

VIPKid Curriculum

Learning Objectives

Level 4 Introduction

The reading goals in level 4 continue to focus on new phonics skills with irregular spellings, but move away from learning to read towards “reading to learn”. Students in level 4 gain information from fiction and non-fiction texts. Students use these to understand thematic topics with less pictorial support and are able to discuss key elements and the language used. Thematically, level 4 begins to address more mature and advanced topics. Level 4 speaking goals require students to ask and answer questions, describe their thoughts clearly, and make connections between multiple topics. Students will review simple future, simple past, simple present, and present continuous tense. Additionally, students begin to learn the past progressive tense. They do not use these tenses at native proficiency.

	Target	Description
① Vocabulary	362 vocabulary words	Vocabulary words are introduced and reviewed in following units in many different situations.
② Sentence Frames	83 sentence frames	Use and understand sentence patterns introduced in a variety of ways; conversation, not memorization.
Phonics Sounds (Blends)	34 blends	Read four letter words including blends, apply blend rules and pronunciation to a variety of words.
③ HFW	56 high frequency words	Recognize and read high frequency words from memory.
④ Grammar Skills	13 grammar rules	Apply rules of grammar to reading and speech; begin the basics of verb tenses (simple past and future).
⑤ Verbs	97 verbs	Use new verbs to make discussion and learning richer.

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 4 Units 1 - 3

Reading:

Student can read most consonant digraphs (e.g. ch/tch, sh, wh, ph) as well as tell the difference between soft and hard consonants (e.g. c, g). Students can segment words into syllables with minimal assistance from the teacher. Student can use illustrations to describe key elements (characters, setting, events) of level-appropriate texts, and can identify language relating to feelings or the senses.

Speaking/Listening:

Student uses past progressive tense (was/were verb + ing). Student is able to ask and answer question using the 6 basic question words, use the past progressive tense, and use contractions in speech. Students can discuss relevant details about reading selections using complete sentences. Student is able to describe differences based on categories (e.g. land vs aquatic animals, landforms). Student is able to tell the time.

Level 4 Units 4-6

Reading:

Student can read texts that include multi-syllabic words with some digraphs and double consonants, as well as words with r-controlled vowels. Student will answer basic comprehension questions about a given reading selection as well as sequence reading selections. Student can identify the subject and verb in a sentence. Student can describe the connection between two individuals, events, ideas, or pieces of information in a text.

Speaking/Listening:

Student will be able to form sentences with a verb or verbs that agree with the subject, speak about events that are occurring using the present continuous tense, and use conjunctions to connect a complex series of thoughts. Student can retell reading selections using complete sentences. Student can compare and contrast different experiences (traveling, hobbies, living environments) when prompted by the teacher.

Level 4 Units 7-9

Reading:

Student can read texts that include multi-syllabic words with various digraphs and double consonants and r-controlled vowels. Student can independently retell stories, including key details, and demonstrate understanding of their central message or lesson.

Speaking/Listening:

Student understands and uses positional prepositions, object prepositions, and compound words. Student is able to talk about and make connections between a range of topics including animals and people's homes, needs vs wants, jobs, etc. Student can voice opinions and give supporting reasons to defend the position they have taken.

Level 4 Units 10-12

Reading:

Student identifies the reasons an author gives to support points in a text.

Speaking/Listening:

Student compares and contrasts experiences or objects. Student should be able to talk about more complex topics such as technology in the past and present, or simple folk and fairy tales. Student uses object pronouns (him, her, me, etc.) and a range of tenses (simple and continuous past, present, future), although the usage may not always be correct.

Content Breakdown/

Objectives Stages	Vocabulary	Sentence Frames	Verbs	HFV	Grammar	Phonic Sounds (Blends)
Level 4 Units 1 -3	81	26	13	15	3	7
Level 4 Units 4 - 6	97	22	34	16	4	13
Level 4 Units 7 - 9	117	17	30	15	3	9
Level 4 Units 10 - 12	67	18	20	10	3	5

Level 4 Curriculum Setting

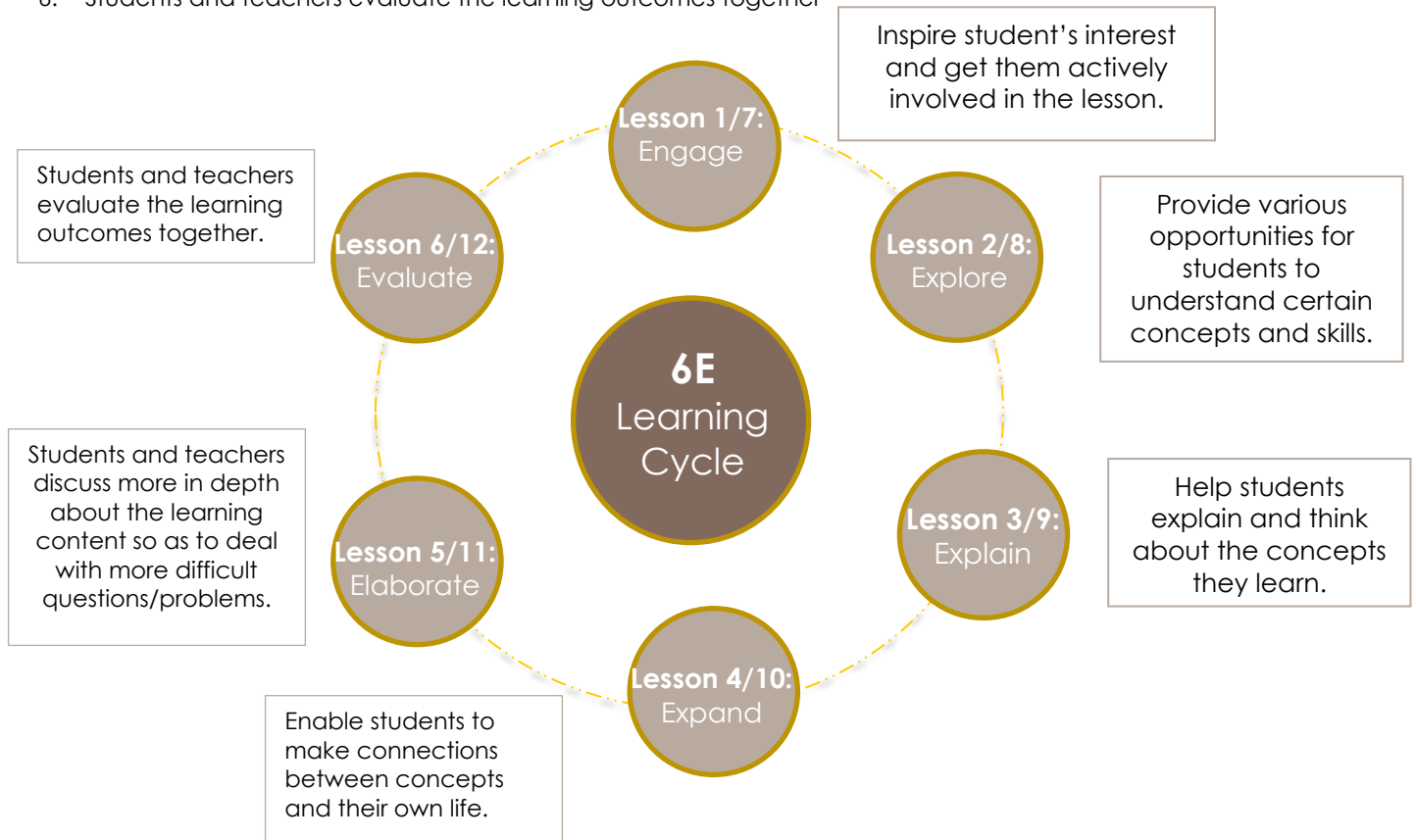
Learning Topics

Unit	Topic	Unit	Topic
Unit 1	Our Earth	Unit 7	We Work to Live
Unit 2	Wild Animals	Unit 8	Where People and Animals Live
Unit 3	My Country, My Culture	Unit 9	Animal Helpers
Unit 4	Going Places	Unit 10	Now and Then
Unit 5	Hobbies	Unit 11	Stories that Teach Us Lessons
Unit 6	My City	Unit 12	Our "Neighbors"

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 4 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.

Presentation & Public Speaking

Presentation and public speaking are life skills that, if not learned early, are difficult for many people. In the global workplace, many presentation and events will be held in a language that is not the speaker's own – a fact that may double 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.

Level 4 Achievement

Unit	Topic	Listening & Speaking	Reading Skills				Language Skills			Content Learning	
			Phonics	HFW	Reading Ability	Vocabulary	Sentence Patterns	Grammar	Verbs	Math	Science & Social Studies
Unit 1	Our Earth	Student uses past progressive tense (was/were verb + ing). Student is able to ask and answer questions using the 6 basic question words. E.g. -What lives in the ____? ____ lives in the ____. ____, ____ and ____ live in the ____. -Why does the ____ live in the ____? The ____ lives in the ____ because ____.	ch, tch	water home things yes thought	Student can read Most consonant digraphs, as well as tell the difference between soft and hard consonants (e.g. ice, cat). Student can use illustrations to describe key elements (characters, setting, events) of level-appropriate texts.	17	Practice using question words in the sentences and answer questions with present progressive tense.	Question words why, what, who, when, where, how	is are	Two dimensional shapes and attributes: open/ closed, sides, color, orientation, overall size Composite shapes (rectangles, squares, trapezoids, triangles, half-circles)	Our Earth
Unit 2	Wild Animals	Student uses past progressive tense (was/were verb + ing). Student is able to ask and answer questions using the 6 basic question words. E.g. -What was the ____ doing? The ____ was (verb+ing). -What were the ____ doing? The ____ were (verb+ing).	sh wh ph	them ask an over just	Student can read most consonant digraphs, as well as tell the difference between soft and hard consonants (e.g. ice, cat). Student can use illustrations to describe key elements (characters, setting, events) of level-appropriate texts.	17	Practice using question words in the sentences and answer questions with present progressive tense.	Past Progressive (was/were + ing)	was were	Three dimensional shapes and attributes (faces, vertices, sides); composite shapes.	Wild Animals
Unit 3	My Country, My Culture	Student uses past progressive tense (was/were verb + ing). Student is able to ask and answer questions using the 6 basic question words. E.g. -Where are you from? I am from ____. -What nationality are you? I am ____.	soft c soft g	would very its your around	Student can read most consonant digraphs, as well as tell the difference between soft and hard consonants: (e.g. ice, cat). Student can use illustrations to describe key elements (characters, setting, events) of level-appropriate texts.	47	Practice using question words in the sentences And contractions Since answering questions about the topics.	contractions do/don't doesn't didn't is/isn't aren't was/wasn't can't couldn't	represent protect rule dig hike celebrate decorate race visit	Review measure words (-er and -est). Compare numbers using math symbols <, > and appropriate math vocabulary words. Compare numbers in word problems.	My Country, My Culture
Unit 4	Going Places	Student will be able to form sentences with a verb or verbs that agree with the subject. E.g. -How do you travel to ____? I travel to ____ by ____. -Are you taking an international or domestic trip? I am taking a ____ trip.	ar er ir or ur	from any how know put	Student can read texts that include multi-syllabic words with some digraphs, and words with r-controlled vowels. (E.g. bar, dirty). Student can describe the connection between two individuals, events, ideas, or pieces of information in a text.	43	Practice using simple future tense, simple present tense and correct pronoun/ verb agreement to answer the questions about the topics.	Subjects and verbs Subject-verb agreement	pack weigh depart take off board land get off sightsee rent roast	Fact families Solve two-step word problems involving the four operations	Going Places

Level 4 Achievement

Unit	Topic	Listening & Speaking	Reading Skills				Language Skills			Content Learning	
			Phonics	HFW	Reading Ability	Vocabulary	Sentence Patterns	Grammar	Verbs	Math	Science & Social Studies
Unit 5	Hobbies	Student will be able to form sentences with a verb or verbs that agree with the subject. E.g. -What is your favorite ____? My favorite ____ is ____. -Why do you like ____ football? I like ____ football because it is ____.	are air ear ere	take every old by after	Student can read texts that include multi-syllabic words with some digraphs, and words with r-controlled vowels. (e.g. bar, dirty). Student can describe the Connection between two individuals, events, ideas, or pieces of information in a text.	22	Practice using question words and sentence Pattern (like+verb+ing) to ask questions about one's hobbies.	like+verb+ing (I like playing football.), present continuous	play collect knit draw paint jog walk hike ice-skate dive snorkel fish	Classify numbers as even or odd and explain why.	Hobbies
Unit 6	My City	Student will be able to form sentences with a verb or verbs that agree with the subject. E.g. -What is the name of your ____? My ____ is Beijing. -What ____ is your ____ in? My ____ is in _____. It is the ____ of China.	ire ure ore ier	as then could when were during	Student can read texts that include multi-syllabic words with some digraphs, and words with r-controlled vowels. (e.g. bar, dirty). Student can describe the connection between two individuals, events, ideas, or pieces of information in a text.	32	Practice using conjunction and positional preposition to ask questions about the details of the key topics.	Conjunctions (and, because, for, or, but)	park drive wait hurry work send rent eat serve sell shop buy	Telling Time	My City
Unit 7	We Work to Live	Student is able to talk about and make connections between a range of topics. Student can voice opinions and give supporting reasons to defend the position they have taken. E.g. -Does he want to be a ____? He wants to be a _____, but he doesn't want to be a _____. -Do you want to be a librarian? No, I ____ want to be a librarian, I want to be a _____.	th (bath) th (this)	more tree something small couldn't	Student can read texts that include multi-syllabic words with various digraphs. Student can independently retell stories, including key details, and demonstrate understanding of their central message or lesson.	37	Practice using common contractions to ask and answer questions about the topic.	Compound words	fix sort clean drive paint save produce earn	Represent numbers on a number line (Skip count by 1's, 2's, 5's, 10's).	We Work to Live
Unit 8	Where People and Animals Live	Student is able to talk about and make connections between a range of topics. Student can voice opinions and give supporting reasons to defend the position they have taken. E.g. -Where does the bird live? It lives ____ of a tree. -Where do bats live? Bats live ____ caves.	kn mb wr	once open has live thank	Student can read texts that include multi-syllabic words with various digraphs. Student can independently retell stories, including key details, and demonstrate understanding of their central message or lesson.	51	Practice using the positional prepositions to ask question about the topic.	Prepositions (next to, on top of, between, inside, outside, above)	protect provide live bury hide collect store build	Measure and estimate lengths in standard units	Where People and Animals Live

Level 4 Achievement

Unit	Topic	Listening & Speaking	Reading Skills				Language Skills			Content Learning	
			Phonics	HFW	Reading Ability	Vocabulary	Sentence Patterns	Grammar	Verbs	Math	Science & Social Studies
Unit 9	Animal Helpers	Student is able to talk about and make connections between a range of topics. Student can voice opinions and give supporting reasons to defend the position they have taken. E.g. -How did the therapy help ___? It helped ___ by teaching ____. -How to walk again? The bees provide ___ with honey.	ang ing ong ung	may stop fly round give	Student can read texts that include multi-syllabic words with various digraphs. Student can independently retell stories, including key details, and demonstrate understanding of their central message or lesson.	29	Practice using possessive pronouns and question words to ask question about the topic.	Object pronouns (him/her/me /us/them/it/ you)	warn help assist save lead loosen pollinate make carry	Solve word problems involving Yuan, Mao, and Jia	Animal Helpers
Unit 10	Now and Then	Student compares and contrasts experiences or objects. E.g. -Did they use ___ in the past? They ___ use ___ in the past. -Was there ___ in the past? There ___ internet in the past.	Long e (ee, ea, ey)	don't right green their call	Student identifies the reasons an author gives to support points in a text. Student compares and contrasts experiences or objects.	22	Practice using simple past tense to ask questions about the topic.	Interrogatives for past tense (did/didn't, was/wasn't)	improve invent develop	Identify time to the nearest hour and half hour	Now and Then
Unit 11	Stories That Teach Us	Student compares and contrasts experiences or objects. E.g. - ___ Jack climb the beanstalk? Jack ___ climb to the top of the beanstalk. -What ___ the giant do? The giant ___ eat Jack.	Long i (ie, igh)	sleep five wash or before	Student identifies the reasons an author gives to support points in a text. Student compares and contrasts experiences or objects.	27	Practice using simple future and the matched question words to ask questions about the topic.	Simple Future (going to/will + verb)	topple trade cure grumble admit decide flatter snap realize	Fractions: Partition circles and rectangles into two and four equal shares	Stories that Teach Us
Unit 12	Our "Neighbors"	Student compares and contrasts experiences or objects. E.g. - ___ they celebrate Chinese New Year in India? They ___ celebrate Chinese New Year in India. - ___ afraid of earthquakes in Japan? ___ afraid of earthquakes in Japan.	Review	been off cold tell works	Student identifies the reasons an author gives to support points in a text. Student compares and contrasts experiences or objects.	18 and review all	Practice using simple present and present continuous tense to ask and answer questions about the topic.	Interrogatives in simple present and present progressive (Are you + verb + ing? Do they?)	celebrate farm food erupt trade borrow fight	Review vocabulary words and concepts for the level.	Our "Neighbors"

Unit 1: Our Earth

- **Domain: Social Studies**
 - **Unit Topic: Our Earth**

- **Subtopic 1: Landforms**
 - **Subtopic 2: Bodies of Water**

Reading Skills /

Phonics	HFW	Reading Ability
ch tch	water home things yes thought	<p>Student can read most consonant digraphs, as well as tell the difference between soft and hard consonants (e.g., ice, cat).</p> <p>Student can use illustrations to describe key elements (characters, setting, events) of level-appropriate texts.</p>

Math

Two dimensional shapes and attributes

Verbs

is
are

Grammar

Question words:
Why, what, who, when, where, how

Language Skills /

Vocabulary	Sentence Frames	
island mountain cave hill valley cliff desert glacier plain lake pond river sea ocean fresh water salt water waterfall	<ul style="list-style-type: none"> - What are they doing on the island/mountain? They are _____ on the island/mountain. - What do you see on the island/mountain/cliff? I see _____ on the island/mountain/cliff. - What lives in valleys? Cows, sheep, and deer live in valleys. - What lives in the mountains? Rabbits, foxes, and bears live in the mountains. - Why does the deer live in the valley? The deer lives in the valley because there is lots of food there. - Why does the bear live in the cave? The bear lives in the cave because it is safe and warm. - Where does the polar bear/camel/shark live? The polar bear lives on a glacier. The camel lives in the desert. The shark lives in the ocean. - Which is taller, a mountain or a hill? A mountain is taller than a hill. 	<ul style="list-style-type: none"> - What animals live on plains? Elephants live on plains. - Why do they live on plains? Because there is fresh air, sunshine, and lots of food to eat. - How many _____ do you see in the desert/on the glacier? I see _____ in the desert/on the glacier. - Which is bigger, a lake or a pond? A lake is bigger than a pond. - What lives in the lake/pond? Fish live in the lake. Frogs and fish live in the pond. - Do you think that the goat lives in the lake or on the mountain? Why? I think the goat lives on the mountain, because it likes to eat grass on the mountain. - What do dolphins eat? Dolphins eat fish.

Unit 2: Wild Animals

- **Domain: Science**
 - **Unit Topic: Wild Animals**

- **Subtopic 1: Land Animals**
 - **Subtopic 2: Aquatic/Semi-Aquatic Animals**

Reading Skills /

Phonics	HFW	Reading Skills
Digraphs "sh", "wh", "ph", use knowledge that every syllable must have a vowel sound to determine number of syllables in printed words, and recognize that words with more than one syllable have at least one vowel in each syllable.	them ask an over just	- Read informational & fictional texts - Answer reading comprehension question about the text; extend knowledge of the topic through reading

Math

- Three dimensional shapes and attributes (faces, vertices, sides)

Grammar

- Past Progressive (was/were + ing)

Verbs

- was/were

Language Skills /

Vocabulary	Sentence Frames
lions giraffes elephants zebras bears deer gorillas camels scorpions aquatic animals sharks dolphins while whales semi-aquatic animals frogs turtles alligators hippos beavers	- What was/were the _____ doing? The ____ was/were _____. - Where was/were the ____ living? The ____ was/were living on the _____. - What was/were the _____ eating? The _____ was/were eating _____.

Unit 3: My Country, My Culture

- **Domain: Social Studies**
 - **Unit Topic: My Country, My Culture**

- **Subtopic 1: My Country**
 - **Subtopic 2: My Culture**

Reading Skills /

Phonics	HFW	Reading Skills
Soft c, soft g, knowledge that every syllable must have a vowel sound to determine number of syllables in printed words, and recognize that words with more than one syllable have at last one vowel in each syllable.	would very its your around	- Read Informational & fictional texts - Answer reading comprehension question about the text; extend knowledge of the topic through reading

Math

Review measure words (-er and -est).
 Compare numbers using math symbols <, > and appropriate math vocabulary words.
 Compare numbers in word problems.

Grammar

Contractions
 - do/don't
 - doesn't
 - didn't
 - is/isn't
 - aren't
 - was/wasn't
 - can't

Verbs

- represent
 - protect
 - rule
 - dig
 - hike
 - celebrate
 - decorate
 - race
 - visit

Language Skills /

Vocabulary			Sentence Frames
country	defend	calligraphy	- What are some landmarks in China? The Great Wall, the Forbidden City, and The Terracotta Warriors are landmarks Found in China.
city	sword	chopsticks	- Who built these landmarks?
flag	ax	spices	- Where do you live? In a city, or a village? I live in a _____.
government	enemy	costumes	- Do you want to live in a city or a village? Why? I want to live in a ____ because _____.
capital	mountain range	parades	- What do people do on _____? People _____ on _____.
landmark	hike	fireworks	- When do people celebrate _____? People celebrate the festival during in/ _____.
The Great Wall	history	dumplings	- What does a painter do? A painter makes pictures.
emperor	farmer	harvest	- What does a sculptor do? A sculptor makes sculptures.
empress	village	mooncakes	
empire	temple	Dragon Boat	
rule	pagoda	Festival	
protect	pagoda	Mid-Autumn	
clay	watchtower	Festival	
ancient	statue	sculpture	
soldier	architecture	sculptor	
terracotta	festival	painter	
warrior	Mandarin	paintings	
Terracotta	characters	porcelain	
Warriors		sports	

Unit 4: Going Places

- **Domain: Social Studies**
- **Unit Topic: Going Places**

- **Subtopic 1: In My Country**
- **Subtopic 2: Abroad**

Reading Skills /

Phonics	HFW	Reading Skills
ar er ir or ur	from any how know put	- Read informational & fictional texts - Answer reading comprehension questions about the text; extend knowledge of the topic through reading

Math

- Fact families
- Solve two-step word problems involving the four operations

Grammar

- Subjects and Verbs
- Subject-Verb Agreement

Verbs

- pack
- weigh
- take off
- land
- get off
- rent
- depart
- board
- sightsee

Language Skills /

Vocabulary		Sentence Frames
travel	sphere	- How will you go to Shanghai? We will go to Shanghai by _____.
trip	restaurant	- What kind of things can you buy at the airport? We can buy _____ at the airport.
suitcase	passport	- What do you need to pack? I need to pack some shirts and shorts.
airport	visa	- What will you see on your trip? I will see the TV tower.
tourist	passenger	- How will you get to the TV tower? I will get to the TV tower by _____.
taxi	officer	- Will you go on a trip? Yes, I will _____.
terminal	unique	- Where will you go? I will go to _____.
domestic	burger	- How will you go to _____? I will take a car/bus/plane/train to _____.
international	isolated	
boarding pass	symbol	
destination	coast	
flight attendant	weird	
captain	museum	
pilot	coin	
runway	attraction	
engine	oddest	
hotel	campsite	
traffic	marshmallow	
entrance	campfire	
lobby	interstate	
reservation	scenery	
tour		

Unit 5: Hobbies

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

- **Subtopic 1: Indoor Hobbies**
- **Subtopic 2: Outdoor Hobbies**

Reading Skills /

Phonics	HFW	Reading Skills
-are -air -ear -ere	take every old by after	- Read informational & fictional texts - Answer reading comprehension questions about the text; extend knowledge of the topic through reading

Math

- Classify numbers as even or odd and explain why

Grammar

- like + verb +ing
(I like playing football.)
- Present continuous

Verbs

- play
- collect
- knit
- draw
- paint
- jog
- ice-skate
- dive
- snorkel
- fish
- hike
- walk

Language Skills /

Vocabulary		Sentence Frames
hobby violin guitar piano favorite chess Chinese chess checkers Chinese checkers stamp rollerblades	soccer snorkel fins mask goggles tank rod hook line fish bait gear	- What is/are your hobby/hobbies? My hobby/hobbies is/are _____. - Are they playing tennis/ Badminton/football? Yes/No they are/are not playing _____. - What do you like doing for fun? I like _____. - Do you like playing _____? Yes, I like playing _____. No, I don't like playing _____. - What is your favorite hobby? My favorite hobby is _____. - Why do you like _____? I like _____ because _____. - What do you like doing during your free time? I like _____.

Unit 6: My City

- **Domain: Social Studies**
 - **Unit Topic: My City**

- **Subtopic 1: Beijing, the Capital**
 - **Subtopic 2: My Neighborhood**

Reading Skills /

Phonics	HFW	Reading Skills
-ire -ure -ore -ier	as then could when were during	Student can read texts that include multi-syllabic words with some digraphs, and words with r-controlled vowels. (e.g. bar, dirty). Student can describe the connection between two individuals, events, ideas, or pieces of information in a text.

Math

Telling Time

Grammar

Conjunctions (and, because, for, or, but)

Verbs

- drive - settle
 - park - serve
 - wait - buy
 - hurry - shop
 - send - sell
 - rent
 - work
 - eat

Language Skills /

Vocabulary		Sentence Frames
capital street traffic jam intersection highway population transportation ring road traffic lights block district business overpass underpass neighbors neighborhood hospital post office library restaurant	market store bank mall waitress waiter neighborhood map next to in front of opposite far from close to	- How is the traffic in your city? The traffic in my city is _____. - How many months/years/decades are in a _____? There are ____ (number) ____ in a _____. - Would you rather take a ____ or a _____? I would rather take _____. - Do you see a hospital/post office/restaurant/library in your neighborhood? Yes, I see a _____ in my neighborhood. - Describe your neighborhood. My neighborhood has _____. - What do you need in the neighborhood? I need ____ from the _____. - What will you buy at the _____? I will buy _____ at the _____.

Unit 7: We Work to Live

- **Domain: Social Studies**
 - **Unit Topic: We Work to Live**

- **Subtopic 1: Work People Do**
 - **Subtopic 2: Needs and Wants**

Reading Skills /

Phonics	HFW	Reading Skills
th (bath) th (this)	more tree something small couldn't	Student can read texts that include multi-syllabic words with various digraphs. Student can independently retell stories, including key details, and demonstrate understanding of their central message or lesson.

Math

Represent numbers on a number line (Skip count by 1's, 2's, 5's, 10's).

Grammar

- Compound Words

Verbs

- fix - save
 - sort - produce
 - clean - earn
 - drive - spend
 - clean
 - drive
 - paint

Language Skills /

Vocabulary		Sentence Frames
job	razor	- What does he/she do? He/She is a _____, and he/she _____.
painter	need	- What do you want to be? I want to be a _____.
plumber	want	- Do you want to be a _____? Yes, I want to be a _____.
janitor	money	No, I _____ want to be a _____. I want to be a ____.
taxi driver	budget	- What is your dream job? My dream job is _____.
burned out	goods	- How much can you save a month? I can save _____.
clean	service	- How much do you spend on _____? I spend _____ on _____.
important	product	- Where can we buy _____? We can buy _____ at _____.
barber	producer	
florist	consumer	
mechanic	supply	
waiter	demand	
waitress	every other	
teller	just before	
librarian	right after	
expensive	between	
surprise	chart	
excited	transportation	
wrench		

Unit 8: Where People & Animals Live

- Domain: Social Studies
- Unit Topic: Where People & Animals Live

- Subtopic 1: People and Their Homes
- Subtopic 2: Animals and Their Homes

Reading Skills /

Phonics	HFW	Reading Skills
kn mb wr	once open has live thank	Student can read texts that include multi-syllabic words with various digraphs. Student can independently retell stories, including key details, and demonstrate understanding of their central message or lesson.

Math

Measure and estimate lengths in standard units

Grammar

Prepositions (next to, on top of, between, inside, outside, above)

Verbs

- protect
- provide
- live
- bury
- hide
- collect
- store
- build
- design

Language Skills /

Vocabulary			Sentence Frames
apartment	roof	squirrel	- Where is the _____?
living room	chimney	gopher	The _____ is (next to/between/above) the _____.
bathroom	on top of	tunnel	- Where is the _____ located in your house?
bedroom	inside	tortoise	The _____ is located _____ the _____.
hallway	outside	mole	- Where is the ball?
neighbors	sleeping bag	hive	The ball is _____ the box.
sunset	truth or dare	web	- How long/tall is the _____?
between	entrance	crack	The _____ is _____.
next to	staircase	cave	- What animal lives in a _____?
dining room	wall	nest	A _____ lives in a _____.
kitchen	attic	crevice	
shower	cellar	sea urchin	
tools	yurt	crab	
ruler	falcons	coral reef	
measuring	igloo	eel	
tape	hole	coral	
one-story	burrow		
two-story			

Unit 9: Animal Helpers

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

- **Subtopic 1: Pets that Help Us**
- **Subtopic 2: Wild Animals that Help Us**

Reading Skills /

Phonics	HFW	Reading Skills
-ang -ing -ong -ung	may stop fly round give	Student can read texts that include multi-syllabic words with various digraphs. Student can independently retell stories, including key details, and demonstrate understanding of their central message or lesson.

Math

Solve word problems involving Yuan, Mao, and Jiao

Grammar

Object pronouns (him/her/me/us/them/it/you)

Verbs

- warn
- help
- assist
- save
- lead
- loosen
- pollinate
- make
- carry
- guide

Language Skills /

Vocabulary		Sentence Frames
chickens pork beef blind cart wool leather woolen skin guard deaf disabled insects ladybug bat	bee pollen upside down fly honey honeycomb beeswax ant earthworm soil pebble mosquitoes droppings fertilizer	- What animal gives us _____? _____ give us _____. - How do _____ help us? _____ help us by (giving us/assisting/carrying) _____. - Where do _____ live? _____ live on a _____. - What do insects eat? They eat _____. - How do earthworms help us? They help us by _____.

Unit 10: Now and Then

- Domain: Social Studies
- Unit Topic: Now and Then

- Subtopic 1: Technology in the Past
- Subtopic 2: Technology Now

Reading Skills / _____

Phonics	HFW	Reading Skills
Long e (ee, ea, ey)	don't right green their call	Student identifies the reasons an author gives to support points in a text. Student compares and contrasts experiences or objects.

Math

Identify time to the nearest hour and half hour

Grammar

- Interrogatives for past tense (did/didn't, was/wasn't)

Verbs

- improve
- invent
- develop

Language Skills / _____

Vocabulary	Sentence Frames
technology electricity invention equipment machine steam engine camera simple light bulb future gadget cell phone radio waves computer digital camera smartphones internet desktop computers laptop computer tablet automatic	- Did people use _____ in the past? Yes, they _____. /No, they _____. - Was/Were there _____ in the past? Yes, there was/were _____ in the past. No, there wasn't/weren't _____ in the past. - Was/Were the _____ invented 100 years ago? Yes, _____ were invented 100 years ago. No, _____ weren't invented 100 years ago. - Did emperors use _____? Yes/No, emperors used/didn't use _____.

Unit 11: Stories That Teach Us Lessons

- **Domain: Literature**
 - **Unit Topic: Stories That Teach Us Lessons**

- **Subtopic 1: Fairy Tales**
 - **Subtopic 2: Fables and Folk Tales**

Reading Skills /

Phonics	HFW	Reading Skills
Long i (ie, igh)	sleep five wash or before	Student identifies the reasons an author gives to support points in a text. Student compares and contrasts experiences or objects.

Math

Fractions:
 Partition circles and rectangles into two and four equal shares

Grammar

Simple Future
 (going to/will + verb)

Verbs

- topple
- trade
- cure
- grumble
- admit
- decide
- flatter
- snap
- realize
- heal

Language Skills /

Vocabulary		Sentence Frames
fairy tale climax beanstalk wagonload oatmeal forgotten lunchbox fable folk tale moral proud hungry thirsty jealous	stream reflection peacocks parrots falcons eagles ravens nightingales strange special goddess gems compliment	- Will Jack climb the beanstalk? Yes, Jack will climb to the top of the beanstalk. - Are you going to walk to school today? Yes, I am going to walk to school today. - Is Jack going to escape? Yes, Jack is going to escape. - Will the crow drink the water? Yes, the crow will drink the water. - Is the dog going to lose his bone? Yes, the dog is going to lose his bone.

Unit 12: Our “Neighbors”

- Domain: Social Studies
- Unit Topic: Our “Neighbors”

- Subtopic 1: India
- Subtopic 2: Japan

Reading Skills /

Phonics	HFW
Review all	Review all

Math

Review of all math skills

Grammar

Review of all grammar skills

Verbs

- celebrate
- farm
- flood
- erupt
- trade
- borrow
- fight

Language Skills /

Vocabulary	Sentence Frames
monsoon	- Does he/she/it live in China? Yes, he/she/it does.
India	No, he/she/it doesn't.
flooded	- Does it snow in China in the winter? Yes, it does.
festival	- Do they have monsoons in India? Yes, they do.
firecrackers	- Are you celebrating a Hindu festival? Yes, I am celebrating a Hindu festival.
Hindu	- Do they celebrate Chinese New Year in India? No, they do not celebrate Chinese New Year in India.
mangroves	- Do they have tsunamis in Japan? Yes, they do.
volcano	- Do you like Japanese food? Yes, I like Japanese food.
earthquake	- Are you eating sushi? Yes, I am eating sushi.
tsunami	- Do giant pandas live in Japan? No, giant pandas do not live in Japan.
temperate	
Japan	
maglev	
judo	
shogun	
samurai	
skyscrapers	
endangered	