



### Unit 1: Introduction to the School Life

15  
Days

Initially, students will discuss introducing themselves at school and answering questions regarding their gender, age, and school information. Eventually, they will translate, correctly pronounce, memorize, and recite the words in the *Pledge of Allegiance*. Meanwhile, students will translate and practice spelling 20 important classroom topic words. Next, they will add -s to many classroom topic nouns to show more than one and practice writing sentences. Afterwards, students will translate and practice spelling 18 school topic words. To conclude, they will take a tour of their school and answer *Where is the?* questions to find a place in their school.



### Unit 2: Understanding Whole Numbers

15  
Days

To start with, students will identify whole numbers. They will identify odd and even numbers. Subsequently, students will recognize place value. They will read and write whole numbers. Next, students will compare and order whole numbers. After this, they will round whole numbers. As a final point, students will solve problems by reading a table and apply whole numbers to computer data entry.



### Unit 3: Home and Family

10  
Days

At first, students will translate 20 house topic words and practice spelling them. They will use *in the...* to answer questions about locations. Afterwards, students will look at the house topic picture and write sentences that ask and answer questions about what they see. Then, they will take pictures of various objects in their houses and create a poster that represents their house with the objects that they have learned to comprehend. Next, students will translate 12 family topic words and practice spelling them. They will add an apostrophe "s" to a person to show ownership. Eventually, students will write sentences that describe their family. As a final point, they will gather information about the names of their immediate and extended family and create their own family tree.



## Unit 4: Adding Whole Numbers

10  
Days

To begin with, students will add whole numbers. Then they will add larger numbers. Eventually, students will add with regrouping. Afterwards, they will estimate sums. Subsequently, students will solve problems using addition. Finally, they will apply addition to counting calories.



## Unit 5: Community

15  
Days

First, students will translate and spell 20 city topic words. Then, they will use *close to* and *far from* to tell where something is. Next, students will write sentences that talk about the city. Meanwhile, they will create an imaginary city and illustrate a map using city topic words as their guides. Second, students will translate and spell 20 suburban topic words. They will use color words to describe nouns in a sentence. Eventually, students will define their suburban neighborhood by creating and writing a poem/song and presenting it orally. Thirdly, they will translate and spell 20 rural topic words. Then, students will use *inside* and *outside* to tell where something is and write sentences. At last, students will listen to country music and pick out words they have learned and write them down.



## Unit 6: Subtracting Whole Numbers

10  
Days

First, students will subtract whole numbers. Then they will subtract larger numbers. Next, students will subtract with regrouping. Eventually, they will subtract from zeros. Additionally, students will solve word problems using subtraction. Finally, they will apply subtraction to monthly expenses.



## Unit 7: Jobs and Occupations

5 Days

To start with, students will translate and practice spelling 18 people at work topic words. Then, they will write sentences describing jobs using a present tense verb. Next, students will explore different qualities needed for various occupations. Lastly, they will then read a short fictional story about an employment service, research possible wanted occupations, and devise a job interview scenario.



## Unit 8: Multiplying Whole Numbers

15 Days

Initially, students will multiply whole numbers. Then, they will multiply larger numbers. Next, students will multiply with regrouping. They will multiply numbers by 10, 100, and 1,000. In addition, students will multiply by numbers that contain zero. They will also solve word problems using multiplication. Eventually, students will solve two-part word problems. In conclusion, they will apply multiplication to counting items for inventory.



## Unit 9: Health

20 Days

First of all, students will translate and practice spelling words associated with the human body. Then, they will write sentences using *my* to tell what belongs to their body. Secondly, students will learn to tell what body parts *do* by using the word *function* to ask what body parts do. Next, they will also learn to use *for example* to support ideas about their five senses. They will then translate and practice spelling words associated with the hospital. Students will finally write about now by using *is* and an action verb + *-ing* to tell what people are doing now in the hospital.

## Unit 10: Dividing Whole Numbers

15  
Days

First, students will divide whole numbers and larger numbers. Next, they will divide problems that involve remainders. In addition, students will learn how to check division problems. They will also use estimating to choose the best answer. Eventually, students will solve word problems using division and operation. In the end, they will apply division to find miles per gallon.



## Unit 11: Vegetables and Fruits

10  
Days

To begin with, students will translate and practice spelling words related to the topics of vegetable and fruit. Then, they will write sentences answering the question *Have you tried...?* to find out about foods people eat. Next, students will also create questions and answers that use *like* and *dislike* to tell their opinions about fruit. Lastly, they will pick a vegetable or a fruit to develop a mystery description for the entire class to decode.



## Unit 12: Environment

10  
Days

For a start, students will translate and practice spelling words related to animals, weather, and the 50 US states. Subsequently, they will write sentences that talk about differences by adding *-er* to some adjectives to compare two domestic animals. They also will learn to talk about needs by writing sentences using *has to* and *have to* + a verb to talk about what animals need. As a final point, students will explore the weather patterns in one assigned US state. They will finally write sentences using *was* and *last* to write about weather in the past.