

### Level 3

	Unit 1: Self	Unit 2: Family	Unit 3: School	Unit 4: Food & Drink	Unit 5: Environment	Unit 6: Recreation
<b>Section 1</b>	Introducing Yourself & Others	My Family	Objects	Foods	Places	Activities
<b>Section 2</b>	Illness	Physical Descriptions	Time	Vegetables	Prepositions of Place	Transportation
<b>Section 3</b>	Clothes & Colors	Career	When	Tastes	Natural Places	Wrap-Up & Unit 6 Test
<b>Section 4</b>	Wrap-Up & Unit 1 Test	Work Places	Days of the Week & Schedule	Wrap-Up & Unit 4 Test	Animals	
<b>Section 5</b>		Wrap-Up & Unit 2 Test	Months of the Year		Rules/Signs	
<b>Section 6</b>			Wrap-Up & Unit 3 Test		Wrap-Up & Unit 5 Test	
<b>Section 7</b>						

### Unit 1: Self

Unit	Topic	Standards	Prior Knowledge	Objectives: Students will be able to... with 80% of the class reaching proficiency.	Vocabulary	Structure	Grammar	Notes
3-1.1	Introducing Yourself & Others	F.1.1 F.1.2 F.1.3	happy, sad, hungry, sleepy, ok, cold, hot, thirsty, angry, scared, excited	-verbally state their first name, last name, and nickname -ask someone's first name, last name, and nickname -write their first name, last name, and nickname in sentences -verbally state someone else's first, last, and nicknames are -ask someone else's first, last, and nicknames are -write someone else's first, last, and nicknames are in a complete sentence	full, confused, nervous, sick, calm, embarrassed, shy, lonely, silly	What is your last name? My last name is _____. What is his/her last name? His/Her last name is _____.  What's your full name? My full name is _____.  How do you feel? I feel _____.	Possessive Pronouns	Jealous, Surprised
3-1.2	Illness	F.1.2 F.1.3	Level 2 1-1.3, 1-1.4	-answer the question "What's the matter?" in a complete sentence -verbally identify 6 illnesses when shown a picture -read 6 vocabulary cards when shown a word card	sore throat, headache, broken arm, cold, toothache, stomach ache, fever	What is the matter?! I have a <u>sore throat</u> .	Contraction: I have Verb: to have	Can introduce past tense with this lesson  What was the matter? I had a/an _____.
3-1.3	Clothes & Colors	F.1.1 F.1.2 F.1.3		-verbally identify 6 clothing items in a complete sentence when shown a picture -read 6 vocabulary words when shown a word card -verbally describe a clothing item in a full sentence using color -write a descriptive sentence about clothing -verbally answer the question "What are you wearing?" in a full descriptive sentence -verbally answer the question "What is he/she wearing?" in a full descriptive sentence -read descriptive sentences and find the person in a picture	shirt, socks, skirt, shoes, pants, shorts, dress, belt, hat	What are you wearing? I am wearing a green shirt. What is he/she wearing? He/She is wearing a blue shirt	Pronouns: it, they Subject-Verb Agreement Adjective: color  Pronoun: switching you to I, he/she	Fruit Salad
3-1.4	Wrap-Up & Unit 1 Test							

## Unit 2: Family

Unit	Topic	Standards	Prior Knowledge	Objectives: Students will be able to... with 80% of the class reaching proficiency.	Vocabulary	Structure	Grammar	Notes
3-2.1	My Family	F.1.1 F.1.2 F.1.3	father, mother, brother, sister, mom, dad, brother, sister, grandmother, grandfather, aunt, uncle, me, cousin	-listen to a sentence and choose which family is being spoken about -show a picture of their own family and talk about it	niece, nephew, son, daughter, granddaughter, grandson, husband, wife	How many people are in your family? There are <u>5</u> people in my family. This is my <u>father</u> . That is my <u>father</u> . These are my <u>brothers</u> .	Pronoun: that/this Adjectives: numbers Possessive Pronoun: my, your	
3-2.2	Physical Descriptions	F.1.1 F.1.2 F.1.3	red, white, blue, green, orange, purple, yellow, pink, black, brown, grey long, short	-listen to a description about hair and choose the correct person -verbally describe someone based on their hair -read a sentence about someone's hair and choose the correct person	straight, curly, blonde	Describe him/her/your mother.  He/She has <u>long hair</u> . He/She has <u>long curly brown</u> hair He/She has long curly brown hair and small blue eyes	Pronoun: he/she Verb: to have Adjectives	- Bingo with pictures of different people
3-2.3	Careers	F.1.1 F.1.2	Level 2-2.2 teacher, doctor, farmer, chef, student, nurse, police officer, fire fighter, sales person, driver	-verbally answer the question "What do/does you/your mom do?" in a complete sentence using previous job vocabulary and 6 new words -read 6 vocabulary words when shown a word card -ask the question "What do you want to be?" and answer in a full sentence -read the question "What do you want to be?" and write the answer in a full sentence -verbally identify in a complete sentence what someone will want to do in the future and where based on the taught vocabulary	hairdresser, soldier, singer, librarian, waiter, programmer, athlete, engineer, school director, vet, actor/actress	What do you want to be?  I want to be a _____.	Verb: to do, to be Pronouns: switching you to I, he/she Subject-Verb Agreement	
3-2.4	Workplaces	F.1.1 F.1.2	farm	-identify 9 vocabulary words by pointing to the picture when hearing the word verbally answer the questions "Where do/does you/he/she work?" in a complete sentence using 9 new vocabulary -read 9 vocabulary words when shown a word card -write a sentence about where various people work	<b>theater</b> , library, <b>school</b> , <b>restaurant</b> , <b>fire station</b> , <b>police station</b> , <b>farm</b> , <b>salon</b> , clinic, <b>office</b> , <b>stadium</b> , <b>hospital</b>	Where do a/an _____ work? A/An _____ work at a <u>theater</u> . Where does he/she work? He/she works at a <u>theater</u> .	Pronoun: switching you to I, he/she Verb: to do, to work Subject-Verb Agreement Prepositions: in/on	- Mini Books with drawings and sentences about different careers
3-2.5	Wrap-Up & Unit 2 Test							I want to be a <u>teacher</u> at a <u>school</u> .

### Unit 3: School

Unit	Topic	Standards	Prior Knowledge	Objectives: Students will be able to... with 80% of the class reaching proficiency.	Vocabulary	Structure	Grammar	Notes
3-3.1	Objects	F.1.1 F.1.2 F.1.3	pencil, book, notebook, book bag, ruler, desk, chair, color pencil, eraser, pencil case, stapler, pen, paper, student, teacher, computer,	-verbally identify 9 new objects and known objects from previous years -read 9 vocabulary cards when shown a word card -look at a picture and write a sentence about it answer a question about how many objects there are in the room	black board, speaker,, bottle of whiteout, pair of scissors, window, classroom, roll of tape, marker, pencil sharpener, paper clip  numbers 1-100	.How many <u>blackboards</u> are there in the classroom? There (is one) are <u>one hundred blackboards</u> in the classroom.	Pronouns: this,that, these, those Subject-Verb Agreement Article: a/an	- What do you Remember (on 4 skills sheet) -Change bottle of whiteout as applicable to your classroom
3-3.2	Time	F.1.1 F.1.2 F.1.3	o'clock	-verbally identify time on the quarter when looking at a clock. -listen to a time and draw an appropriate clock. -ask the question "What time is it?" -read written times and draw an appropriate clock. -look at a clock and write a sentence about the time	half past, quarter past, quarter to, am, pm	What time is it? It is <u>half past ten</u> .	Pronoun: it Adjectives	- Memory with clocks and written time descriptions
3-3.3	When	F.1.1 F.1.2 F.1.3 F.4.1	half past, quarter past, quarter to, am, pm, noon, midnight, theater, library, school, restaurant, fire station, police station, farm, salon, clinic, office, stadium, hospital	-ask the question "What time do you go to school?" and answer in a complete sentence.		What time do you go to <u>school</u> ? I go to <u>school</u> at <u>half past seven</u> .	Verb: to go, to do Preposition: to, at Adjectives Pronoun: switching you to I	
3-3.4	Schedule	F.1.1 F.1.2 F.1.3 F.4.1	English, Art, Math, Music, Thai, Science, PE, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday	-say, read, and write the days of the week. -ask and answer about their school schedule. -read and write questions and answers about their schedule.		When do you study English?  I study English on <u>Monday at half past ten</u> .	Verb: to study, to do Proposition: on Pronoun: switching you to I	- Expand: Use "on day" and "at time" in the same sentence
3-3.5	Months of the Year	F.1.1 F.1.2 F.1.3		-say, read, and write the months of the year.	January, February, March, April, May, June, July, August, September, October, November, December  1st-31st	When is your birthday? It's on <u>January 6th</u> .	Possessive Pronouns: your Pronoun: it (switching a noun, birthday, to a pronoun) Preposition: in	

3-3.6	Wrap-Up & Unit 3 Test							
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### Unit 4: Food & Drink

Unit	Topic	Standards	Prior Knowledge	Objectives: Students will be able to... with 80% of the class reaching proficiency.	Vocabulary	Structure	Grammar	Notes
3-4.1	Dinner Set	F.1.1 F.1.2		-hear a food name and find the corresponding picture. -verbally identify a food when shown the corresponding picture. -read 10 vocabulary words when shown a word card.	chopsticks, fork, spoon, plate, bowl, napkin, mug, glass, knife, tray	What do you need?  I need a _____, please.  Here you are.	Modal Word: would, can Verb: to have Adverb: like Pronoun: switching you to I	
3-4.2	Vegetables	F.1.1	dragon fruit, starfruit, jackfruit, watermelon, oranges, bananas, mangoes, papaya, rice, chicken, pork, fish, noodles, vegetables, fruit, breakfast, lunch, dinner, coffee, tea, orange juice, milk, water, soda, seafood, crab, shrimp, clams, curry, fried eggs, grilled chicken, papaya salad	-verbally identify 9 vocabulary words by picture -verbally identify known vocabulary words by picture when shown a card -read 9 vocabulary words when shown a word card. -write 9 vocabulary words. -classify items into fruits or vegetables.	cabbage, onions, carrots, tomatoes, string beans, corn, mushrooms, cucumbers	Do you like ____ or ____ more?  I like ____ more.	Pronoun: it Contraction: it is	- Cowboy
3-4.3	Tastes	F.1.1 F.1.2		-look at a food and make a sentence about how it tastes using 6 new vocabulary words. -read 6 vocabulary words when shown a word card. -ask a question about the taste of a food when shown a picture	sour limes, spicy chili peppers, sweet pineapple, bitter eggplant, salty potato chips, yummy coconut ice cream , bland cauliflower	How is the <u>chicken</u> ? The <u>chicken</u> tastes <u>salty</u> .	Verb: to be, to taste Subject-Verb Agreement	optional: pronoun: it
3-4.4	Wrap-Up & Unit 4 Test							

### Unit 5: Environment

Unit	Topic	Standards	Prior Knowledge	Objectives: Students will be able to... with 80% of the class reaching proficiency.	Vocabulary	Structure	Grammar	Notes
3-5.1	Places	F.1.1 F.1.2 F.4.1	school, restaurant, farm, fire station, police station, hospital, farm, river, house, jungle, cave	-verbally identify 14 places when shown a picture. -read 14 vocabulary words when shown a word card. - Ask and answer the question "Where do you live?"	home, shop, temple, post office, bank, bus station, community center	Where would you like to go?  I would like to go to the _____.	Verb: to live, to do Preposition: near Pronoun: switching you to I	
3-5.2	Prepositions of Place	F.1.1 F.1.2 F.4.1	next to, between, in front of, behind, school, restaurant, farm, fire station, police station, hospital, farm, river, house, jungle, cave, home, shop, temple, post office, bank, bus station, community center	-Ask and answer the question "What do you live near?" -Ask and answer the question "Where do you live?"	across from, before, past, near, far from	Where do you live?  I live <u>across from</u> the post office.	Preposition: near, far from Pronoun: switching you to I Verb: to live Article: a/an	optional: a school, the school I- Draw a map of a community to ask and answer questions about
3-5.3	Natural Places	F.1.1 F.1.2 F.4.1	river, cave, jungle, farm	-verbally identify 6 places when shown a picture. -read 6 vocabulary words when shown a word card. -ask and answer the question "Where are you going?" -Write and respond to the question "Where are you going?"	mountains, sea, park, forest, bridge, pond, lake, waterfall	Where are you going? I am going to the <u>sea</u> .	Verb: to be, to go Pronoun: switching I to you Preposition: to Article: the	
3-5.4	Animals	F.1.1 F.1.2	Dog, bat, bird, fish, pig, rabbit, tiger, Snake, cat, chicken monkey, lizard, cow elephant, flamingo, zebra, bear,	-verbally identify 3 new vocabulary words when shown a picture and recall known zoo animals -read 3 new vocabulary words when shown a word card -verbally identify the place where an animal lives on a map	seal, giraffe, panda, shark, dolphin, sting ray, whale, jellyfish	Have you ever seen a <u>panda</u> ?  Yes, I have seen a _____.	Pronoun: it Verb: to be, to do, to live Preposition: in/on Articles: a/an versus the	- Cowboy

			sheep, frog			No, I haven't seen a _____.		
3-5.5	Rules/Signs	F.1.1 F.1.2		-verbally produce positive and negative rules -read a list of rules	Recycling, No food or drinks, Do not wear shoes inside, No photography, Do not litter. No loud noises, Do not feed the animals.		Adverb: not Verb: to do	
3-5.6	Wrap-Up & Unit 5 Test							

Unit 6: Recreation								
Unit	Topic	Standards	Prior Knowledge	Objectives: Students will be able to... with 80% of the class reaching proficiency.	Vocabulary	Structure	Grammar	Notes
3-6.1	Activities	F.1.1 F.1.2	walk, run, jump, swim, play, sing cooking, dancing, fishing, reading, singing, sleeping, eating	-verbally identify 6 "ing" verbs and read them when shown a word card -use 6 "ing" verbs in a sentence about themselves -ask and answer the question "What are you doing?" in complete sentences -ask and answer the question "What is he/she doing?" in complete sentences	learning English, cleaning, listening to music, watching a video, doing nothing, doing homework, riding my bike	What are you doing? I am <u>reading</u> . What is he/she doing? He/She is <u>reading</u> .	Verb: to be, to do Subject-Verb Agreement Pronoun: switching you to I, he/she	- Charades
3-6.2	Transportation	F.1.1 F.1.2		-verbally identify 4 types of transportation and read the words when shown a word card -ask and answer the question "How do you go to school?" in complete sentences -read and write sentences asking and answering "How do you go to school?"	bus, bicycle, car, van, train, motorcycle, plane, truck	How do you go to school? I go by <u>bus</u> .	Verb: to do, to go Preposition: to, by Pronoun: switching you to I	
3-6.3	Wrap-Up & Unit 6 Test							