to play/run. No, we don't like to play/run.</li> <li>* Do you play ____ with your friends? Yes, I play ____ with my friends. No, I do not play ____ with my friends.</li> <li>* What do you like to do? I like to ____.</li> <li>* What does he/she like to do? He/She likes to ____.</li> <li>* What is your favorite toy? My favorite toy is a ____.</li> <li>* What is his/her favorite toy? His/her favorite toy is a ____.</li> <li>* What do you do with a ____? I ____ a ____.</li> <li>* Do you fly a ____? Yes, I fly a ____./No, I don't fly a ____.</li> <li>* Do you throw a ____? Yes, I throw a ____./No, I don't throw a ____.</li> <li>* Do you swing a ____? Yes, I swing a ____./No, I don't swing a ____.</li> <li>* What toys do you have? I have ____.</li> <li>* What toys does he/she have? He/She has ____.</li> </ul>

# Unit 6: Foods

- Domain: Science (Life Sciences)  
Social Studies (Diets)  
- Unit Topic: Foods

- Subtopic 1: Food I Eat  
- Subtopic 2: Meals of the Day

## Reading Skills

Phonics	HFW	Reading Skills
<ul style="list-style-type: none"> <li>* Blending n/r/s/g with -ug</li> <li>* Blending n/r/s/g with -ud</li> <li>* Blending f/j/m/b with -ut</li> <li>* Blending f/j/m/b with -um</li> </ul>	<ul style="list-style-type: none"> <li>* from</li> <li>* into</li> <li>* very</li> <li>* first</li> <li>* other</li> <li>* this</li> </ul>	<ul style="list-style-type: none"> <li>* Read phonics readers by blending onset and rime</li> <li>* Sort rhyming words</li> <li>* Read themed readers using known high frequency words and pictures for context</li> <li>* Answer simple comprehension questions</li> </ul>

**Math**

- \* Describe number and shape patterns
- \* Name shapes

**Grammar**

- \* Present Progressive

**Verbs**

- \* to taste
- \* to drink
- \* to eat
- \* to give
- \* to make
- \* to cook

## Language Skills

Vocabulary	Sentence Frames
<ul style="list-style-type: none"> <li>* food</li> <li>* vegetable</li> <li>* fruit</li> <li>* meat</li> <li>* dessert</li> <li>* milk</li> <li>* bread</li> </ul>	<ul style="list-style-type: none"> <li>* breakfast</li> <li>* lunch</li> <li>* dinner</li> <li>* meal</li> <li>* rice</li> <li>* noodles</li> <li>* pork</li> </ul>
	<ul style="list-style-type: none"> <li>* What is your favorite food? My favorite food is ____.</li> <li>* What is his/her favorite food? His/Her favorite food is ____.</li> <li>* Do you like to eat/drink ____? Yes, I like to eat/drink ____.</li> <li>* Does he/she like to eat/drink ____? Yes, he/she likes to eat/drink ____.</li> <li>* What is he/she eating/drinking? He/She is eating/drinking ____.</li> <li>* Does ____ taste good? ____ tastes good. ____ tastes bad.</li> <li>* Is your favorite meal breakfast, lunch or dinner? My favorite meal is ____.</li> <li>* Do you cook ____? Yes, I cook ____ No, I don't cook ____.</li> <li>* Who cooks in your family? ____ cooks (in my family).</li> <li>* What do you like to make? I like to make ____.</li> <li>* What do you like to give? I like to give ____.</li> </ul>

# Unit 7: My Feelings

- Domain: Social Studies  
(Self Awareness)  
- Unit Topic: My Feelings

- Subtopic 1: My Face  
- Subtopic 2: Emotions

## Reading Skills

Phonics	HFW	Reading Skills
<ul style="list-style-type: none"> <li>* Blending y/x with short vowels</li> <li>* Rhyming with -ip, -it, -ig, -og, -op, -ot, -et, -en, -ug, -un, -ut</li> </ul>	<ul style="list-style-type: none"> <li>* here</li> <li>* where</li> <li>* out</li> <li>* were</li> <li>* good</li> <li>* after</li> </ul>	<ul style="list-style-type: none"> <li>* Read phonics readers by blending onset and rime</li> <li>* Sort rhyming words</li> <li>* Read themed readers using known high frequency words and pictures for context</li> <li>* Answer simple comprehension questions</li> </ul>

**Math**

- \* Describe the size of objects
- \* Describe the length and width of objects

**Grammar**

- \* Review Possessive Pronouns
- \* Review Demonstrative Adjectives

**Verbs**

- \* to hear
- \* to smell
- \* to touch
- \* to feel
- \* to scare
- \* to help
- \* to play

## Language Skills

Vocabulary		Sentence Frames
<ul style="list-style-type: none"> <li>* mouth</li> <li>* nose</li> <li>* eyes</li> <li>* eyebrows</li> <li>* ears</li> <li>* cheeks</li> <li>* fingers</li> </ul>	<ul style="list-style-type: none"> <li>* angry</li> <li>* scared</li> <li>* worried</li> <li>* feelings</li> <li>* silly</li> <li>* excited</li> <li>* proud</li> </ul>	<ul style="list-style-type: none"> <li>* What do you do with your mouth/nose? I ____ with my mouth/nose.</li> <li>* Where is/are your ____? My ____ is/are here.</li> <li>* Where are your ears? My ears are here.</li> <li>* Can you smell/hear/taste with your mouth/ears/nose/eyes/eyebrows?</li> <li>* How do you help ____? I help ____.</li> <li>* How do you feel when ____? I feel ____.</li> </ul>

# Unit 8: Colors are Everywhere

- Domain: Science  
(Physical Science)  
- Unit Topic: Colors are Everywhere

- Subtopic 1: I See Colors  
- Subtopic 2: Colors Around Me

## Reading Skills

Phonics	HFW	Reading Skills
<ul style="list-style-type: none"> <li>* Rhyming with -am</li> <li>* Rhyming with -an</li> <li>* Sound deletion with -an</li> </ul>	<ul style="list-style-type: none"> <li>* called</li> <li>* also</li> <li>* each</li> <li>* down</li> <li>* with</li> <li>* some</li> </ul>	<ul style="list-style-type: none"> <li>* Read phonics readers by blending onset and rime</li> <li>* Sort rhyming words</li> <li>* Read themed readers using known high frequency words and pictures for context</li> <li>* Answer simple comprehension questions</li> </ul>

### Math

- \* Use comparatives to group objects according to their size
- \* Order objects according to their size

### Grammar

- \* Conjunctions and, or
- \* Prepositions down, up, into, in, on

### Verbs

- \* to show
- \* to look
- \* to point
- \* to find
- \* to paint
- \* to draw

## Language Skills

Vocabulary		Sentence Frames
<ul style="list-style-type: none"> <li>* red</li> <li>* yellow</li> <li>* green</li> <li>* black</li> <li>* white</li> <li>* brown</li> <li>* blue</li> </ul>	<ul style="list-style-type: none"> <li>* snow</li> <li>* sun</li> <li>* apple</li> <li>* grass</li> <li>* house</li> <li>* sky</li> <li>* hair</li> </ul>	<ul style="list-style-type: none"> <li>* What color is it? It is ____.</li> <li>* Can you show me something ____? Yes, I can show you something _____. No, I cannot show you something _____.</li> <li>* Can you point to each ____? Yes, I can point to each _____. No, I cannot point to each _____.</li> <li>* What color is the ____? The ____ is _____.</li> <li>* What color are ____? The ____ are _____.</li> <li>* Can you/he/she draw/paint a/an ____? Yes, I/he/she can draw/paint a/an _____. No, I/he/she cannot draw/paint a/an _____.</li> <li>* Can you find some ____? Yes, I can find some _____. No, I cannot find some _____.</li> <li>* What colors do you like to draw/paint with? I like to draw/paint with _____.</li> </ul>



# Unit 9: My Neighborhood

- Domain: Social Studies  
(My Community)  
- Unit Topic: My Neighborhood

- Subtopic 1: What is in My Neighborhood?  
- Subtopic 2: Cars, Trucks, and Bikes

## Reading Skills

Phonics	HFW	Reading Skills
<ul style="list-style-type: none"> <li>* Blending f/b/t/w with - all</li> <li>* Blending c/m/h/g with -all</li> <li>* Rhyming with -all</li> <li>* Blending f/d/w/b/s/p/qu with -ill</li> <li>* Blending f/b/s/t/w d/y with -ell</li> <li>* Rhyming with -ill</li> </ul>	<ul style="list-style-type: none"> <li>* many</li> <li>* there</li> <li>* your</li> <li>* so</li> <li>* how</li> <li>* away</li> </ul>	<ul style="list-style-type: none"> <li>* Read phonics readers by blending onset and rime</li> <li>* Sort rhyming words</li> <li>* Read themed readers using known high frequency words and pictures for context</li> <li>* Answer simple comprehension questions</li> </ul>

### Math

- \* Say parts of a shape
- \* Describe the properties of 2D shapes

### Grammar

- \* Negatives (not)
- \* Review regular plurals

### Verbs

- \* to buy
- \* to turn
- \* to walk
- \* to live
- \* to ride
- \* to drive
- \* to travel
- \* to take
- \* to look

## Language Skills

Vocabulary		Sentence Frames
<ul style="list-style-type: none"> <li>* street</li> <li>* corner</li> <li>* restaurant</li> <li>* sidewalk</li> <li>* neighborhood</li> <li>* apartment</li> <li>* store</li> <li>* park</li> </ul>	<ul style="list-style-type: none"> <li>* bicycle</li> <li>* car</li> <li>* truck</li> <li>* bus</li> <li>* taxi</li> <li>* subway</li> <li>* van</li> <li>* scooter</li> </ul>	<ul style="list-style-type: none"> <li>* What do you see in your neighborhood? I see ____ (in my neighborhood).</li> <li>* Are there many ____ in your neighborhood? Yes, there are many ____ (in my neighborhood). No, there are not many ____ (in my neighborhood).</li> <li>* Where do you walk? I walk _____.</li> <li>* Do you turn a corner when you walk in your neighborhood? Yes, I turn a corner. No, I don't turn a corner.</li> <li>* What do you buy at a restaurant/store? I buy ____ at _____.</li> <li>* How do people travel in your neighborhood? They travel by _____.</li> <li>* What do you ride in your neighborhood? I ride ____ (in my neighborhood).</li> <li>* Do you take a ____ to the store/park/school? I take a ____ to the store/park/school.</li> <li>* What can you see in your neighborhood? I can see _____.</li> <li>* Who can drive the car/bus? _____ can drive the car/bus.</li> </ul>

# Unit 10: Animal Families

- Domain: Science (Life Sciences)  
- Unit Topic: Animal Families

- Subtopic 1: Animals I Know  
- Subtopic 2: Animals Grow and Change

## Reading Skills

Phonics	HFW	Reading Skills
<ul style="list-style-type: none"> <li>* Digraphs: /ck/ (Final)</li> <li>* Digraphs: /sh/ and /wh/ (Initial)</li> <li>* All vowels</li> <li>* Substitute vowels in "ick" and "ack" Ex: Change "tick" to "tack"</li> <li>* Substitute vowels in "ock" and "uck" Ex: Change "lock" to "luck"</li> </ul>	<ul style="list-style-type: none"> <li>* funny</li> <li>* there</li> <li>* over</li> <li>* years</li> <li>* little</li> <li>* that</li> </ul>	<ul style="list-style-type: none"> <li>* Read phonics readers by blending onset and rime</li> <li>* Sort rhyming words</li> <li>* Read themed readers using known high frequency words and pictures for context</li> <li>* Answer simple comprehension questions</li> </ul>

### Math

- \* Use comparatives to describe the length of objects
- \* Use comparatives to describe the height of objects

### Grammar

- \* Sentence parts (subject/verb)
- \* Punctuation for statements and questions

### Verbs

- \* to do
- \* to feed
- \* to use
- \* to want
- \* to grow
- \* to change
- \* to lay
- \* to care

## Language Skills

Vocabulary	Sentence Frames
<ul style="list-style-type: none"> <li>* cat</li> <li>* dog</li> <li>* chicken</li> <li>* horse</li> <li>* lion</li> <li>* farm</li> <li>* pet</li> <li>* wild</li> </ul>	<ul style="list-style-type: none"> <li>* kitten</li> <li>* puppy</li> <li>* chick</li> <li>* foal</li> <li>* cub</li> <li>* baby</li> <li>* adult</li> <li>* egg</li> </ul>
	<ul style="list-style-type: none"> <li>* What can a ___ do? A ___ can ___.</li> <li>* What animal is a pet? A ___ is a pet.</li> <li>* What animal is a wild animal? A ___ is a wild animal.</li> <li>* What animal is a farm animal? A ___ is a farm animal.</li> <li>* What do you feed a ___? I feed a ___ ___.</li> <li>* Where does a ___ live? A ___ lives ___.</li> <li>* What animal do you want for a pet? I want a ___ (for a pet).</li> <li>* What does a ___ grow to be? A ___ grows to be a ___.</li> <li>* How does a ___ change? A ___ changes by ___.</li> <li>* Can a ___ lay an egg? Yes, a ___ can lay an egg. No, a ___ cannot lay an egg.</li> <li>* How do you care for a ___? I care for a ___ by ___.</li> <li>* What is a baby ___? A baby ___ is a ___.</li> </ul>

# Unit 11: Weather & Seasons

- Domain: Science  
(Earth Sciences)  
- Unit Topic: Weather and Seasons

- Subtopic 1: Weather and Seasons  
- Subtopic 2: Seasons in a Year

## Reading Skills

Phonics	HFW	Reading Skills
<ul style="list-style-type: none"> <li>* Digraphs: /ch/ and /th/ (Initial)</li> <li>* Digraphs: /sh/ and /th/ (Final)</li> <li>* All vowels</li> <li>* Review all phonics skills</li> </ul>	<ul style="list-style-type: none"> <li>* been</li> <li>* why</li> <li>* would</li> <li>* when</li> <li>* our</li> <li>* both</li> </ul>	<ul style="list-style-type: none"> <li>* Read phonics readers by blending onset and rime</li> <li>* Sort rhyming words</li> <li>* Read themed readers using known high frequency words and pictures for context</li> <li>* Answer simple comprehension questions</li> </ul>

**Math**

- \* Talk about the weight of objects
- \* Talk about the temperature

**Grammar**

- \* Simple Past Tense

**Verbs**

- \* to come
- \* to snow
- \* to rain
- \* to shine
- \* to bring
- \* to freeze
- \* to melt
- \* to blow

## Language Skills

Vocabulary	Sentence Frames
<ul style="list-style-type: none"> <li>* weather</li> <li>* rainy</li> <li>* sunny</li> <li>* snowy</li> <li>* windy</li> <li>* hot</li> <li>* cold</li> <li>* warm</li> </ul>	<ul style="list-style-type: none"> <li>* spring</li> <li>* summer</li> <li>* fall</li> <li>* winter</li> <li>* seasons</li> <li>* year</li> <li>* wet</li> <li>* dry</li> </ul>
	<ul style="list-style-type: none"> <li>* How is the weather? It is ____.</li> <li>* Did it rain? Yes, it rained. No, it did not rain.</li> <li>* Did it snow? Yes, it snowed. No, it did not snow.</li> <li>* Was it hot yesterday. Yes, it was. No, it was not.</li> <li>* Was it cold yesterday. Yes, it was. No, it was not.</li> <li>* Did the sun shine yesterday? Yes, it did. No, it did not.</li> <li>* What is your favorite weather? My favorite weather is ____.</li> <li>* What are the seasons? The seasons are ____.</li> <li>* When does the wind blow? The wind blows in ____.</li> <li>* When does the snow melt? The snow melts in ____.</li> <li>* Which season is hot? It is hot in ____.</li> <li>* Does water freeze in winter? Yes, water freezes in winter.</li> </ul>

# Unit 12: Visiting America, Visiting Britain

- Domain: Social Studies  
(Visiting Places)  
- Unit Topic: Visiting America,  
Visiting Britain

- Subtopic 1: America  
- Subtopic 2: Britain

## Reading Skills /

Phonics	HFW	Reading Skills
<ul style="list-style-type: none"> <li>* Blending -an</li> <li>* Blending -ell/-ill</li> <li>* Blending -am</li> <li>* Blending -all</li> <li>* Rhyming -ill</li> <li>* Digraph qu</li> <li>* Digraphs sh, ch</li> <li>* Digraph ck</li> <li>* Digraph th</li> <li>* Digraphs ph, wh</li> </ul>	<ul style="list-style-type: none"> <li>* should</li> <li>* before</li> <li>* about</li> <li>* water</li> <li>* because</li> <li>* could</li> <li>* now</li> <li>* again</li> </ul>	<ul style="list-style-type: none"> <li>* Read phonics readers by blending onset and rime</li> <li>* Sort rhyming words</li> <li>* Read themed readers using known high frequency words and pictures for context</li> <li>* Answer simple comprehension questions</li> </ul>

**Math**

- \* Review patterns using numbers, shapes, and letters
- \* Compare sizes
- \* Compare length and weight

**Grammar**

- \* Future tense
- \* Review subject pronouns
- \* Review possessive pronouns

**Verbs**  
Review

* to travel	* to shine
* to take	* to blow
* to bring	* to have
* to find	* to feel
* to buy	* to drink
* to rain	* to eat

## Language Skills /

Vocabulary	Sentence Frames
<ul style="list-style-type: none"> <li>* flag</li> <li>* stripe</li> <li>* characters</li> <li>* airplane</li> <li>* letters</li> <li>* breakfast</li> <li>* lunch</li> <li>* dinner</li> <li>* guard</li> <li>* queen</li> <li>* bridge</li> <li>* ship</li> </ul>	<ul style="list-style-type: none"> <li>* Who should you bring on your trip to America? I should bring ____ on my trip to America.</li> <li>* How will you travel to/in America? I will travel to America by _____.</li> <li>* How will you feel about traveling to America? I will feel ____ (about traveling to America).</li> <li>* Where does the Queen live? The Queen lives in Britain.</li> <li>* What color is the flag of Britain? The flag of Britain is red, white and blue.</li> <li>* Would you like to come to America? Yes, I would like to come to America. No, I would not like to come to America.</li> <li>* What will you speak in Britain? I will speak English in Britain.</li> <li>* What will the weather be in Britain? The weather will be _____.</li> <li>* What is the name of the bridge in Britain? The name of the bridge is London Bridge.</li> </ul>