

Month	# of Days	Core Standard	Strand	Topic	Content	Skills	Activities	Assessments
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Subject: ELA

AUG.	8	SL.6.1 L.6.1 SL.6.2 RI.6.4 L.6.4 RI.6.1 RI.6.10	Reading, listening and speaking, language foundation skills	Who I am? Expresses ideas and feelings. Growing together. Language and grammar Kids like me	My new home. Use statements with Am, Is and Are. Make a Self-Portrait. Find out how a girl feels about her new home. When I grow up Express ideas and Feelings – Act it out. Voices of the Immigrant Experiences Listen to Teens	Students practice techniques to be more effective and strategic readers Acquiring questioning and researching skills. The students will be encouraged to participate in the formation of topics like friendship, growing up together, introducing people etc., and the direction of the lesson will follow the students’ interest. Skimming for general ideas; looking for connections to a pre-selected topic; learning grammar and acquiring vocabulary. Deliver ideas effectively. Identifying the sequence of events in spoken English;	Reading Fluency and Intonation Improve Accuracy and Rate Improve Intonation Activities Improve Phrasing Activities Engage in Discussions Getting to know each other Reading comprehension DIGITAL LIBRARY Listen to Teens myNGconnect.com Connect Anticipation Guide.	Five Minute Tests In-Class Mini Tests: Multiple-choice Tests Optional Assessment Write an article for a magazine. Make a comic book/ short story book/ novel. Class Performance: Participation, attendance, attitude towards teachers, behavior, willingness to learn Special Class Activities/Projects: Speaking Club /ESL Activities Reading Club/Activities PowerPoint Presentation in groups Choose a relevant topic and make a PowerPoint presentation. Peer to peer evaluation
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				Language and grammar, continued.	<p>Picture Prompt Ask and Answer Questions.</p>	<p>understanding new words from the context.</p> <p>Convey significant ideas through reading and speaking</p> <p>Synthesize and summarize the information.</p> <p>Listening and reading for gist and specific information.</p> <p>Skill levels and targets have been set to help the students’ process and evaluate complex information and ideas through speaking and listening activities and by the use of additional materials if appropriate.</p>	<p>READING QUIZ Quizzes will be given at the beginning of class or online and cover the assigned chapter.</p> <p>Improve expression</p> <p>EXTRA READING PRACTICE Reading Fluency and Intonation Practice Intonation: “Growing together”</p>	<p>Creative Thinking Making models and its description BEST SPEAKER OF THE MONTH One-minute Speech Give a speech about a relevant topic</p> <p>PRONUNCIATION & INTONATION CORRECTION AND ASSESSMENT. Tongue Twister</p> <p>CHECK STUDENTS’ READING SKILLS Read out loud to check the intonation and pronunciation</p> <p>Role-play and conversation practice</p> <p>CHECK STUDENTS’ SPEAKING SKILLS Mini-Oral Tests. [Especially for weak students]</p> <p>Online Assessments British Council Online Assessments</p> <p>Free English tests for all</p>

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								levels Free English level Testing Services.
SEPT.	8	L.6.1 SL.6.1.c RI.6.1 RI.6.7	Reading, listening and speaking, language foundation skills	Expository Nonfiction Familiar places Pages– 48 to 54 Chinatown in New York City. Familiar food, clothes, sounds, language, celebration. Use Questions and Statements Photo of your family. Photo from a magazine. Use questions and statement. Ask about photos P.27 -29. Use statements and commands	Familiar places in Hochiminh city or in Vietnam or in your hometown. Chinatown in New York City. Familiar food, clothes, sounds, language, celebration. Use Questions and Statements Photo of your family. Photo from a magazine. Use questions and statement. Ask about photos P.27 -29. Use statements and commands	Learning how to analyse events and ideas in fiction and nonfiction. Analyse plot. Analyse main idea and details. Introduce to synonyms and their connotative meanings. Research a topic from various sources An important focus of the speaking and listening sections is the presentation of academic face to face discussions, discussions in small groups, and whole-class settings. Learn how to give commands.	EXTRA READING PRACTICE Reading Fluency and Intonation Practice expression: “Kids like me” Practice Phrasing:” familiar places” Create a Character Describing people and places [Unit – 4 - IP] Extra reading Fluency - Folk Tale The Forgotten Treasure – Find out about a hunter and his family. [Unit – 5] Act out a market scene Engage in Discussions Group Talk –	Five Minute Tests In-Class Mini Tests: Multiple-choice Tests Optional Assessment Write an article for a magazine. Make a comic book/ short story book/novel. Class Performance: Participation, attendance, attitude towards teachers, behavior, willingness to learn Special Class Activities/Projects: Speaking Club/Activities Reading Club/Activities PowerPoint Presentation in groups Choose a relevant topic and make a PowerPoint presentation.

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				Neighborhood P.44,45	<p>Give commands</p> <p>Unit- 1 Digital Library (Build background).</p>	<p>Deliver ideas effectively.</p> <p>Learning how to form speaking topics like familiar places in Hochiminh city, Vietnam, abroad etc., and the direction of the lesson will follow the students' interest</p> <p>Listening for gist and specific information</p> <p>Build reading power.</p> <p>Oral reading fluency practice.</p> <p>Professional model of fluent reading</p> <p>Learning how to participate in discussions.</p> <p>Respond to and interpret visuals</p>	<p>Forgotten Treasure. [Unit – 5]</p> <p>READING QUIZ Quizzes will be given at the beginning of class or online and cover the assigned chapter or readings</p> <p>Practice expression: “The secret water”</p>	<p>Peer to peer evaluation</p> <p>Creative Thinking Making models and its description</p> <p>BEST SPEAKER OF THE MONTH One-minute Speech Give a speech about a relevant topic</p> <p>PRONUNCIATION & INTONATION CORRECTION AND ASSESSMENT. Tongue Twister</p> <p>CHECK STUDENTS' READING SKILLS Read out loud to check the intonation and pronunciation</p> <p>Role-play and conversation practice</p> <p>CHECK STUDENTS' SPEAKING SKILLS Mini-Oral Tests. [Especially for weak students]</p> <p>Online Assessments British Council Online</p>

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OCT.	7	RI.6.1 RI.6.2 RI.6.5 RI.6.7 RI.6.10 RI.6.7 SL.6.2 L.6.1.a L.6.1.c L.6.1.d SL.6.1.c	Reading, listening and speaking, language foundation skills	Express needs and wants How to express needs and wants How do we depend on Earth's resources? Living with volcanoes A dangerous surprise	We need water. Listen to the song – "We need water" Use nouns Spelling rules. Focus on Reading Focus on Vocabulary Discuss how we use water A dangerous job Volcanoes on Earth Living with volcanoes Mount St. Helens A Force on Earth	Students practice techniques to be more effective and strategic readers. Learn how the strategy works. Learn to relate words. The students will be encouraged to participate in the formation of topics like How do we depend on Earth's resources and the direction of the lesson will follow the students' interest. Listening for gist and specific information Learning how to participate in discussions. Respond to and interpret visuals	Build background Visit a village. Digital Library and all Web Links Go to myNGconnect.com Villagers collect water from a river. Make and play a memory game. Page – 73 Digital Library and myNGconnect.com Water covers much of Earth surface. [View the images] RAP AND FACTS ACTIVITY Some watery facts Page – 87 RESEARCH/ MEDIA Report on a Volcano ENGAGE IN CONVERSATION Group Talk*	Assessments Five Minute Tests In-Class Mini Tests: Multiple-choice Tests Optional Assessment Write an article for a magazine. Make a comic book/ short story book/novel. Class Performance: Participation, attendance, attitude towards teachers, behavior, willingness to learn Special Class Activities/Projects: Speaking Club/Activities Reading Club/Activities PowerPoint Presentation in groups Choose a relevant topic and make a PowerPoint presentation. Peer to peer evaluation Creative Thinking Making

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				Life returns		<p>Build reading power.</p> <p>Oral reading fluency practice.</p> <p>Professional model of fluent reading</p> <p>Deliver ideas effectively.</p>	<p>Photos of Mount St. Helens *(Group Talk: With a group, look at the photos of the mount St. Helens P.140-141)</p> <p>SPEAKING CLUB A Dangerous job</p> <p>How should we use water?</p> <p>How should be depend on Earth's resources?</p> <p>DO A PROJECT RESARCH/ MEDIA Report on a volcano</p>	<p>models and its description BEST SPEAKER OF THE MONTH One-minute Speech Give a speech about a relevant topic</p> <p>PRONUNCIATION & INTONATION CORRECTION AND ASSESSMENT. Tongue Twister</p> <p>CHECK STUDENTS' READING SKILLS Read out loud to check the intonation and pronunciation</p> <p>Role-play and conversation practice</p> <p>CHECK STUDENTS' SPEAKING SKILLS Mini-Oral Tests. [Especially for weak students]</p> <p>Online Assessments British Council Online Assessments</p> <p>Free English tests for all levels</p>

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								Free English level Testing Services
NOV.	8	RI.6.10 L.6.5 L.6.5.a L.6.6 SL.6.1.c	Reading, listening and speaking, language foundation skills	Picture prompt Page – 27 - 29 Make connections, ask questions, and determine importance Voices of the immigrant experiences Come to the market	Ask and Answer questions. Ask about Photos Practice Together Where the teens come from? Why did you come to the United States? What is different about living in the United States? Listen to the rap and chime. Prepare to read Learn key vocabulary Page – 46 Practice the words Write a question using one or two	Formal presentations are one important aspect and so is the more informal discussion that takes place as students collaborate to formulate questions, build understanding, and solve problems. Learning how to participate in discussions. Respond to and interpret visuals The students will be encouraged to participate in the formation of topics like the local markets in Vietnam/Asia and the direction of the lesson will follow the students' interest.	DIGITAL LIBRARY Listen to Teens MyNGconnect.com Hard to make friends when you move to another country DIGITAL LIBRARY See How Places Change MyNGconnect.com Every town has its own history. Practice Phrasing: "Film fright" READING FLUENCY & INTONATION ACTIVITY Improve Accuracy and Rate Improve Intonation Activities Improve Phrasing Activities ENGAGE IN DISCUSSIONS	Five Minute Tests In-Class Mini Tests: Multiple-choice Tests Optional Assessment Write an article for a magazine. Make a comic book/ short story book/novel. Class Performance: Participation, attendance, attitude towards teachers, behavior, willingness to learn Special Class Activities/Projects: Speaking Club/Activities Reading Club/Activities PowerPoint Presentation in groups Choose a relevant topic and make a PowerPoint presentation.

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					Key Words.	Build reading power. Oral reading fluency practice. Professional model of fluent reading Deliver ideas effectively.	Work in Groups READING COMPREHENSION	Peer to peer evaluation Creative Thinking Making models and its description BEST SPEAKER OF THE MONTH One-minute Speech Give a speech about a relevant topic PRONUNCIATION & INTONATION CORRECTION AND ASSESSMENT. Tongue Twister CHECK STUDENTS' READING SKILLS Read out loud to check the intonation and pronunciation Role-play and conversation practice CHECK STUDENTS' SPEAKING SKILLS Mini-Oral Tests. [Especially for weak students] Online Assessments British Council Online Assessments

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				Familiar food	<p>United States</p> <p>Find all different kinds of food in Hochiminh city.</p> <p>Research Washington, DC, has a community known as Little Ethiopia.</p>	<p>Learning how to participate in discussions.</p> <p>Respond to and interpret visuals</p> <p>Deliver ideas effectively.</p>		<p>and make a PowerPoint presentation.</p> <p>Peer to peer evaluation Creative Thinking Making models and its description</p> <p>BEST SPEAKER OF THE MONTH One-minute Speech Give a speech about a relevant topic</p> <p>PRONUNCIATION & INTONATION CORRECTION AND ASSESSMENT. Tongue Twister</p> <p>CHECK STUDENTS' READING SKILLS Read out loud to check the intonation and pronunciation</p> <p>Role-play and conversation practice</p> <p>CHECK STUDENTS' SPEAKING SKILLS Mini-Oral Tests. [Especially for weak students]</p>

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								Online Assessments British Council Online Assessments Free English tests for all levels Free English level Testing Services
JAN.	8	SL.6.1a RI.6.3 RI.6.7 RL.6.9 SL.6.2 L.6.4	Reading, listening and speaking, language foundation skills Listening	Build background Elaborate on what people in the US/Europe usually eat	Visit a Village. The Secret Water (Continued). Familiar food. Unit – 2 (Elaborate)	Convey important ideas through writing and speaking Distinguishing different perspectives Synthesizing the information gathered into a summary. The students will be encouraged to participate in the formation of topics like what people in the USA/ Europe eat and the direction of the lesson will follow the students’ interest. Students will take notes and develop note making skills.	DIGITAL LIBRARY MyNGconnect.com Villagers collect water from a river (View the video) READING FLUENCY & INTONATION ACTIVITY Improve Accuracy and Rate Improve Intonation Activities Improve Phrasing Activities ENGAGE IN DISCUSSIONS Work in Groups READING COMPREHENSION	Five Minute Tests In-Class Mini Tests: Multiple-choice Tests Optional Assessment Write an article for a magazine. Make a comic book/ short story book/novel. Class Performance: Participation, attendance, attitude towards teachers, behavior, willingness to learn Special Class Activities/Projects: Speaking Club/Activities Reading Club/Activities

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						Build reading power. Oral reading fluency practice. Professional model of fluent reading Learning how to participate in discussions. Respond to and interpret visuals Deliver ideas effectively.		PowerPoint Presentation in groups Choose a relevant topic and make a PowerPoint presentation. Peer to peer evaluation Creative Thinking Making models and its description BEST SPEAKER OF THE MONTH One-minute Speech Give a speech about a relevant topic PRONUNCIATION & INTONATION CORRECTION AND ASSESSMENT. Tongue Twister CHECK STUDENTS' READING SKILLS Read out loud to check the intonation and pronunciation Role-play and conversation practice CHECK STUDENTS' SPEAKING SKILLS Mini-Oral Tests.

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FEB.	8	L.6.4.b RI.6.7 SL.6.2 SL.6.1 L.6.1.a RI.6.4 L6.4 RI.6.4 L6.6	Reading, listening and speaking, language foundation skills	Storm safety Natural forces Focus on vocabulary Talk about it Discuss Vacations Surfing the	Learn the vocabulary: Storm safety. The flood of 1993 How should people deal with the forces of nature? Engage in Conversation. Engage in Conversation. Use subject pronouns The Banzai Pipeline Oahu, Hawaii Reading strategies	Skill levels and targets have been set to help the students’ process and evaluate complex information and ideas through speaking and listening activities and by the use of additional materials if appropriate. The students will be encouraged to participate in the formation of topics like how to engage in conversation and the direction of the lesson will follow the students’ interest. Build reading power.	<p>DIGITAL LIBRARY MyNGconnect.com Volcano Mount St. Helens erupted. (View the video)</p> <p>RESEARCH/MEDIA Report on a volcano</p> <p>ENGAGE IN CONVERSATION Group talk: Mount St. Helens</p>	<p>Five Minute Tests In-Class Mini Tests: Multiple-choice Tests</p> <p>Optional Assessment Write an article for a magazine.</p> <p>Make a comic book/ short story book/novel.</p> <p>Class Performance: Participation, attendance, attitude towards teachers, behavior, willingness to learn</p> <p>Special Class Activities/Projects: Speaking Club/Activities Reading Club/Activities</p>

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				Pipelines (Reading Handbook)		Oral reading fluency practice.		PowerPoint Presentation in groups Choose a relevant topic and make a PowerPoint presentation.
				Use word parts	Base words and suffixes Define Compound words	Professional model of fluent reading Deliver ideas effectively.	ESL ACTIVITY GO BEYOND THE LITERAL MEANING Model how to figure out the meaning	Peer to peer evaluation Creative Thinking Making models and its description BEST SPEAKER OF THE MONTH One-minute Speech Give a speech about a relevant topic
				Making Faces Full of Spirit [Unit 8]	Author's Point of View. Steps in a Process			PRONUNCIATION & INTONATION CORRECTION AND ASSESSMENT. Tongue Twister CHECK STUDENTS' READING SKILLS Read out loud to check the intonation and pronunciation Role-play and conversation practice CHECK STUDENTS' SPEAKING SKILLS Mini-Oral Tests. [Especially for weak

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								students] Online Assessments British Council Online Assessments Free English tests for all levels
MAR.	7	SL.6.1 SL.6.1. d L.6.1 RL.6.4 RL.6.1 RL.6.6 RL.6.10	Reading, listening and speaking, language foundation skills	Develop Your Talent. [Unit – 8 - IP] Make comparisons – What’s the difference? Express Opinions –	Use the context to figure out the meaning of words or phrases. The Cure. The United States and the Dominican Republic. Use Pronouns in the subject and Predicate Compare Homes Read & Listen to the information Listen to the opinions and discuss.	Skill levels and targets have been set to help the students’ process and evaluate complex information and ideas through speaking and listening activities and by the use of additional materials if appropriate. Learning how to make comparisons. Learning how to use pronouns correctly. The students will be encouraged to participate in the formation of topics like “Differences between developed countries and	DIGITAL LIBRARY MyNGconnect.com Tour an Island country – The Dominican Republic in Caribbean Sea (View the video) COMPARE COUNTRIES Students work in pairs to make a Venn Diagram Use Chant and Pictures on p.363 MAKE COMPARISONS ACTIVITY Research Homes Allow time for students to look through home design-type magazines or Web	Summative Assessment: Midterm Tests. Five Minute Tests In-Class Mini Tests: Multiple-choice Tests Optional Assessment Write an article for a magazine. Make a comic book/ short story book/novel. Class Performance: Participation, attendance, attitude towards teachers, behavior, willingness to learn Special Class Activities/Projects: Speaking Club/Activities

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				Myanmar and other countries (Unit – 6)	<p>Discuss about the culture and customs of countries in Southeast Asia</p> <p>⚠️ (Avoid discussions about Politics / Vietnamese government).</p>	<p>developing countries in Asia and Europe” and the direction of the lesson will follow the students’ interest. Build reading power.</p> <p>Oral reading fluency practice.</p> <p>Professional model of fluent reading</p> <p>Learning how to participate in discussions.</p> <p>Respond to and interpret visuals</p> <p>Deliver ideas effectively.</p>	<p>sites in-order to choose their two homes.</p> <p>DO A PROJECT & MAKE A POWERPOINT PRESENTATION</p> <p>Neighbouring countries of Vietnam.</p> <p>DISCUSS ABOUT THE CULTURE AND CUSTOMSof countries in Southeast Asia</p>	<p>Reading Club/Activities</p> <p>PowerPoint Presentation in groups Choose a relevant topic and make a PowerPoint presentation.</p> <p>Peer to peer evaluation Creative Thinking Making models and its description</p> <p>BEST SPEAKER OF THE MONTH One-minute Speech Give a speech about a relevant topic</p> <p>PRONUNCIATION & INTONATION CORRECTION AND ASSESSMENT. Tongue Twister</p> <p>CHECK STUDENTS’ READING SKILLS Read out loud to check the intonation and pronunciation</p> <p>Role-play and conversation practice</p> <p>Online Assessments</p>

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								<p>British Council Online Assessments</p> <p>Free English tests for all levels</p>
APR.	8	<p>SL.6.1</p> <p>RI.6.8</p> <p>RL.6.4</p> <p>RI.6.4</p> <p>L.6.4</p>	<p>Reading, listening and speaking, language foundation skills</p>	<p>The sky as a natural resource (Unit-7 p-458,459)</p> <p>Preserving the Rural Environment (Unit-7 p-466)</p> <p>Natural Forces (Unit – 3)</p>	<p>A star-filled sky</p> <p>History of the Problem.</p> <p>Snyder Ville Basin, Utah</p> <p>Main Idea and Details</p> <p>Author’s Claim</p> <p>A Dark Storm</p> <p>The First Dust Storm</p> <p>How a Volcano Erupts (Unit – 3 p-137)</p>	<p>Students will gain knowledge of new vocabulary and concepts They will demonstrate skill by using the language accurately</p> <p>The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.</p> <p>Oral reading fluency practice.</p> <p>Professional model of fluent reading</p> <p>Learning how to participate in discussions.</p>	<p>EXTRA READING ACTIVITY AND PROJECT</p> <p>Fleeing Katrina</p> <p>Last Days in St. Bernard Parish.</p> <p>Just Darkness and the Cry of a Million Crickets</p> <p>COMPARE MEDIA ACCOUNTS</p> <p>Internet myNGconnect.com</p> <p>Find an article about Hurricane Katrina</p> <p>Analyze Accounts</p> <p>Compare Accounts</p> <p>GIVE ADVICE AND COMMANDS ACTIVITY</p>	<p>Five Minute Tests</p> <p>In-Class Mini Tests: Multiple-choice Tests</p> <p>Optional Assessment</p> <p>Write an article for a magazine.</p> <p>Make a comic book/ short story book/novel.</p> <p>Class Performance: Participation, attendance, attitude towards teachers, behavior, willingness to learn</p> <p>Special Class Activities/Projects:</p> <p>Speaking Club/Activities</p> <p>Reading Club/Activities</p> <p>PowerPoint Presentation in groups</p> <p>Choose a relevant topic and make a PowerPoint</p>

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					<p>Dialogue – After the Hurricane</p> <p>Review – Discuss Natural Forces</p>	<p>Respond to and interpret visuals</p> <p>Deliver ideas effectively.</p> <p>The students will be encouraged to participate in the formation of topics like “how to preserve the rural environment” and the direction of the lesson will follow the students’ interest.</p> <p>Learn how to give advice.</p> <p>Skills needed to brainstorm dangerous situations that people might face</p>	<p>Role-Play: (Unit- 3 p.185)</p> <p>Use helping verbs Refer: EARTHQUAKE (Unit- 3 p.167)</p> <p>RAP & CHIME ACTIVITY Sing along and Listen to the rap and chime in EARTHQUAKE (Unit- 3 p.167)</p> <p>MAKE FLASH CARDS Share safety tips</p> <p>MAKE AN IDEA CHART Take turns giving advice for different situations on the chart.</p> <p>Refer the Idea chart on p.169</p> <p>DIGITAL LIBRARY MyNGconnect.com Discuss the Great Quake – Buildings collapsed after the earthquake in 1906</p>	<p>presentation.</p> <p>Peer to peer evaluation Creative Thinking Making models and its description BEST SPEAKER OF THE MONTH One-minute Speech Give a speech about a relevant topic</p> <p>PRONUNCIATION & INTONATION CORRECTION AND ASSESSMENT. Tongue Twister</p> <p>CHECK STUDENTS’ READING SKILLS Read out loud to check the intonation and pronunciation</p> <p>Role-play and conversation practice</p> <p>Online Assessments British Council Online Assessments</p> <p>Free English tests for all levels</p>

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							(View the images) READING FLUENCY ACTIVITY Intonation: read the passage on p.566 to a partner. Assess your fluency DO A PROJECT & MAKE A POWERPOINT PRESENTATION Research - Earthquakes in the USA and Asia.	
MAY	6	RL.6.1 RL.6.2 SL.6.1 RL.6.4 RI.6.4 L.6.4	Reading, listening and speaking, language foundation skills	What causes Light Pollution? Animals at Risk	Bad light fixtures Usage of electricity world wide Power plants Light pollution harms wildlife Light pollution harms birds that migrate at night Viewing: Photo of the birds. Light pollution is	Students will gain knowledge of new vocabulary and concepts They will demonstrate skill by using the language accurately The students will be encouraged to participate in the formation of topics like “Wild Animals at Risk and what causes light pollution” and the direction of the lesson will follow the	(View the images) READING FLUENCY ACTIVITY Intonation: read the passage on p.566 to a partner. Assess your fluency DO A PROJECT & MAKE A POWERPOINT PRESENTATION Research - Earthquakes in the USA and Asia. CONDUCT RESEARCH Find out about an environmental issue. Refer p.468 Look for articles or ads in magazine or other media. ROLE-PLAY Persuade the mayor Refer p.469 Use prepositional phrases in your role-play.	Summative Assessment Final Exam. Five Minute Tests In-Class Mini Tests: Multiple-choice Tests Optional Assessment Write an article for a magazine. Make a comic book/ short story book/novel. Class Performance: Participation, attendance, attitude towards teachers,

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				Turtles in Danger	bad for turtles Light pollution is bad for nocturnal animals. Taking Back the Night	students' interest. Listening for gist and specific information Build reading power. Oral reading fluency practice.	EXTRA READING PRACTICE John F. Kennedy's Speech on Going to the Moon	behavior, willingness to learn Special Class Activities/Projects: Speaking Club/Activities Reading Club/Activities
				Light Pollution Turns Night into Day	Lighting laws reduce the problems of light pollution	Professional model of fluent reading Learning how to participate in discussions. Respond to and interpret visuals Deliver ideas effectively. Interviewing skills.	COMPARE ARGUMENTS IN GROUPS Collect and Organize Ideas Not-So-Starry Nights Preserving the Rural Environment John Kennedy's Speech on Going to the Moon	PowerPoint Presentation in groups Choose a relevant topic and make a PowerPoint presentation. Peer to peer evaluation Creative Thinking Making models and its description
				Glossary –	Symbols for Consonant Sounds. Symbols for Short Vowel Sounds.	Learn how to use special signs to represent the different sounds made	DO A PROJECT & MAKE A POWERPOINT PRESENTATION What can we learn from stars? Reading Fluency and Intonation So much to discover on Earth (Unit – 5)	BEST SPEAKER OF THE MONTH One-minute Speech Give a speech about a relevant topic PRONUNCIATION & INTONATION CORRECTION AND ASSESSMENT. Tongue Twister CHECK STUDENTS' READING SKILLS

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				Pronunciation key	<p>Symbols for Long Vowel Sounds.</p> <p>Symbols for R-controlled Sounds</p> <p>Symbols for Variant Vowel Sounds</p> <p>Miscellaneous Symbols</p> <p>Refer: Pronunciation Key on p.582</p>	<p>by the voice in speech</p> <p>Learning to comprehend how words are pronounced simply by looking at their spelling.</p>	<p>Interview a partner</p> <p>Different kinds of pollution.</p> <p>ESL PRONUNCIATION ACTIVITY</p> <p>Practice in Groups</p> <p>Print an International Phonetic Alphabet (IPA*) Card and correct the sounds your partner makes:</p> <p>(Show the system of symbols for showing how words are pronounced and correct the sounds if your partner is wrong)</p> <p>The Wonder Ship (Unit – 5)</p> <p>Dive into Monterey Bay</p> <p>Make a Presentation</p> <p>Global warming and Pollution</p> <p>Get the Facts</p> <p>Ask for and give information.</p>	<p>Read out loud to check the intonation and pronunciation</p> <p>Role-play and conversation practice</p> <p>CHECK STUDENTS' SPEAKING SKILLS</p> <p>Mini-Oral Tests. [Especially for weak students]</p> <p>Online Assessments</p> <p>British Council Online Assessments</p> <p>Free English level Testing Services.</p>

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Subject: Writing

AUG.	8	<p>Topic 1: W.2.d, W.3, W.3.d</p> <p>Topic 2: W.3, W.3.d, W.5.a.</p> <p>Topic 3: W.3, W.3.c, W.3.d</p>		Unit 1: Finding Your Own Place	<p>Paragraph: Topic-and-Details, Claim and Support, Main Idea and Details</p> <p>1. Write About Someone You Know</p> <p>2. Write a Message</p> <p>3. Write about a Special Event</p>	<p>a. Writing – The students will write about the following: Write about someone you know, Write a message, and Write about a special event.</p> <p>b. Brainstorming – Students will gather ideas about the given topics before writing their drafts.</p> <p>c. Using complete sentences and a variety of sentences including statements, exclamations, and commands to communicate ideas</p> <p>d. Discussing their definitions of home and citing examples based on their experiences</p>	<p>Unit 1 Introductory Question: What defines home?</p> <p>Topic 1 Write About Someone You Know</p> <p>a. Practice using the correct descriptive words – Looking at the photos, students will use the appropriate words to describe them.</p> <p>b. Construct their own sentences using descriptive words</p> <p>c. Comparison and analysis of the model paragraphs</p> <p>d. Complete the paragraph plan based on the model paragraph</p> <p>e. Planning, writing their drafts and writing their paragraphs</p> <p>Topic 2 Write a Message</p> <p>a. Given questions: Who do you think are in the photos? What are they thinking about?</p> <p>b. Practice writing sentences – Scenario: Imagine you have a new friend you met online. What questions will you ask? Write three questions.</p>	<p>a. Short quizzes include sentence construction, grammar and paragraph development.</p> <p>b. Oral Recitation – questions about the topic will be asked during class discussion.</p> <p>c. Complete the paragraph plan – Students will be asked to complete the paragraph plans. These will guide them in organizing their ideas and understanding the content of the paragraph.</p> <p>d. Learning Log – At the end of every topic, the students write between the topic and their lives, or</p>
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Month	# of Days	Core Standard	Strand	Topic	Content	Skills	Activities	Assessments
						<p>e. Describing events in the photos and using appropriate descriptive words to describe a friend</p>	<p>c. Comparison and analysis of the model paragraphs d. Complete the paragraph plan based on the model paragraph e. Planning, writing their drafts and writing their paragraphs</p> <p>Topic 3 Write about a Special Event a. Given three different events in the photos, students will describe them orally. Then they choose one of the photos and write in complete sentences what they do during the event. b. Discussion of the grammar points highlighted in the model paragraphs c. Complete the paragraph plan based on the model paragraph d. Planning, writing their drafts and writing their paragraphs</p> <p>Other Activity: - Vocabulary Review</p>	<p>write a question about the topic.</p> <p>e. Homework – Add two statements to the Better model paragraph. Make the statements clear by adding details.</p> <p>f. Writing tasks – Write about the following: Write about someone you know, Write a message, and Write about a special event.</p>
SEPT.	8	<p>Topic 1: W.3, W.2.d, W.3.d</p> <p>Topic 2: W.2.b, W.3,</p>		Unit 2: Water for Life	<p>Sequence Paragraph, Explanatory Paragraph</p> <p>1. Write about a Situation</p>	<p>a. Writing – The students will write about the following: Write about a situation, Write about water, and Write about a day at a river</p>	<p>Unit 2 Introductory Question – How do we depend on Earth’s Resources?</p> <p>Topic 1 Write about a Situation a. Looking at the photos, students will answer this question: What do these</p>	<p>a. Oral recitation – Identify the different bodies water and comparison of one body of water to the other, for instance river vs.</p>

Month	# of Days	Core Standard	Strand	Topic	Content	Skills	Activities	Assessments
		W.3.d Topic 3: W.3, W.3.d, W.4.a			2. Write about Water 3. Write about a Day at a River	b. Using correct spellings of plural nouns and precise action verbs c. Expressing complete thoughts and writing complete sentences d. Being able to relate the topic, water, to their own daily uses and its importance to their lives e. Brainstorming – Students will gather ideas in groups or in pairs f. Prewriting includes completing the writing plan, and outlining their ideas. g. Writing drafts and editing paragraphs	people need? b. Video about water scarcity (https://www.youtube.com/watch?v=iRGZOCaD9sQ) c. Choosing 3 from the given list of nouns, students will use them to write complete sentences about the photos. d. Comparison and analysis of the model paragraphs e. Complete the paragraph plan based on the model paragraph f. Planning, writing their drafts and writing their paragraphs Topic 2 Write about Water a. In pairs, students will discuss their ideas about the photo with a partner. b. Identifying errors in the paragraph – incomplete sentences c. In groups, students will be assigned to write their ideas about ocean, lake, river or stream. d. Comparison and analysis of the model paragraphs e. Complete the paragraph plan based on the model paragraph f. Planning, writing their drafts and writing their paragraphs Topic 3 Write about a Day at a	Lake- Students will list and discuss how they use water in their everyday life. - They will define nouns and their uses. b. Short quizzes about nouns and identifying paragraph errors. c. Learning Log – At the end of every topic, the students write between the topic and their lives, or write a question about the topic. d. Homework – List the uses of water in your everyday life - Add two statements to the Better model paragraph. Make the statements clear by adding details. e. Writing Tasks –

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							River a. Share an experience – Students will recall and tell the class the time they spend at a river. b. Identifying errors in the paragraph – incomplete sentences c. Comparison and analysis of the model paragraphs e. Complete the paragraph plan based on the model paragraph f. Planning, writing their drafts and writing their paragraphs - Other Activity: Vocabulary Review.	1) Students will write about this situation: Imagine a time when you did not have enough water. 2) Students will write a paragraph about ocean, river, lake or stream. 3) They will write about people who spend a day at a river.
OCT.	8	Topic 1 W.3, W.3.d Topic 2 W.3, W.3.d Topic 3 W.3, W.3.d		Unit 3: Natural Forces	Friendly Letter, Personal Narrative 1. Write about an Interesting Place 2. Write about a Natural Disaster 3. Write Advice	a. Writing – The students will write about the following: Write about an interesting place, Write about a natural disaster, and Write advice b. Using subject pronouns in place of the subject correctly b. Constructing clear sentences	Unit 3 Introductory Question – How should people deal with the forces of nature? Topic 1 Write about an Interesting Place a. Discuss an interesting place – In pairs, students will tell their partners about interesting places in their country. b. Do you find the photo interesting? – Students will write 2 sentences about what they can see in the photo. c. Comparison and analysis of the model paragraphs	a. Oral recitation – Students will discuss the following in class a) an interesting place in their country b) about the natural disaster video c) advice to people who experience natural disaster b. Short quizzes include sentence construction, grammar and paragraph development.

Month	# of Days	Core Standard	Strand	Topic	Content	Skills	Activities	Assessments
					<p>c. Expressing advice with the use of correct modals</p> <p>d. Being able to relate the topic, water, to their own daily uses and its importance to their lives</p> <p>e. Brainstorming – Students will gather ideas in groups or in pairs</p> <p>f. Prewriting includes completing the writing plan, and outlining their ideas.</p> <p>g. Writing drafts and editing paragraphs</p>	<p>e. Complete the paragraph plan based on the model paragraph</p> <p>f. Planning, writing their drafts and writing their paragraphs</p> <p>Topic 2 Write about a Natural Disaster</p> <p>a. Video about natural disasters will be shown to the students.</p> <p>b. Name the disaster – Students will name the disasters in the photos.</p> <p>c. Students will answer these questions: What natural disasters have people in Vietnam experienced? Have your family experienced a heavy storm or any natural disasters? What have you and your family done?</p> <p>Topic 3 Write Advice</p> <p>a. Scenario: Imagine the people in the photos are your friends or neighbors, what advice can you give them?</p> <p>b. Students will complete the writing plan using the sample letter of advice.</p> <p>c. Comparison and analysis of the model paragraphs</p> <p>e. Complete the paragraph plan based on the model paragraph</p> <p>f. Planning, writing their drafts</p>	<p>c. Complete the paragraph plan – Students will complete the paragraph plan using the sample letter of advice.</p> <p>d. Learning Log – At the end of every topic, the students write between the topic and their lives, or write a question about the topic.</p> <p>e. Homework – Complete these information about a natural disaster: Name of Disaster</p> <p>When does it usually occur?/ Which part of your country is affected?/ How does it affect people?</p> <p>f. Writing tasks – Write about the</p>	

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							and writing their paragraphs Other Activity: Vocabulary Review	following: Write about an interesting place, Write about a natural disaster, and Write advice
NOV.- DEC.	8	<p>Topic 1 Write about a Creepy Situation W.3, W.3.d</p> <p>Topic 2 Write to Compare Creepy Actions W.3, W.3.d</p> <p>Topic 3 Write about a Performance W.3, W.3.d</p>		Unit 4: Creepy Classics	<p>Short Story</p> <p>1. Write about a Creepy Situation</p> <p>2. Write to Compare Creepy Actions</p> <p>3. Write about a Performance</p>	<p>a. Writing – The students will write about the following: Write about a creepy situation, Write to compare creepy actions, Write about a performance</p> <p>b. Using correct descriptive adjectives in describing a creepy situations.</p> <p>c. Using adverbs to add details and to make adjectives and adverbs stronger</p> <p>d. Describing events using participial phrases to provide details</p> <p>e. Brainstorming –</p>	<p>Unit 4 Introductory Question: How can a powerful character inspire a range of reactions?</p> <p>Topic 1 Write about a creepy situation</p> <p>a. Looking at a photo of a haunted house, students will be asked these questions: Have you been to a haunted house before? If not, would you like to go to a haunted house? Why? Why not?</p> <p>b. Tell a creepy story – Students will tell the class their own creepy experience.</p> <p>c. Create sentences about the photo using the given adjectives.</p> <p>Topic 2 Write to Compare Creepy Actions</p> <p>a. Discuss your favorite horror movie – Students will tell the class the horror film that they like.</p> <p>b. Compare these two movies “Annabelle 2” and “The</p>	<p>a. Short quizzes about writing complete sentences, participial phrase, and adjectives.</p> <p>b. Oral recitation – Students will answer questions related to the topic.</p> <p>c. Learning Log – At the end of every topic, the students write between the topic and their lives, or write a question about the topic.</p> <p>d. Complete the paragraph plan – Students will complete the paragraph plans based on the</p>

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						<p>Students will gather ideas in groups or in pairs</p> <p>f. Prewriting includes completing the writing plan, and outlining their ideas.</p> <p>g. Writing drafts and editing paragraphs</p>	<p>Conjuring 2".</p> <p>c. Find the errors in the paragraph – Incomplete sentences</p> <p>Topic 3 Write about a performance</p> <p>a. Question: Have you been in a school play? Which would you prefer – an actor or a spectator? Why?</p> <p>b. Discussion of the highlighted grammar points.</p> <p>Other Activities:</p> <ul style="list-style-type: none"> - Vocabulary Review - Comparison and analysis of the model paragraphs - Complete the paragraph plan based on the model paragraph - Planning, writing their drafts and writing their paragraphs 	<p>model paragraphs.</p> <p>e. Homework – Draw an imaginary creepy place and create a short story about the place.</p> <p>f. Writing Tasks – Write about a creepy situation, Write to Compare Creepy Actions, and Write about a performance</p>
JAN.- FEB.	8	<p>Topic 1: W.3, W.3.d</p> <p>Topic 2: W.3, W.3.d</p> <p>Topic 3: W.3, W.3.d</p>		Unit 5: The Drive to Discover	<p>Information Report (Writing about Personal discovery)</p> <p>1. Write about the Past</p> <p>2. Write about the Past</p> <p>3. Write about the Past and Present</p>	<p>a. Writing – The students will write about the following: Write about the past, Write about the past, and Write about the past and present</p> <p>b. Constructing sentences with</p>	<p>Unit 5 Introductory Question: How do discoveries change the world?</p> <p>Topic 1 Write About the Past</p> <p>a. Students will discuss the following with their partners: a) What can your remember about your childhood? b)Did you have a happy one? c) What things fascinated you when you</p>	<p>a. Short quizzes include 1) complete the sentences with the correct verb forms 2) create sentences about their childhood 3) correct the verbs in the Paragraph</p>

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					<p>correct tenses of the verbs</p> <p>c. Using correct subject pronouns to easily tell whom the writer is talking about</p> <p>d. Telling in class their discoveries in the past</p> <p>e. Brainstorming – Students will gather ideas in groups or in pairs</p> <p>f. Prewriting includes completing the writing plan, and outlining their ideas.</p> <p>g. Writing drafts and editing paragraphs</p>	<p>were a kid?</p> <p>b. Who discovered the following:</p> <p>Topic 2 Write About the Past</p> <p>a. Talk about your childhood – Students will tell the class about their childhood, including their hobbies and interests.</p> <p>b. Share your discoveries – Students will bring their own discoveries in class, or discuss their own discovery.</p> <p>Topic 3 Write About the past and the present</p> <p>a. Comparison of two photos – Students will compare how people communicate in the past and in the present.</p> <p>b. Complete the chart – How do people travel in the past and at present?</p> <p>Other Activities:</p> <ul style="list-style-type: none"> - Discussion of the grammar points highlighted in the topics - Comparison and analysis of the model paragraphs - Complete the paragraph plan based on the model paragraph - Planning, writing their drafts and writing their paragraphs 	<p>b. Oral Recitation – questions about the topic will be asked during class discussion.</p> <p>c. Learning Log – At the end of every topic, the students write between the topic and their lives, or write a question about the topic.</p> <p>d. Complete the paragraph plan – Students will complete the paragraph plans based on the model paragraphs.</p> <p>e. Homework – Students will answer this question: What do you think is the most important discovery of all? Why?</p> <p>f. Writing Tasks – Write about the</p>	

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							- Vocabulary Review	past, Write about the past, and Write about the past and present
MAR.	8	Topic 1: W.3, W.3.d Topic 2: W.3, W.3.d Topic 3: W.3, W.3.d		Unit 6: Struggle for Freedom	Summary Paragraph, Cause-and-Effect Essay 1. Write about Freedom 2. Write about a New Home 3. Write about Human Rights	a. Writing – The students will write about the following: Write about freedom, Write about a new home, and Write about human rights a. Varying sentences by using pronouns in place of nouns b. Constructing sentences using correct reflexive and intensive pronouns c. Using mix of nouns and pronouns d. Brainstorming – Students will gather ideas in groups or in pairs e. Prewriting includes completing the writing plan,	Unit 6 Introductory Question: How far should people go for the sake of freedom? Topic 1 Write About Freedom a. Looking at the photo, the students will answer these questions: a) What is freedom? Is the woman in the photo free? Why? b. Nelson Mandela or Ho Chi Minh – Who are they? Who is being talked about in the paragraph? Topic 2 Write About a New Home a. Draw your ideal home or your ideal place. Discuss your drawing with a partner. b. Answer these questions: Would you like to live with relatives or would you prefer to live in a house with your parents and siblings only? Why? Topic 3 Write About Human Rights	a. Short quizzes – 1) Correct the subject and object pronouns in the paragraph 2) Correct the three mistakes that you can find in the paragraph 3) Use reflexive and intensive pronouns, and tell whether the pronouns used are reflexive or intensive b. Oral Recitation – questions about the topic will be asked during class discussion. c. Learning Log – At the end of every topic, the students write between the topic and their lives, or write a question about the topic.

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						and outlining their ideas f. Writing drafts and editing paragraphs	a. Students will be shown the photos of Martin Luther King Jr. and Nelson Mandela. They will explain how these people fight for their rights and the rights of others. Other Activities: - Discussion of the grammar points highlighted in the topics - Comparison and analysis of the model paragraphs - Complete the paragraph plan based on the model paragraph - Planning, writing their drafts and writing their paragraphs - Vocabulary Review	d. Complete the paragraph plan – Students will complete the paragraph plans based on the model paragraphs. e. Homework – Students will think about these questions: How important is having freedom? - Would you fight for the freedom of others just like what Uncle Ho and Mandela have done? Why? How? f. Writing Tasks – Write about freedom, Write about a new home, and Write about human rights
APR.	4	Topic 1: Topic 2:		Unit 7: Star Power	Speech, Persuasive Business Letter 1. Write about a Character in Space	a. Writing – The students will write about the following: Write about a character in space, Write	Unit 7 Introductory Question: What can we learn from the stars? Topic 1 Write About a Character in Space	a. Short quizzes – 1) describe the photos using possessive nouns 2) use possessives in sentences

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		Topic 3:			<p>2. Write about an Adventure</p> <p>3. Write about the Night Sky</p>	<p>about an adventure, and Write about the night sky</p> <p>a. Constructing a paragraph using correct possessive nouns</p> <p>b. Adding clarity to written sentences by using possessives correctly</p> <p>c. Using prepositional phrases to create interesting Sentences</p> <p>e. Brainstorming – Students will gather ideas in groups or in pairs</p> <p>f. Prewriting includes completing the writing plan, and outlining their ideas.</p> <p>g. Writing drafts and editing paragraphs</p>	<p>a. Discuss the photos – What do you know about these movies? Who are the main characters? What happens to these movie characters?</p> <p>b. Show a trailer of a movie set in space, like Wall E or Guardians of the Galaxy. Let the students imagine what they might see in space.</p> <p>Topic 2 Write About an Adventure</p> <p>a. Group adventure – Divide the students in groups and ask them to go in an adventure to an imaginary destination. They will discuss the details of their adventures in class.</p> <p>b. Looking at the photo, the students will discuss with their partners what can see in it and write sentences about it using possessive nouns.</p> <p>Topic 3 Write About the Night Sky</p> <p>a. Describe the night sky – In pairs, students will be shown two different photos of the night sky. Student A will describe photo 1 to student B,</p>	<p>3) develop the paragraph using prepositional phrases</p> <p>b. Oral Recitation – questions about the topic will be asked during class discussion.</p> <p>c. Learning Log – At the end of every topic, the students write between the topic and their lives, or write a question about the topic.</p> <p>d. Complete the paragraph plan – Students will complete the paragraph plans based on the model Paragraphs.</p> <p>d. Homework – Add two statements to the Better model paragraph. Make the statements clear by adding</p>

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							and student B will describe photo 2 to student A. b. Develop the paragraph – Students will be given a paragraph. They need to make the paragraph more interesting and convincing. Other Activities: - Discussion of the grammar points highlighted in the topics - Comparison and analysis of the model paragraphs - Complete the paragraph plan based on the model paragraph - Planning, writing their drafts and writing their paragraphs - Vocabulary Review	details. e. Writing Tasks – Write about a character in space, Write about an adventure, and Write about the night sky
MAY	8	Topic 1: Topic 2: Topic 3:		Unit 8: Art and Soul	Editorial, Literary Response 1. Write about Music 2. Write about your Interests 3. Write about Myths	a. Writing – The students will write about the following: Write about music, Write about your interests, and Write about myths a. Fixing fragments by adding missing subjects and missing verbs in predicates b. Blending short and	Unit 8 Introductory Question: What do we learn about people from their artful expressions? Topic 1 Write about Music a. Name the musical instruments – Students will name the musical instruments in the photos. b. Do a survey – Students will complete survey form below: Topic 2 Write about your interests a. Discuss in pairs – What do	a. Short quizzes – 1) write in complete sentences, 2) combining long and short sentences, 3) compound and complex sentences and avoiding run-on Sentences b. Oral Recitation – questions about the topic will be asked during

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					<p>long sentences</p> <p>c. Mixing short, simple sentences with compound and complex sentences</p> <p>d. Brainstorming – Students will gather ideas in groups or in pairs</p> <p>e. Prewriting includes completing the writing plan, and outlining their ideas.</p> <p>f. Writing drafts and editing paragraphs</p>	<p>you enjoy doing? Which of these free-time activities do you like doing? Why?</p> <p>b. Interview your classmates – Student will complete the table using their classmates’ interests.</p> <p>Topic 3 Write about Myths</p> <p>a. Identify the mythical characters – In pairs, students will name the characters shown in the photos.</p> <p>b. Students will discuss other mythological characters in groups. They will share the characters in class.</p> <p>Other Activities:</p> <ul style="list-style-type: none"> - Discussion of the grammar points highlighted in the topics - Comparison and analysis of the model paragraphs - Complete the paragraph plan based on the model paragraph - Planning, writing their drafts and writing their paragraphs - Vocabulary Review 	<p>class discussion.</p> <p>c. Learning Log – At the end of every topic, the students write between the topic and their lives, or write a question about the topic.</p> <p>d. Complete the paragraph plan – Students will complete the paragraph plans based on the model Paragraphs.</p> <p>e. Homework – Add two statements to the Better model paragraph. Make the statements clear by adding details.</p> <ul style="list-style-type: none"> - Practice using conjunctions <p>f. Writing Tasks – Write about music, Write about your interests, and Write about myths</p>	

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