### Syllabus

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>In the Classroom</th>
<th>Words/Patterns 1</th>
<th>Words/Patterns 2</th>
<th>Conversation</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words:</td>
<td>crayon, marker, notebook, ruler, table, shift</td>
<td>• There is a table.</td>
<td>• There are certain markers.</td>
<td>Numbers 11-20</td>
<td></td>
</tr>
<tr>
<td>Patterns:</td>
<td>• What are these?</td>
<td>• They're cute.</td>
<td>• They're apples.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Expansion 1:**
Classroom language: Raise your hand. Put your hand down. Write your name. Read page 5. Plus: critical thinking task, personalization task, mini project.

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Animals All Around</th>
<th>Words/Patterns 1</th>
<th>Words/Patterns 2</th>
<th>Conversation</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words:</td>
<td>ant, frog, rabbit, squirrel, spider, bee</td>
<td><em>You're cute.</em></td>
<td><em>We're busy.</em></td>
<td><em>They're busy.</em></td>
<td></td>
</tr>
<tr>
<td>Patterns:</td>
<td>• What are these?</td>
<td>• They're cute.</td>
<td>• What are those?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Reading 1:**
Fiction – A Busy Day at School

| Words: | soda, juice, water, lemonade, iced tea, chocolate milk | *I like soda.* | Juice and Lemonsoda | |        |

**Reprimanding, Apologizing:**
A: Oh, no! A spider! B: Don't hurt it! A: OK, sorry.

**Offering:**

**Value:**
Be kind to animals.

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>At the Park</th>
<th>Words/Patterns 1</th>
<th>Words/Patterns 2</th>
<th>Conversation</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words:</td>
<td>row a boat, play the guitar, do a cartwheel, paint a picture, make a smoothie, fly a kite</td>
<td><em>Can you fly a kite?</em></td>
<td><em>Yes, I can.</em></td>
<td><em>No, I can't.</em></td>
<td></td>
</tr>
</tbody>
</table>

**Expansion 2:**
Classroom language: Close your eyes. Touch your ears. Stop talking. Start writing. Plus: critical thinking task, personalization task, mini project.

| Words: | hamburger, hot dog, sandwich, French fries, cookie, ice cream cone | *Do you like sandwiches?* | *Yes, I do.* | *No, I don't.* |        |
| Patterns: | • I don't like steak. | | | |        |

**Refusing Politely:**
A: Have some sushi. B: No, thanks. I don't like rice. A: Come on. Try it. B: Hey, it's good!

**Value:**
Try new things.

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Let's Eat!</th>
<th>Words/Patterns 1</th>
<th>Words/Patterns 2</th>
<th>Conversation</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words:</td>
<td>steak, chalk, window, door, trash can, computer</td>
<td>• These are windows.</td>
<td>• These are doors.</td>
<td>There are Tables!</td>
<td></td>
</tr>
</tbody>
</table>

**Expansion 3:**
Classroom language: Spell the word "pen". Say the word "computer". Draw a cat. Look at the board. Plus: critical thinking task, personalization task, mini project.

| Words: | smartphone, laptop computer, computer game, game console, tablet, remote-control car | I have a game console. | | |        |

**Reading 3:**
Fiction – Wendy Buys an Art Set

| Words: | cake, balloon, hat, present, card, candy | *Do you have a present?* | *Yes, I do.* | *No, I don't.* |        |

**Responding to a Set Phrase:**
A: How old are you? B: I'm seven years old. A: This is for you. Happy birthday! B: Thank you very much.

**Value:**
Be thoughtful.

<table>
<thead>
<tr>
<th>Unit 5</th>
<th>Fun and Games</th>
<th>Words/Patterns 1</th>
<th>Words/Patterns 2</th>
<th>Conversation</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words:</td>
<td>tablet, remote-control car, game, game console, computer, computer</td>
<td><em>You're very busy.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patterns:</td>
<td>• What are these?</td>
<td>• These are numbers.</td>
<td>• These are rules.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Expansion 4:**
Classroom language: Read your homework. Turn to page 12. Clean up your desks. Take a break. Plus: critical thinking task, personalization task, mini project.

| Words: | ice cream, cone, hamburger, hot dog, rice | *Yes, please.* | *Yum!* | *How about a smoothie?* |        |

**Offering:**

**Value:**
Try new things.

<table>
<thead>
<tr>
<th>Unit 6</th>
<th>A Birthday Party</th>
<th>Words/Patterns 1</th>
<th>Words/Patterns 2</th>
<th>Conversation</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words:</td>
<td>cell phone, laptop computer, computer game, game console, tablet, remote-control car</td>
<td><em>You're very busy.</em></td>
<td></td>
<td></td>
<td></td>
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</table>

**Expansion 5:**
Classroom language: Read your homework. Turn to page 12. Clean up your desks. Take a break. Plus: critical thinking task, personalization task, mini project.

| Words: | basketball, skateboard, board game, dollhouse, art set, teddy bear | I have a skateboard. | | |        |

**Helping Someone Be Punctual:**
A: Are you finished? B: It's 8:00.

**Value:**
Be on time.

<table>
<thead>
<tr>
<th>Unit 7</th>
<th>At Home</th>
<th>Words/Patterns 1</th>
<th>Words/Patterns 2</th>
<th>Conversation</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words:</td>
<td>watch TV, cook dinner, sleep, play hide and seek, wash my hands, clean up</td>
<td><em>What are you doing?</em></td>
<td><em>I'm painting a picture.</em></td>
<td></td>
<td></td>
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</table>

**Reading 4:**
Non Fiction – Happy Homes

| Words: | watch TV, cook dinner, sleep, play hide and seek, wash my hands, clean up | *What are you doing?* | *I'm painting a picture.* | |        |

**Giving and Responding to Commands:**
A: I'm coming. B: Clean up the yard. A: OK, mom. I'll do it now.

**Value:**
Be helpful.

<table>
<thead>
<tr>
<th>Unit 8</th>
<th>Schoolwork</th>
<th>Words/Patterns 1</th>
<th>Words/Patterns 2</th>
<th>Conversation</th>
<th>Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words:</td>
<td>Numbers 20-30, 40, 50, 60</td>
<td><em>What time is it?</em></td>
<td><em>It's 9:20.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Expansion 6:**
Classroom language: Read your homework. Turn to page 12. Clean up your desks. Take a break. Plus: critical thinking task, personalization task, mini project.

| Words: | read a book, take a test, eat lunch, take a nap, draw a picture, study English | Are you reading a book? | *Yes, I am.* | *No, I'm not.* |        |

**Complimenting:**

**Value:**
Be nice.

| Review 1 (Units 1-4) | Non Fiction: Healthy Food | | | |        |

| Review 2 (Units 5-8) | Non Fiction: Healthy Homes | | | |        |

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**Notes:**
- **Unit 1:** Introduce basic vocabulary and simple sentence structures.
- **Unit 2:** Focus on animals and their habitats.
- **Unit 3:** Teach students about the park and outdoor activities.
- **Unit 4:** Explore food and nutrition through healthy eating activities.
- **Unit 5:** Introduce basic concepts of fun and games.
- **Unit 6:** Celebrate birthdays and special occasions.
- **Unit 7:** Teach students about home and household activities.
- **Unit 8:** Focus on school-related vocabulary and concepts.

**Additional Resources:**
- **Syllabus Guide:** Provides an overview of the curriculum and learning objectives.
- **Classroom Language:** Helps students understand and communicate in English.
- **Expansions:** Include critical thinking tasks, personalization tasks, and mini projects to enhance learning.
- **Songs and Readings:** Supplemental materials to engage students in the language learning process.

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**Fundamentals:**
- **Patterns:** Teach students to recognize patterns and predict outcomes.
- **Words:** Introduce basic vocabulary words.
- **Conversations:** Practice conversational skills in English.
- **Sounds:** Teach and practice sounds in English.

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**Additional Notes:**
- **Reading Comprehension:** Use readings to enhance understanding and vocabulary acquisition.
- **Writing Activities:** Include writing tasks to reinforce learning.
- **Assessment:** Regular assessments to monitor progress and adjust instruction as needed.

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**References:**
- English language teaching materials.
- Educational resources from reputable organizations.
- Classroom management strategies to ensure effective learning.

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**Contact Information:**
- For any questions or feedback, please contact the program coordinator at [coordinator@example.com].
- Visit [www.topkids.com] for more information and resources.

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**Important Reminders:**
- Regular attendance is crucial for success.
- Encourage students to practice their English skills outside of class.
- Celebrate achievements and motivate students to continue improving.

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**Feedback:**
- Your feedback is valuable. Please provide comments on how we can improve the program.
- Your support helps us make a positive impact on our students.

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**Conclusion:**
- Thank you for choosing Top Kids 2. Together, we will create a successful learning experience for every student.
- We look forward to seeing your child grow and thrive in the English language.