

VIPKid Curriculum

Learning Objectives

Level 3 Introduction

Level 3 consists of 12 units, each unit containing 12 lessons broken down into learning cycles of 6 classes each. The reading goals in level 3 start with CVC and CVCe words and move to vowel digraphs, initial blends, digraph blends, and blending four and five letter words with these skills. Reading comprehension goals include identifying the main topic and key elements of a level-appropriate text as well as sequencing and retelling stories with teacher support. Level 3 students also learn tenses: simple present, simple past, and present progressive, while simple future was taught in level 2. Grammar including articles, adverbs of frequency, prepositions, noun/verb conjugation, selected adjectives, sentence types, capitalization, and punctuation rules. Level 3 speaking goals begin with the student answering in complete sentences, moving on to compound sentences, asking questions, and finally engaging in a free talk-style discussion with the teacher that incorporates taught sentence structures and natural language usage. In level 3, students are required to actively respond to multi-step instructions.

	Target	Description
① Vocabulary	249 vocabulary words	Vocabulary words are introduced and reviewed in many different situations throughout the VIPKid curriculum.
② Sentence Frames	110 sentence frames	Use and understand sentence patterns introduced in a variety of ways; conversation, not memorization.
Phonics Sounds (Blends)	37 blends	Read four letter words including blends, apply blend rules and pronunciation to a variety of words.
③ HFW	55 high frequency words	Recognize and read sight words from memory.
④ Grammar Skills	25 grammar rules	Apply rules of grammar to reading and speech; Start to learn the basic tense.
⑤ Verbs	70 verbs	Be able to apply them in the simple sentence and discussion.

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 Frames:** Sentence frames 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 student 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 **Sight Words:** Sight words, or high frequency 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 sentence structures, understand reading passages, and is the basis for writing. An understanding of grammar gives students the ability to create new sentences without memorizing, much like phonics gives students the ability to decode words without having seen them before.

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.

VIPKid Curriculum

Learning Objectives in Each Stage /

Level 3 Units 1 - 3

Reading:

Student can read sight words, CVC words (e.g. rat, dog, sad) and some CVCe words (e.g. make, hide, note). Student is able to identify characters in a story and retell stories with teacher support.

Speaking/Listening:

Student can speak in complete sentences and is familiar with a wider range of topics, including days/months, clothes, body parts, and actions. Student can understand currently occurring events using the present continuous tense.

Level 3 Units 4-6

Reading:

Student can read sight words, CVC and CVCe words with all vowel fluently. Student is able to identify and describe characters and setting, ask questions about words in a text, and retell stories with teacher support.

Speaking/Listening:

Student answers in complete, compound sentences and is able to ask the teacher questions. Student can speak in full sentences about familiar topics, including the five senses, animal body parts, and animal groups. Student can use basic prepositions of location. Can conjugate common irregular verbs (have, be) in speech and can conjugate verbs in present simple and present progressive.

Level 3 Units 7-9

Reading:

Student can read CVC and CVCe words, words with vowel digraphs, and sight words. With prompting, student is able to compare two stories and sequence a story based on illustrations.

Speaking/Listening:

Student answers in multiple sentences, conjugating verbs and nouns correctly. Student explains thoughts and ideas by responding to simple question words and is able to ask the teacher questions. Student can engage in basic free talk on familiar topics, including school, movements, and birthdays. Student is aware of using articles in speech, although they might confuse the usage of a, an, and the.

Level 3 Units 10-12

Reading:

Student understands the key elements and major details of level-appropriate fiction and non-fiction texts, and can retell a story with teacher support. Student can read a text with CVC and CVCe words, vowel digraphs, and words with double initial consonant blends.

Speaking/Listening:

Student describes people, places, things, and events with relevant details, expressing ideas and feelings clearly. Student is able to use adverbs of frequency and knows common antonyms.

Content Breakdown/

Objectives Stages	Vocabulary	Sentence Frames	Verbs	HFW	Grammar	Phonic Sounds (Blends)
Level 3 Units 1 -3	55	37	10	15	10	6
Level 3 Units 4 - 6	77	28	23	15	6	4
Level 3 Units 7 - 9	57	24	19	15	6	18
Level 3 Units 10 - 12	60	21	18	10	3	9

Level 3 Curriculum Setting

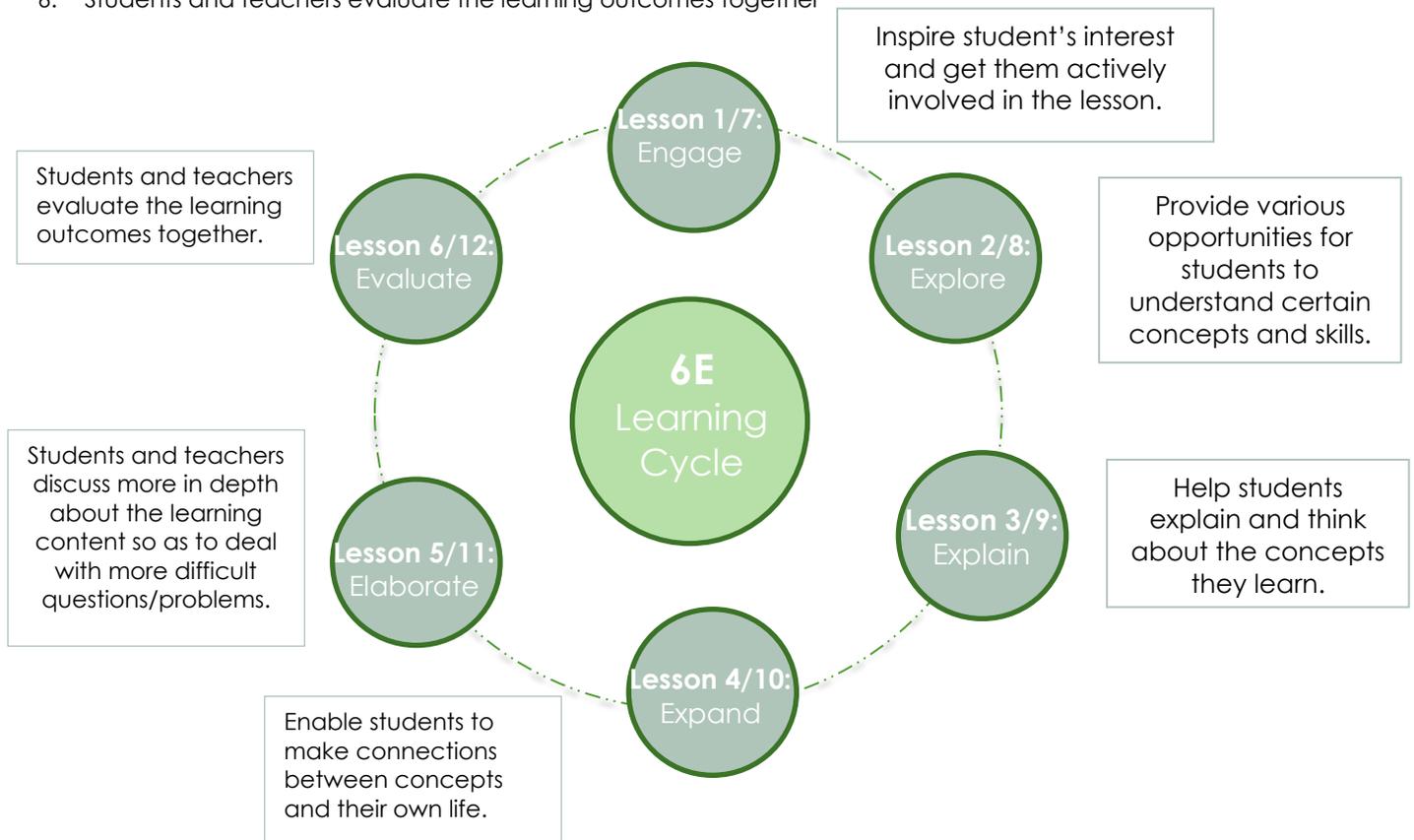
Learning Topics

Unit	Topic	Unit	Topic
Unit 1	Our Time on Earth	Unit 7	Let's Celebrate Me
Unit 2	Clothes I Wear	Unit 8	The Farm and the City
Unit 3	My Body	Unit 9	Let's Move
Unit 4	Animals and Their Bodies	Unit 10	Culture
Unit 5	Animal Groups	Unit 11	Once Upon a Time
Unit 6	Five Senses	Unit 12	Let's Go to South America

6E Teaching Method

The 6E's is an adapted model based on an instructional model called the "Five Es" by the Biological Science Curriculum Study (BSCS). This instructional model is student-centered and helps students build their own understanding about new knowledge from their past experience and knowledge. The 6E's represent six stages of a sequence for teaching and learning: Engage, Explore, Explain, Extend, Elaborate and Evaluate. In the VIPKid learning system, the 6E model is applied in the following ways:

1. Inspire student's interest and get them actively involved in the lesson.
2. Provide various opportunities for students to understand certain concepts and skills
3. Help students explain and think the contents they learn.
4. Enable students to make connections between concepts and real lives as well as apply what they have learned to the world around them.
5. Students and teachers discuss more in depth about the learning content so as to deal with more difficult questions/problems
6. Students and teachers evaluate the learning outcomes together



Level 3 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.

Incidental Language

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

Critical Thinking

The VIPKid curriculum purposefully introduces and reviews target content (vocabulary, sentence patterns, etc.) 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 both genders and many different ethnic 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.

Level 3 Achievement

Unit	Topic	Listening & Speaking	Reading Skills		Language Skills			Content Learning	
			Phonics	High-Frequency Words	Reading Ability	Vocabulary	Grammar Skills	Math	Social Studies & Science
Unit 1	Our Time On Earth	Student can speak in complete sentences. E.g. - What day is it today? Today is _____. - What month is it? It is _____.	Short "a" sound, long "a" sound (CVCe)	have, am, do, did, what	Student can read sight words, CVC and some CVCe words. Student is able to identify characters in a story.	20	Proper nouns for days, capitalization (proper nouns and sentences)	Use ordinal numbers up to 10 th .	Our Time on Earth
Unit 2	Clothes I Wear	Student can speak in complete sentences. E.g. - What clothes are you wearing? I am wearing ____ and ____. - What clothes do you wear in the summer? In the summer I wear ____ and ____.	Short "e" sound, long "e" sound (CVCe) Soft "g" sound	so, get, like, this, will	Student can read sight words, CVC and some CVCe words. Student is able to identify characters in a story.	19	Demonstrative pronouns (this, that, these, those) Present continuous tense Simple present tense	Learn the order of the days of the week and the order of the months of the year.	Clothes I Wear
Unit 3	My Body	Student can speak in complete sentences. E.g. - How many fingers/legs/toes/ Etc. do you have? I have ____ fingers/legs/feet etc. - What can your feet do? My feet can _____.	Short "l" sound, long "l" sound (CVCe)	yes, went, are, now, no	Student can read sight words, CVC and some CVCe words. Student is able to identify characters in a story.	16	- Use a/an with singular nouns - Use -s, -es, and -ies with plural nouns - Irregular plurals - Telling sentences - Asking sentences - Exclamations	Count to 100. Represent numbers to 100 on a number line.	My Body
Unit 4	Animals and Their Bodies	Student answers in complete, compound sentences and is able to ask the teacher questions. Student can speak in full sentences about familiar topics. Student can conjugate common irregular verbs (have, be) in speech and can conjugate verbs in present simple and present progressive. E.g. -What animal has a _____? A horse has a _____. - How do animals move? Animals _____.	Short "o" sound, long "o" sound (CVCe)	came, ride, into, good, want	Student can read sight words, CVC and CVCe words with all vowels fluently. Student is able to identify and describe characters and setting in a text.	27	- Verb conjugation - Present tense - Irregular verbs - Helping verbs (can)	Count by 1s, 2s, 5s, and 10s forward and backward to 100.	Animals and Their Bodies
Unit 5	Animal Groups	Student answers in complete, compound sentences and is able to ask the teacher questions. Student can speak in full sentences about familiar topics. Student can conjugate common irregular verbs (have, be) in speech and can conjugate verbs in present simple and present progressive. E.g. - What animal is this? This is a _____. - What is a mammal? A mammal is a _____.	Short "u" sound, long "u" sound (CVCe)	too, pretty, four, saw, well	Student can read sight words, CVC and CVCe words with all vowels fluently. Student is able to identify and describe characters and setting in a text.	27	- Prepositions (to, from) - Prepositions (in, out) - Prepositions (on, off) - Prepositions (with, by) - Prepositions (of, for)	Compare and order sets and numbers up to 100.	Animal Groups

Level 3 Achievement

Unit	Topic	Listening & Speaking	Reading Skills		Language Skills			Content Learning	
			Phonics	High-Frequency Words	Reading Ability	Vocabulary	Grammar Skills	Math	Social Studies & Science
Unit 6	Five Senses	Student answers in complete, compound sentences and is able to ask the teacher questions. Student can speak in full sentences about familiar topics. Student can conjugate common irregular verbs (have, be) in speech and can conjugate verbs in present simple and present progressive. E.g. - What can you hear? I can hear a _____. - What kind of sound is this? This is a _____ sound.	Review short vowels and long vowels (CVCe)	ran, new, brown, eat, who	Student can read sight words, CVC and CVCe words with all vowels fluently. Student is able to identify and describe characters and setting in a text.	23	- Review demonstrative pronouns - Adjectives	Use place value models and place value charts to represent numbers to 100.	Five Senses
Unit 7	Let's Celebrate Me	Student answers in multiple sentences, conjugating verbs and nouns correctly. Student explains thoughts and ideas by responding to simple question words and is able to ask the teacher questions. Student can engage in basic free talk on familiar topics. E.g. - When is your birthday? My birthday is in _____. - What do they do at the birthday party? They eat a _____.	Vowel patterns (oi, oy, ou, ow, oo)	must, black, while, soon, our	Student can read sight words, CVC and some CVCe words. With prompting, student is able to compare two stories and sequence a story based on illustrations.	24	- Possessive adjectives - Present continuous - Using a comma with yes and no	Express numbers to 100 in standard (21) and word forms (twenty-one). Compare numbers.	Let's Celebrate Me
Unit 8	The Farm and the City	Student answers in multiple sentences, conjugating verbs and nouns correctly. Student explains thoughts and ideas by responding to simple question words and is able to ask the teacher questions. Student can engage in basic free talk on familiar topics. E.g. - Who grows food on a farm? A _____ grows food on a farm. - What do you do in the city? I _____ in the city.	Blends with ___l (bl, cl, fl, gl, sl, pl)	ate, say, under, please, his	Student can read sight words, CVC and some CVCe words. With prompting, student is able to compare two stories and sequence a story based on illustrations.	19	- Articles: the, a, an - Verbs in third person	Add within 20 to solve word problems.	The Farm and the City
Unit 9	Let's Move	Student answers in multiple sentences, conjugating verbs and nouns correctly. Student explains thoughts and ideas by responding to simple question words and is able to ask the teacher questions. Student can engage in basic free talk on familiar topics. E.g. - What is moving fast? The _____ is moving fast. - What makes things move? _____ make things move.	Blends with ___r (br, cr, dr, fr, gr, pr, tr)	had, him, her, some, leg	Student can read sight words, CVC and some CVCe words. With prompting, student is able to compare two stories and sequence a story based on illustrations.	14	Present tense	Subtract within 20 to solve word problems.	Let's Move

Level 3 Achievement

Unit	Topic	Listening & Speaking	Reading Skills		Language Skills			Content Learning	
			Phonics	High-Frequency Words	Reading Ability	Vocabulary	Grammar Skills	Math	Social Studies & Science
Unit 10	Culture	<p>Student describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>E.g.</p> <ul style="list-style-type: none"> - What do people speak in China/America? People speak _____. - What do people celebrate in China/America? People celebrate _____. 	Blends with s____ (sc, sk, sm, sn, sp, st, sw)	feet, way, night, watch, good-bye	Student understands the key elements and major details of level-appropriate fiction and non-fiction texts. Student can read a text with CVC and CVCe words, vowel digraphs, and words with double initial consonant blends.	24	Adverbs of frequency	Tell and write time in hours.	Culture
Unit 11	Once Upon a Time	<p>Student describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>E.g.</p> <ul style="list-style-type: none"> - What did the wolf do? It _____ on the door. - How did the ball fall into the vat? A boy _____ the ball into the vat. 	Blends with qu-, tw	thing, back, house, girl, boy	Student understands the key elements and major details of level-appropriate fiction and non-fiction texts. Student can read a text with CVC and CVCe words, vowel digraphs, and words with double initial consonant blends.	20	- Past Tense - Time words	Tell and write time in half-hours.	Once Upon a Time
Unit 12	Let's Go to South America	<p>Student describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Review all</p>	Review all	Review all	Student understands the key elements and major details of level-appropriate fiction and non-fiction texts. Student can read a text with CVC and CVCe words, vowel digraphs, and words with double initial consonant blends.	16 and review all	Review all grammar concepts from the unit.	Review math concepts from the unit.	Let's Go to South America

Unit 1: Our Time on Earth

- **Domain: Math (Calendar)**
 - **Unit Topic: Our Time on Earth**

- **Subtopic 1: Our Days on Earth**
 - **Subtopic 2: A Year on Earth**

Reading Skills /

Phonics	HFW
Short "a" sound, long "a" sound (CVCe)	have am do did what

Math

- Use ordinal numbers up to 10th

Verbs

- comes, follows

Grammar

- Proper nouns for days, capitalization (proper nouns and sentences)

Language Skills /

Vocabulary	Sentence Frames
Monday	- What day is it today? Today _____.
Tuesday	- Is it Monday today? Yes, it is. Not it is not.
Wednesday	- How many days are in a week? There are seven days in a week.
Thursday	- What day comes before Tuesday? _____ comes before Tuesday.
Friday	- What day comes after _____? _____ comes after _____.
Saturday	- How many months are there in a year? There are ____ months in a year.
Sunday	- What month is it? It is _____.
January	- What month comes before _____? _____ comes before _____.
February	- What is the first month of the year? _____ is the first month of the year.
March	- What is the last month of the year? _____ is the last month of the year.
April	
May	
June	
July	
August	
September	
October	
December	
before	
after	

Unit 2: Clothes I Wear

- **Domain: Science**
 - **Unit Topic: Clothes I Wear**

- **Subtopic 1: What Are You Wearing?**
 - **Subtopic 2: Clothes for the Seasons**

Reading Skills /

Phonics	HFW
Short "e" sound, long "e" sound (CVCe)	so get like
Soft "g" sound	this will

Math

- Learn the order of the days of the week and months of the year

Verbs

- wear
- put on

Grammar

- Demonstrative pronouns (this, that, these, those)
- Present continuous tense
- Simple present tense

Language Skills /

Vocabulary	Sentence Frames	
shirt	- What is this/that? This/That is a _____.	-What clothes do you wear in winter? I wear a coat, a sweater, and pants in winter.
pants	- What are these/those? These/Those are _____.	- Are these clothes for spring/summer/winter? Yes, they are. No, they are not.
first	- What is she/he wearing? She/He is wearing pants.	- What are you doing? I am getting dressed.
last	- What are you wearing? I am wearing _____.	- Is that for cold weather? Yes, that is.
underwear	- Are you wearing a hat and a skirt? No, I am not. I am wearing _____.	
socks	- Is he/she wearing _____? Yes/No, he/she is/is not wearing _____.	
shoes	- What is he/she putting on? He/She is putting on _____.	
hat	- What are you putting on? I am putting on _____.	
skirt	- What clothes do you wear in spring? I wear a shirt, a jacket, and pants in spring.	
spring	- What clothes do you wear in the summer? I wear a T-shirt and a skirt in the summer.	
summer		
fall		
winter		
jacket		
t-shirt		
swimsuit		
shorts		
sweater		
coat		

Unit 3: My Body

- Domain: Science
- Unit Topic: Clothes I Wear

- Subtopic 1: What Are You Wearing?
- Subtopic 2: Clothes for the Seasons

Reading Skills /

Phonics	HFW
Short "i" sound, long "i" sound (CVCe)	yes went are now no

Math

- Count to 100 by 10s
- Represent numbers to 100 on a number line
- Match word form and standard form

Grammar

- Use a/an with singular nouns
- Use -s, -es, and -ies with plural nouns
- Telling sentences
- Asking sentences
- Exclamations

Verbs

- have
- has
- walk
- touch
- kick
- jump

Language Skills /

Vocabulary	Sentence Frames	
head	- What is this? This is a _____.	-What can your legs do? My legs can walk/run/dance.
hand	- What are these/those? These/Those are _____.	- What can your feet do? My feet can kick.
fingers	- What can your head do? My head can nod.	
body	- What can your hand do? My hand can hold things.	
stomach	- Can you hold with your hands? Yes, I can _____ with my _____.	
arms	- Can you hold things with your head? No, I cannot _____ things with my _____.	
legs	- Can you touch with your legs? No, I cannot touch with my legs.	
feet	- What can your fingers do? My fingers can touch things.	
toes	- How many hands/arms do you have? I have two hands/arms.	
nod	- How many toes/fingers do you have? I have ten toes/fingers.	
hold	- What can your arms do? My arms can throw.	
touch		
number line		
throw		
run		
dance		

Unit 4: Animals and Their Bodies

- **Domain: Science**

- **Unit Topic: Animals and Their Bodies**

- **Subtopic 1: Animal Body Parts**

- **Subtopic 2: How Do Animals Move?**

Reading Skills /

Math

- Count by 1s, 2s, 5s, and 10s forwards and backwards to 100

Grammar

- Verb conjugation
- Present tense
- Irregular verbs
- Helping verbs (can)

Verbs

- eat
- drink
- hop
- fly
- crawl
- glide
- swim
- slither
- gallop

Phonics

Short "o" sound, long "o" sound (CVCe)

HFW

came
ride
into
good
want

Language Skills /

Vocabulary

tail
goat
trunk
elephant
neck
giraffe
shark
fin
bull
horn
eagle
beak
claws
tiger
hooves
horse
kangaroo
seagull
crab

Sentence Frames

- What is this?
This is a _____.
- What are these?
These are _____.
- Do elephants drink with their trunks and mouths?
Yes, they do.
- What animal has _____?
A ____ has _____.
- What animal has a tail?
A/an _____ has a tail.
A/an _____ does not have a tail.
- Do horses drink with their tails?
No, they don't.
- How many _____ does a _____ have?
A _____ has _____.
- How does a _____ move?
A _____ _____.
- Can a _____?
Yes, it can. No, it cannot.

Unit 5: Animal Groups

- **Domain: Science**
 - **Unit Topic: Animal Groups**

- **Subtopic 1: Mammals and Birds**
 - **Subtopic 2: Fish and Reptiles**

Reading Skills /

Phonics	HFW
Short "u" sound, long "u" sound (CVCe)	too pretty four saw well

Math

- Compare and order sets and numbers up to 100.

Grammar

- Prepositions (to, from)
 - Prepositions (in, out)
 - Prepositions (on, off)
 - Prepositions (with, by)
 - Prepositions (of, for)

Verbs

- lay
 - hatch
 - swim
 - climb
 - hide
 - shed

Language Skills /

Vocabulary	Sentence Frames
mammals warm-blooded fur birds feathers fly live young group milk the same bones hollow spine ostrich cold-blooded fish reptiles scales	gills lungs oxygen equal greater than less than catfish gecko tongue
	- What animal is this? This is a _____. - What animals are these? These are _____. - Do birds lay eggs? Yes, they do. - Do eggs hatch? Yes, they do. - Do mammals/birds have _____? Yes, they do. No, they do not. - Do mammals/birds lay eggs? Yes, they do. No, they don't.

Unit 6: Five Senses

- Domain: Science
- Unit Topic: Five Senses

- Subtopic 1: I Can See You, I Can Hear You
- Subtopic 2: Smells Nice, Tastes Good, Can I Touch It?

Reading Skills /

Phonics	HFW
Review short vowels and long vowels	ran brown eat who new

Math

Use place value models and place value charts to represent numbers to 100.

Grammar

- Review demonstrative pronouns
- Adjectives

Verbs

- hear
- see
- look
- whisper
- smell
- taste
- touch
- feel

Language Skills /

Vocabulary		Sentence Frames	
ears	place value chart	- What can you hear? I can hear a sound.	- What place value is this? This is the
sound	soft	- What makes this sound/noise? A _____ makes this sound/noise.	ones/tens/hundreds place value.
loud	hard	- What kind of sound is this? This is a loud/quiet sound.	- How do these/those feel? These/Those feel soft/hard.
quiet		- What can you hear? I can hear a _____.	- I use my _____ to _____.
noise		- What can you see? I can see a/the bright/dark _____.	- How does the _____ taste? The _____ tastes _____.
place value		- How does this taste? This tastes _____.	
ones		- How does it taste? It tastes _____.	
tens		- How does that smell? That smells _____.	
hundreds		- How does it smell? It smells _____.	
eyes			
bright			
delicious			
gross			
stinky			
sour			
salty			
sweet			
spicy			
charts			

Unit 7: Let's Celebrate Me

- **Domain: Social Studies**
 - **Unit Topic: Let's Celebrate Me**

- **Subtopic 1: It's My Birthday**
 - **Subtopic 2: I am Doing Well at School**

Reading Skills /

Phonics

Vowel patterns (oi, oy, ou, ow, oo)

HFW

must
 black
 soon
 while
 our

Math

Express numbers to 100 in standard (21) and word forms (twenty-one).
 Compare numbers.

Grammar

- Possessive adjectives
 - Present continuous
 - Using a comma with yes and no

Verbs

- grow
 - blow
 - light
 - pay attention
 - listen
 - complete

Language Skills /

Vocabulary

year(s)
 age
 birthday
 cake
 presents
 party
 standard form
 word form
 celebration
 party
 decorations
 guests
 clown
 gift
 candle(s)
 school
 classroom
 student
 grades (excellent, good, bad)

follow directions
 homework
 assignment
 award
 best

Sentence Frames

- How old are you?
 I am _____ years old.
 - When is your birthday?
 My birthday is in _____.
 - Whose birthday is it?
 It is _____ birthday.
 - What do you do at a birthday party?
 At a birthday party I _____.
 - Are you doing your assignments?
 Yes, I am doing my assignments.
 - What grades are you getting?
 I am getting ____ grades.
 - Are you listening at school?
 Yes, I am listening at school.
 - Are you doing your homework?
 Yes, I am doing my homework.
 - Are you completing your assignment?
 Yes, I am completing my assignment.
 No, I am not completing my assignment.

Unit 8: The Farm and the City

- **Domain: Social Studies**

- **Unit Topic: The Farm and the City**

- **Subtopic 1: Life on the Farm**

- **Subtopic 2: Life in the City**

Reading Skills /

Math

Add within 20 to solve word problems

Grammar

- Articles: the, a, an
- Verbs in third person

Verbs

- grow
- live
- go
- park
- play
- do

Phonics

Blends with ___l (bl, cl, fl, gl, sl, pl)

HFW

ate
say
under
please
his

Language Skills /

Vocabulary

Farm
cow
chicken
sheep
farmer
milk
butter
egg
vegetables
fruit
city
place
park
stadium
store
zoo
road
skyscraper
parking garage

Sentence Frames

- What is this place?
It is a farm/city/road/skyscraper.
- Who grows food on a farm?
A farmer grows food on a farm.
- What animals live on farms?
Cows/Chicken/Sheep live on farms.
- What is this?
This is milk/butter/an egg.
- What comes from cows?
Milk comes from cows.
- What comes from chickens?
Eggs come from chickens.
- What grows on farms?
Vegetables/Fruit grow(s) on farms.
- What is a place people go to in the city?
People go to the park/stadium/store/zoo
- What do you do in the city?
I go to the zoo in the city.
I live in the city.
- What do people do here?
People work/shop/play here.
- Where do people park their cars in the city?
People park their cars in the parking garage.

Unit 9: Let's Move

- **Domain: Science**
- **Unit Topic: Let's Move**

- **Subtopic 1: How Things Move**
- **Subtopic 2: Let's Have Fun Moving**

Reading Skills /

Phonics	HFW
Blends with __r (br, cr, dr, fr, gr, pr, tr)	had him her some leg

Math

Subtract within 20 to solve word problems

Grammar

- Present tense

Verbs

- move
- push
- pull
- roll
- bounce
- ride
- spin

Language Skills /

Vocabulary	Sentence Frames
speed fast stop forces gravity rollercoaster low high amusement parks take away minus Ferris wheel equal have left	- What is moving fast? The _____ is moving fast. - What is moving slow? The _____ is moving slow. - What animals are moving fast/slow? _____ are moving fast/slow. - What makes things move? _____ make things move. - What pulls you down to the ground? _____ pulls you down towards the ground. - What is he riding on? He is riding on a roller coaster. - Is the roller coaster going fast or slow? The roller coaster is going fast. - What are they doing at the amusement park? They are riding on a Ferris wheel. - What are they swinging on? They are swinging on a swing ride.

Unit 10: Culture

- **Domain: Social Studies**
 - **Unit Topic: Culture**

- **Subtopic 1: An American in China**
 - **Subtopic 2: A Chinese in America**

Reading Skills /

Phonics	HFW
Blends with s____ (sc, sk, sm, sn, sp, st, sw)	feet way night watch good-bye

Math

Tell and write time in hours

Grammar

- Adverbs of frequency

Verbs

- speak
 - play
 - celebrate
 - prefer

Language Skills /

Vocabulary	Sentence Frames	
English Chinese always usually often sometimes never houses apartments bread rice table tennis badminton ice hockey football art food celebrations healthy unhealthy Chinese New Year Christmas safe dangerous	- What do people speak in America? People speak English in America. - What do people speak in China? People speak Chinese in China. - What time is it? It is _____. - Where do people live in China? Some people live in apartments. - Where do people live in America? Some people live in houses. - What do people eat in America? Some people eat bread. - What do people eat in China? Some people eat rice. - How often do you _____? I _____. - What do people play in America/China? People usually play _____. People sometimes play _____.	- What is culture? Culture includes art, food, and celebrations. - What do people celebrate in China? People celebrate Chinese New Year - What do people celebrate in America? Some people celebrate Christmas.

Unit 11: Once Upon a Time

- **Domain: Literature**
 - **Unit Topic: Once Upon a Time**

- **Subtopic 1: Famous European Folktales**
 - **Subtopic 2: Famous Chinese Folktales**

Reading Skills /

Phonics	HFV
Blends with qu-, tw	thing back house girl boy

Math

- Tell and write time in half-hours
 - Sorting analog and digital clocks

Grammar

- Past Tense
 - Time words

Verbs

- knocked - praised
 - huffed - fell
 - puffed - hung
 - warned - saw
 - ran
 - heard
 - brought
 - needed
 - climbed
 - saved

Language Skills /

Vocabulary	Sentence Frames	
straw blew brick time analog digital half past idea feast hungry courtyard vat save cleverness moon surprised elderly branch join foolish	- What did the wolf do? The wolf knocked on the door. - How did the wolf try to blow the house away? The wolf huffed and puffed. - What did fox need to cook the soup? He needed a big pot, some water, and some vegetables. - What did Rabbit and Mouse bring? The brought carrots and beans. - What did the other animals bring? The brought onions, peas, and potatoes. - What time is it? It is half past _____. - What did the monkeys see in the well? The monkeys saw the moon in the well.	- What did the monkeys try to do? They tried to get the moon out of the well. - What did the oldest monkey see? He saw the moon in the sky.

Unit 12: Let's Visit South America

- **Domain: Social Studies**

- **Unit Topic: Let's Visit South America**

- **Subtopic 1: Brazil**

- **Subtopic 2: Peru**

Reading Skills /

Phonics

Review all

HFW

Review all

Math

Review of
all math skills

Grammar

- Capitalizing proper nouns
- Demonstrative pronouns
- Plural nouns
- Simple present
- Prepositions
- Possessive adjectives
- Present continuous

Verbs

- Review of
- come - walk
 - follow - throw
 - wear - dance
 - touch - nod
 - run - kick
 - hold - has/have
 - blow - celebrate

Language Skills /

Vocabulary

country
Brazil
Brazilians
workers
tropical
rainforest
jaguar
frog
dolphin
river
Peru
Spanish
capital
mountains
Pacific Ocean
Peruvian

Sentence Frames

Review of all sentence patterns

- What do we call people from Brazil?
People from Brazil are called Brazilians.
- What language do people speak in Peru?
People speak Spanish in Peru.
- What is the capital of Peru?
The capital of Peru is Lima.
- Where is Peru?
Peru is next to the Pacific Ocean.