



	Words/Patterns 1	Words/Patterns 2	Conversation	Sounds
Unit 1 At the Park	Words: seesaw, slide, swing, baseball field, basketball court, tennis court, bike path, duck pond Patterns: Future: Negative Statements • I won't <u>ride my bike on the tennis court</u> .	Words: collect plastic bottles, clean the statue, pick up litter, fill the sandbox, plant trees, weed the garden, paint the bench, clean up the trail Patterns: Future: Q&A • Who will <u>pick up the litter</u> ? • <u>Jack</u> will. Chant: Who Will Paint the Bench?	Asking for Help, Expressing Gratitude: A: <u>Par-don</u> me. B: Yes? A: My <u>kite</u> is stuck in that tree. B: Where? A: Over there. Can you help me get it? B: <u>Sure</u> . I'm happy to help. Value: Ask for help.	scr, spr, str • scr: <u>scream</u> • spr: <u>spring</u> • str: <u>string</u>
Reading 1: Fiction – Peter's Class Cleans Up the Park, Critical thinking, Personalization, and Simple Project Activities				
Unit 2 On the Street	Words: vet, dentist, pilot, mail carrier, baker, gardener, farmer, engineer Patterns: Superlatives: Positive and Negative Statements • The mail carrier is the <u>youngest</u> . • The engineer is the most <u>handsome</u> .	Words: fire engine, ambulance, pick-up truck, garbage truck, school bus, camper, police car, minivan Patterns: Superlative: Q&A • Which <u>fire engine</u> is the dirtiest? • The <u>big</u> one is. Chant: Which Police Car?	Informing, Cautioning: A: <u>Watch out</u> , Mike! B: <u>What</u> ? A: We're at the light. A car's coming! B: Oh, I wasn't <u>paying attention</u> . A: It's not good to text and walk. B: You're right. Value: Help others be safe.	er ending, or ending: • er: <u>butter</u> , <u>flower</u> • or: <u>doctor</u> , <u>mirror</u>
Reading 2: Non Fiction – People in a Community, Critical thinking, Personalization, and Simple Project Activities				
Unit 3 Physical Activity	Words: ski, ice-skate, snowboard, sled, snorkel, sail, jog, bike Patterns: Subject Gerunds • <u>Snowboarding</u> is exciting.	Words: gymnastics, martial arts, exercises, yoga, soccer, volleyball, badminton, Ping-Pong Patterns: Object Gerunds • I enjoy <u>playing volleyball</u> . • <u>She</u> doesn't like <u>doing exercises</u> . Chant: We Like Playing Volleyball	Making Suggestions, Refusing an Invitation/ Offer: A: Do you want to go ice-skating with me? B: <u>Not really</u> . I'm not good at ice-skating. A: How about going biking? B: No, I think biking is <u>boring</u> . A: What about playing Ping-Pong with me? B: OK. Playing Ping-Pong is fun. Value: Get exercise.	al(l), au, aw: • al: <u>salt</u> • all: <u>wall</u> • au: <u>August</u> • aw: <u>draw</u>
Reading 3: Fiction – Herby's Day, Critical thinking, Personalization, and Simple Project Activities				
Unit 4 Values and Habits	Words: waste food, get angry, complain, pout, try new things, say "please" and "thank you", follow rules, share your things Grammar Vocab: always, usually, often, sometimes, hardly ever, never Patterns: Adverbs of Frequency Q&A with "ever" • Do you ever <u>share your things</u> ? • Yes, I <u>usually</u> do. • Does <u>she</u> ever <u>get angry</u> ? • No, <u>she</u> never does.	Words: sleep late, watch too much TV, argue with people, eat junk food, use sunscreen, help your parents, go to bed early, study hard Patterns: Adverb of Frequency Q&A with "how often" • How often do you <u>sleep late</u> ? • I <u>sleep late once a week</u> . • How often does <u>she</u> <u>eat juck food</u> ? • <u>She</u> <u>eat junk food twice a month</u> . Chant: The How Often Song	Expressing Surprise, Giving Advice Encouragement: A: <u>Oh, no!</u> B: What? A: I made a big mistake on my <u>homework</u> . B: Don't <u>feel bad</u> . Everyone makes mistakes. A: You're right. B: You can learn from your mistakes. Value: Cheer people up.	/t/ and /d/ ed ending: • /t/: <u>jumped</u> , <u>talked</u> • /d/: <u>played</u> , <u>cleaned</u>
Reading 4: Non Fiction – Mary and Monty, Critical thinking, Personalization, and Simple Project Activities				

Review 1 (Units 1-4)

	Words/Patterns 1	Words/Patterns 2	Conversation	Sounds
Unit 5 At School	Words: cafeteria, computer room, auditorium, hall, be quiet, shout out, get in line, cut in line Patterns: Modals: should/shouldn't • You shouldn't <u>shout out in the auditorium</u> . • You should <u>be quiet</u> .	Words: difficult, easy, useful, fascinating, science, social studies, gym, art Patterns: Introduction to simple clauses using "that" • I think that <u>social studies</u> is fascinating. • <u>She</u> thinks that <u>art class</u> is difficult. Chant: Art is Fascinating	Complimenting, Expressing Opinion: A: I like math best. How about you? B: Math is <u>useful</u> , but I like science. A: You're really good at science. B: Thanks. Look! The teacher's here. A: We should <u>be quiet</u> . B: Let's talk <u>after class</u> . Value: Be respectful.	/td/ ed ending: • /td/: <u>weeded</u> , <u>shouted</u> , <u>wanted</u>
Reading 5: Non Fiction – Following Rules, Critical thinking, Personalization, and Simple Project Activities				
Unit 6 Getting Sick	Words: an earache, a stomachache, a sore throat, a cold, a fever, a rash, the flu, a cough Patterns: Why? Because... • Why did <u>you</u> stay home from school? • Because I had <u>a rash</u> .	Words: stay in bed, take medicine, call the doctor, put on ointment, put in drops, eat hot soup, go to the clinic, take my temperature Patterns: Conjunctions but, and • I <u>took medicine</u> , and I <u>put in some drops</u> . • <u>He</u> <u>took medicine</u> , but <u>he</u> didn't <u>put in drops</u> . Chant: I Stayed in Bed	Expressing Physical Discomfort, Sympathy: A: I'm sorry, Jack. I can't go to the <u>park</u> . A: Why not? B: I don't feel good. A: What's <u>the matter</u> ? B: I have a <u>headache</u> . A: I'm sorry to hear that. Value: Care about others.	kn, wr, wh: • kn: <u>knee</u> • wr: <u>write</u> • wh: <u>white</u>
Reading 6: Fiction – Herby Is sick, Critical thinking, Personalization, and Simple Project Activities				
Unit 7 Travel Plans	Words: January, February, March, April, May, June, July, August, September, October, November, December Grammar Vocab: last month, this month, next month Patterns: • What month <u>was last</u> month? • It <u>was November</u> .	Words: South Korea, China, the United States, the United Kingdom, Australia, France, Canada, Mexico Patterns: Future: Positive Statements (going to + verb) • I'm going to go to <u>Canada in July</u> . Chant: They're Going to Go to Australia	Expressing Enthusiasm, Talking About Future Plans: A: I'm so excited! B: <u>Why</u> ? A: We're going to go on vacation this summer. B: Where are you going to go? A: We're going to go to <u>Australia</u> . B: Wow! You'll see a <u>kangaroo</u> ! Value: Be interested in other cultures.	Syllable Counts: • One-syllable words: May, slide • Two-syllable words: pi-lot, Au-gust • Three-syllable words: com-pu-ter, Mex-i-co
Reading 7: Fiction – Interesting Animals of Australia, Critical thinking, Personalization, and Simple Project Activities				
Unit 8 At the Festival	Words: taco, cheeseburger, sausage, kebab, corn on the cob, snow cone, cotton candy, ice-cream sundae Patterns: Future: Negative Statements • I'm not going to eat <u>a snow cone</u> .	Words: watch the parade, go to a concert, drive bumper cars, see a puppet show, go on rides, buy a balloon animal, jump in the bounce house, play a dart game Patterns: Future: Wh Q&A • What are <u>you</u> going to do? • I'm going to <u>go on rides</u> . • What's <u>she</u> going to do? • <u>She's</u> going to <u>go to the concert</u> . Chant: What Are You Going to Do?	Showing Concern, Making Suggestions: A: Look at my <u>balloon</u> ! B: Wow! It's beautiful. A: Oh, no! My <u>balloon popped</u> ! B: Here, take mine. A: Can we <u>buy</u> a new one? B: Sure. Value: Be kind.	Syllable Stress: • Stress first syllable: <u>puppet</u> • Stress second syllable: <u>balloon</u> , <u>computer</u> • Stress third syllable: <u>engineer</u>
Reading 8: Fiction – Jack's Birthday, Critical thinking, Personalization, and Simple Project Activities				

Review 2 (Units 5-8)