

Weeks	Core Standard	Strand/ Theme	Content		Skills	Activities	Assessments
			International Program	Vietnamese Program			
1	L.1	Upper- and lowercase letters	LETTERS F,L,M,S		- Identifying and writing upper and lower letter cases - Identifying and producing the sounds of /f/, /l/, /m/ and /s/.	- Write the upper and lower cases. - Oral practice - Alphabet songs - Enunciation drill (chant)	- Match the objects with upper and lower cases - Matching lower cases to their corresponding upper case letter (vv.)
2	L.1	Upper- and lowercase letters	LETTERS P,T,A, N		- Identifying and writing upper and lower letter cases - Identifying and producing the sounds of /p, /t/, /a/ and /n/.	- Write the upper and lower cases. - Oral practice - Alphabet songs - Enunciation drill (chant)	- Match the objects with upper and lower cases - Matching lower cases to their corresponding upper case letter (vv.)
3	L.1	Upper- and lowercase letters	LETTERS D,E,G,O		- Identifying and writing upper and lower letter cases - Identifying and producing the sounds of /d/, /e/, /g/ and /o/.	- Write the upper and lower cases. - Oral practice - Alphabet songs - Enunciation drill (chant)	- Match the objects with upper and lower cases - Matching lower cases to their corresponding upper case letter (vv.)
4	RL.4/RI.7/ RF.1 LS.4 L.6	People, places and things	Vocabulary: School (backpack, new, book) Phonics: short a		- Vocabulary acquisition. - Writing basic sentence structure	- Choral reading - Picture-talk activity. - Fill-gaps	- Matching type - Sentence completion.

			<b>+ initial /d/,/m/,/s/ sounds.</b>		<ul style="list-style-type: none"> <li>- Pronunciation of short a and initial /d/, /m/, /s/ sounds.</li> <li>- Reading words using CVC pattern.</li> </ul>		
<b>5</b>	<b>RL.1/RL.10/ RI.6/RF.1</b>	<b>Reading comprehension</b>	<b>Reading 1: I am Sam</b> <b>Phonics : short e, initial /f/, /l/, /t/</b>		<ul style="list-style-type: none"> <li>- Reading the story with emphasis on setting and characters.</li> <li>- Identify sounds of short /e/, /f/, /l/, /t/.</li> <li>- Reading words using CVC pattern.</li> </ul>	<ul style="list-style-type: none"> <li>- Guided and independent reading</li> <li>- Filling the gaps through prompting.</li> <li>- Spelling CVC word combination using short e, /f/, /l/, /t/.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading comprehension check.</li> <li>- Picture-chart making (school)</li> <li>- Initial sound identification.</li> </ul>
<b>6</b>	<b>3</b> <b>1.2.b</b> <b>4.2.d</b>	<b>Describing people</b>	<b>Vocabulary:</b> <b>Describe a good friend</b> <b>( he, she , is, little)</b>		<ul style="list-style-type: none"> <li>- Recalling the concepts about school (week 5)</li> <li>- Describing a good friend.</li> </ul>	<ul style="list-style-type: none"> <li>- Guided and independent reading</li> <li>- Filling the gaps through prompting.</li> <li>- Constructing simple sentences about their friend.</li> </ul>	<ul style="list-style-type: none"> <li>- Description writing (3 sentences).</li> </ul>
<b>7</b>	<b>RL.4/RI.7/ RF.1/RF.2</b> <b>LS.4/ LS.5</b> <b>L.1</b>	<b>Describing events</b>	<b>Vocabulary: Fun Time activity</b> <b>Phonics: short i, n, p</b>		<ul style="list-style-type: none"> <li>- Vocabulary acquisition.</li> <li>- Writing basic sentence structure</li> <li>- Pronunciation of short i and initial /n/, /p/ sounds.</li> </ul>	<ul style="list-style-type: none"> <li>- Choral reading</li> <li>- Picture-talk activity.</li> <li>- Fill-gaps (describing objects and people in the classroom)</li> <li>- Spelling CVC word combination using short i, /n/ and/p/.</li> </ul>	<ul style="list-style-type: none"> <li>- Matching type</li> <li>- Sentence completion.</li> </ul>

					- Reading words using CVC pattern.		
8	<p><b>RL.4/RI.7/ RF.1/RF.2 LS.4/ LS.5 L.1</b></p>	<p><b>Describing the people and jobs using action words.</b></p>	<p><b>Vocabulary: Jobs</b></p> <p><b>Phonics: short o, c, h</b></p>		<p>- Vocabulary acquisition - Writing basic sentence structure using he/she + verb. - Pronunciation of short o and initial /c/,/h/ sounds. - Reading words using CVC pattern.</p>	<p>- Describing the people and jobs using action words. - Picture talk - Spelling CVC word combination using short /o/, /c/ and/h/.</p>	<p>- TRIP TO MY NEIGHBORHOOD GAME (group assessment activity where Students are to identify related objects and activities for each job).</p>
9	<p><b>REVIEW MIDTERM TEST</b></p>						
10	<p><b>RL.1/RL.10/ RI.6</b></p>	<p><b>Describing people and jobs using action words.</b></p>	<p><b>PEOPLE CAN HELP</b></p>		<p>- Reading for main ideas using context clues.</p>	<p>- Guided reading using a story map and text. - Recall the main ideas and concepts using a story map (w/o text).</p>	<p>- Completing the KWL chart.</p>
11	<p><b>RL.4/RI.7/ RF.1/RF.2 LS.4/ LS.5 L.1/L.2</b></p>	<p><b>Describing things, people, places and events.</b></p>	<p><b>Vocabulary: Simple adjectives</b></p> <p><b>Phonics: short /u/, /b/, /j/.</b></p>		<p>- Describing things, people, places and events. - Pronunciation of short /u/ and initial /b/,/j/ sounds. - Reading words using CVC pattern.</p>	<p>- Describing things, people, places and events using simple adjectives (picture-talk). - Guided and independent reading. - Sentence construction using fill-gaps. (Guided by other related pictures). - Spelling CVC word</p>	<p>- Sentence completion. - Find the hidden words. - Circle the words that tell about the picture.</p>

						combination using short /u/, /b/ and /j/.	
12	RL.4/RI.7/ RF.1/RF.2 LS.4	Describing things, people, places and events.	<b>Vocabulary:</b> Using simple prepositional adjectives  <b>Phonics:</b> long /a/, /r/, /w/		- Describing things, people, places and events using simple prepositional adjectives. - Pronunciation of long /a/ and initial /r/, /w/ sounds. - Reading words using CVC pattern.	- Describing things, people, places and events using simple adjectives (picture-talk) with emphasis on prepositional adjectives. - Guided and independent reading. - Sentence construction using fill-gaps. (Guided by other related pictures). - Spelling CVC word combination using long /a/, /r/ and /w/.	- Connecting picture with similar (long/short) /a/ sound. - Spelling-bee.
13	RF.1 LS.5 L.1	Fun Thing To Do	<b>SPEAKING</b> Fun things to do. (home, school, park)		- Identifying the different kinds of activities that can be done in specific places such as home, school and park. - Constructing sentences based on pictures provided by a pattern phrase.	<b>PRE-SPEAKING:</b> - Providing some pictures of activities that can be done in places such as school, house and park. - Describing the pictures by identifying the activities that they see. <b>ACTIVITIES:</b> - walk - eat ice cream - play with my friends - watch TV - study <b>PATTERN PHRASE:</b> It's fun to _____ at _____.	<b>SPEAKING A TEST:</b> Fluency.....4 Pronunciation .....3 Mastery..... <u>3</u> 10

						<p>I can _____ at the _____.</p> <p>It's __ because I can _____.</p> <p><b>SPEAKING:</b> Independent speaking.</p> <p><b>PATTERN PHRASE:</b> It's fun to _____ at _____.</p> <p>I can _____ at the _____.</p> <p>It's __ because I can _____.</p>	
14	<p><b>W.5/W.6</b> <b>RL.1/RL.10/</b> <b>RI.6</b></p>	<p><b>LETTER TO A FRIEND</b></p>	<p><b>Writing a letter to a friend (activities in school)</b></p>		<p>Writing a letter to a friend using will + (be) verb. Writing a letter using proper punctuations and capitalization.</p>	<p>- PREWRITING Identification of the different activities at school using picture to word matching.</p> <p>- WRITING Drafting a letter using the concepts from the prewriting activity.</p> <p>- POST-WRITING Publishing the final copy of the letter.</p>	<p><b>CRITERIA FOR CHECKING:</b></p> <p>1.Organization.....2</p> <p>2.Neatness.....2</p> <p>3.Creativity.....2</p> <p>4.Punctuations and capitalization .....4</p> <hr/> <p>10</p>
15	<p><b>RL.4/RI.7/</b> <b>RF.1/RF.2</b> <b>LS.4/LS.5</b> <b>L.1</b></p>	<p><b>Expressing ideas using illustrations and details in a given text.</b></p>	<p><b>Vocabulary: Customs and Traditions</b></p> <p><b>Phonics: long /i/, /v/, /x/</b></p>		<p>- Expressing ideas using illustrations and details in a given text. - Pronunciation of long /i/ and initial /v/, /x/</p>	<p>- Picture-talk - Sentence construction using fill-gaps. (Guided by other related pictures). - Spelling CVC word combination using long /i /, /v/and /x/</p>	<p><b>SPEAKING ACTIVITY</b> (CVC-words, expressing preferences)</p> <p><b><u>SAMPLE QUESTIONS</u> :</b></p>

					<p>sounds.</p> <ul style="list-style-type: none"> <li>- Reading words using CVC pattern.</li> </ul>	<p><b>SPEAKING ACTIVITY</b></p>	<p>1. Do like to play? A : Yes, I like to play, too.</p> <p>2. Which balloon do you like? A : I like green balloons best.</p>
16	<p><b>RL.4/RI.7/ RF.1/RF.2 LS.4</b></p>	<p><b>Sequencing of events.</b></p>	<p><b>Vocabulary: Sequencing of events: Thanksgiving</b></p> <p><b>Phonics: long /u/, /k/, /ck/</b></p>		<ul style="list-style-type: none"> <li>- Arranging of events and situations.</li> <li>- Pronunciation of long /u/ and initial /k/, /ck/ sounds.</li> <li>- Reading words using CVC pattern.</li> </ul>	<ul style="list-style-type: none"> <li>- Sentence construction using “first” and “then”</li> <li>- Guided and independent reading.</li> <li>- Sentence construction using fill-gaps. (Guided by other related pictures).</li> <li>- Spelling CVC word combination using long /a/, /r/ and /w/.</li> </ul>	<ul style="list-style-type: none"> <li>- Sentence completion.</li> <li>- Spelling</li> <li>1.parade</li> <li>2.first</li> <li>3.sleigh</li> <li>4.Thanksgiving</li> <li>5.then</li> </ul>
17	<p><b>RL.4/RI.7/ RF.1/RF.2 LS.4/ LS.5 L.1</b></p>	<p><b>Describing things using colors, numbers and context clues.</b></p>	<p><b>Vocabulary: Describing things using colors and numbers (1-5) and context clues.</b></p> <p><b>Phonics: long /o/, /g/, /z/</b></p>		<ul style="list-style-type: none"> <li>- Describing things using colors and numbers and context clues.</li> <li>- Identifying the meaning of the words based on descriptive definition.</li> <li>- Providing relevant sentences using context clues.</li> <li>- Pronunciation of long /o/ and</li> </ul>	<ul style="list-style-type: none"> <li>- Guided and independent practice.</li> <li>- Sentence construction using fill-gaps. (Guided by other related pictures).</li> <li>- Matching the word to its’ definition.</li> <li>- Spelling</li> </ul>	<p><b>SPELLING:</b></p> <ol style="list-style-type: none"> <li>1.WHITE</li> <li>2.BLUE</li> <li>3.HOP</li> <li>4. ZEBRA</li> <li>5. GLUE</li> </ol> <p><b>WORD MATCHING</b></p>

					initial /g/, /z/ sounds. - Reading words using CVC pattern.		
<b>18</b>	<b>Final term test 1</b>						
<b>19</b>	<b>W.3 LS.5 L.1</b>	<b>DESCRIPTIVE PARAGRAPH ABOUT A PLACE</b>	<b>WRITE A DESCRIPTIVE PARAGRAPH ABOUT A PLACE</b>		- Writing a paragraph about a place using “first” and “then”. - Writing a paragraph using proper punctuations and capitalization.	<b>-PREWRITING MIND-MAPPING. -WRITING</b> Drafting a paragraph using the concepts from the prewriting activity. <b>- POST-WRITING</b> Publishing the final copy of the paragraph.	<b>CRITERIA FOR CHECKING:</b> 1.Organization.....2 2.Neatness.....2 3.Creativity.....2 4.Punctuations and capitalization .....4 <hr/> 10
<b>20</b>	<b>School report</b>						
<b>21</b>	<b>RL.4/RI.7/ RF.1/RF.2 L.1</b>	<b>Predicting and organizing outcomes. Decoding phonemic awareness in delivering oral communication.</b>	<b>Vocabulary: Interrogative questions “WHY?”</b>  <b>Phonics: long /e/, /ch/, /sh/</b>		- Asking and answering interrogative questions. - Pronunciation of long /e/ and /sh/, /ch/ sounds. - Reading words using consonant blendings.	- Question and answer activity using visual representations. - Guided and independent reading. - Fill-gaps - Word search activity. - Enunciation and pronunciation drill.	<b><u>SPEAKING ACTIVITY:</u></b> Accuracy..... 4 Word usage....3 Clarity.....2 Confidence....1 <hr/> 10 pts
<b>22</b>	<b>RL.1/RL.10/ RI.6</b>	<b>Predicting and organizing outcomes using visual representations</b>	<b>LITTLE DUCK</b>		- Reading comprehension. - Vocabulary acquisition and usage.	- Guided and independent reading. - Picture-talk - Read-aloud activity. - Choral reading using	Writing predictions using visual representation.

					- Visual interpretation.	body movements.	
23	<p><b>RL.4/RI.7/ RF.1/RF.2 LS.4/ LS.5 L.1</b></p>	<p><b>Predicting and organizing outcomes and events.</b></p>	<p><b>Vocabulary: Plants Around Us</b></p> <p><b>Phonics long /a/, /th/, /y/.</b></p>		<p>- Defining terminologies using contextual clues.</p> <p>- Predicting and organizing outcomes using before &amp; after.</p> <p>- Pronunciation of long /a/ and /th/, /y/ sounds.</p> <p>- Reading words using consonant blendings.</p> <p>- Enunciation and pronunciation drill.</p>	<p>- Picture-talk</p> <p>- Guided and independent reading.</p> <p>- Responding to questions using visual and contextual clues.</p> <p>- Tap the sound game.</p>	<p>- Match the word to its' meaning.</p> <p>- Identifying the long /a/ sound in a text.</p>
24	<p><b>RL.4/RI.7/ RF.1/RF.2 LS.4/LS.5 L.1</b></p>	<p><b>WH- questions</b></p>	<p><b>Vocabulary: Animals Around Us</b></p> <p><b>Phonics: long i</b></p>		<p>- Asking and responding to WH-questions.</p> <p>- Identifying words with long /i/ sounds.</p>	<p>- Sentence construction using fill-gaps.</p> <p>- Speaking activity using visual representations.</p> <p>- Classification of words with short /a/ and /i/ sounds.</p>	<p><b>SPELLING LIST:</b></p> <p>1.many</p> <p>2.they</p> <p>3.all</p> <p>4.eat</p> <p>5.animals</p> <p>6.wild</p> <p>7.cry</p> <p>8.try</p> <p>9.my</p> <p>10.five</p>



25	W.2 L.1	EXPOSITORY PARAGRAPH ABOUT ANIMALS	EXPOSITORY PARAGRAPH ABOUT ANIMALS		- Writing an expository paragraph using simple adjectives and other related details.	<p><b>-PREWRITING</b> MIND-MAPPING AND SEMANTIC WEBBING</p> <p><b>-WRITING</b> Drafting a paragraph using the concepts from the prewriting activity.</p> <p><b>- POST-WRITING</b> Publishing the final copy of the paragraph.</p>	<p><b>CRITERIA FOR CHECKING:</b> 1.Organization.....2 2.Neatness.....2 3.Creativity.....2 4.Punctuations and capitalization .....4 <hr/>10</p>
<b>OFF</b>							
<b>OFF</b>							
26	RL.4/RI.7/ RF.1/RF.2 LS.4/LS.5 L.1	Describing things, people places, events using numbers (6-10) and context clues.	Vocabulary: Children and Sports  Phonics: long /o/		- Describing things, people places and events using related details and numbers (6-10). - Pronunciation of long /o/	- Picture-talk - Sentence completion. - Enunciation and pronunciation drill.	<p><b><u>SPELLING LIST:</u></b> 1.one 2.two 3.wants 4.soccer 5.toe</p>
27	RL.4/RI.7/ RF.1/RF.2 LS.4/LS.5 L.1	WH- questions	Vocabulary: Musical Instruments  Phonics: wh and vowel diphthongs		- Asking and responding to WH-questions. - Identifying words with wh and vowel diphthongs	- Sentence construction using fill-gaps. - Speaking activity using visual representations. - Classification of words with wh and vowel diphthongs	<p><b><u>SPELLING LIST:</u></b> 1.brown 2.white 3.best 4.cello 5.world</p> <p>WORD MATCHING</p>
28	RL.4/RI.7/ RF.2		Vocabulary:		- Asking and responding to	- Sentence construction using fill-gaps.	<p><b><u>SPELLING LIST:</u></b> 1.Where</p>

	<b>LS.4</b>	<b>WH- questions</b>	<b>School and Work</b>  <b>Phonics: /ue/, /ui/, /ew/.</b>		WH-questions. - Interpreting text through visual representation. - Identifying words with /ue/, /ui/, /ew/.	- Speaking activity using visual representations. - Classification of words with /ue/, /ui/, /ew/.	2.Work 3. Again 4.Glue 5.Fruit <b>WORD MATCHING</b>
<b>29</b>	<b>RL.4/RI.7/ RF.2/W3 LS.4/LS.5 L1</b>	<b>NARRATIVE PARAGRAPH</b>	<b>NARRATIVE PARAGRAPH</b>		- Identifying and expressing past events (oral / written form) - Sequencing of events that had happened in the past.	<b>- PREWRITING</b> MIND-MAPPING AND SEMANTIC WEBBING <b>- WRITING</b> Drafting a paragraph using the concepts from the prewriting activity. <b>- POST-WRITING</b> Publishing the final copy of the paragraph.	<b>CRITERIA FOR CHECKING:</b> 1.Organization.....2 2.Neatness.....2 3.Creativity.....2 4.Punctuations and capitalization .....4 <hr/> 10
<b>30</b>	<b>Review</b> <b>Midterm test 2</b>						
<b>31</b>	<b>RL 10</b>	<b>ACTIVE READING WITH PURPOSE AND UNDERSTANDING</b>			- Reading with emphasis on proper pronunciation, intonation, accent and tone.	<b>SESSION 1:</b> GUIDED READING <b>SESSION 2:</b> INDEPENDENT ORAL READING TEST. <b>SESSION 3:</b> INDEPENDENT ORAL READING TEST.	<b>CRITERIA FOR READING:</b>  Pronunciation.....2.5 Intonation .....2.5 Mastery.....3 Tone/accent.....2 <hr/> 10

32	<p><b>RL.4/RI.7/ RF.1b/RF.2</b> <b>LS.4/ LS.5</b> <b>L.1</b></p>	<p><b>MY FRIEND AND I: Describing and expressing ideas and feelings clearly.</b></p>	<p><b>Vocabulary: MY FRIEND AND I.</b>  <b>Phonics: letters oo</b></p>		<ul style="list-style-type: none"> <li>- Describing and expressing ideas and feelings clearly guided by visual representations.</li> <li>- Using words (together, open, come, friends, music) in proper context.</li> <li>- Identifying words different oo sounds.</li> </ul>	<ul style="list-style-type: none"> <li>- Picture-talk</li> <li>- Fill-gaps guided by pictures.</li> <li>- Spelling drill</li> <li>- Pronunciation practice.</li> </ul>	<p><b><u>SPELLING LIST:</u></b> 1.open 2.come 3.friends 4.music 5.together</p> <p><b>CONNECTING THE WORDS WITH THE SAME SOUND.</b></p>
33	<p><b>RL.1/RL.10/ RI.6</b> <b>LS.5</b> <b>L.1</b></p>	<p><b>READING FOR MAIN IDEAS AND DETAILS</b></p>	<p><b>MAX AND RAY</b></p>		<ul style="list-style-type: none"> <li>- Finding the main ideas in from a text.</li> <li>- Analyzing the elements of the story with emphasis on characters, setting and theme.</li> </ul>	<ul style="list-style-type: none"> <li>- Unlocking of difficulties.</li> <li>- Guided/ independent reading.</li> <li>- Question/ answer (reading comprehension check)</li> <li>- Re-telling the story.</li> </ul>	<p><b>READING COMPREHENSION CHECK: THINK IT OVER</b></p>
34	<b>School Report</b>						
35	<p><b>RL.1/RL.10/ RI.6</b></p>	<p><b>READING FOR MAIN IDEAS AND DETAILS</b> <i>(continuation)</i></p>	<p><b>Continuation... MAX AND RAY</b></p>		<ul style="list-style-type: none"> <li>- Finding the main ideas in from a text.</li> <li>- Analyzing the elements of the story with emphasis on characters, setting and</li> </ul>	<ul style="list-style-type: none"> <li>- Unlocking of difficulties.</li> <li>- Guided/ independent reading.</li> <li>- Question/ answer (reading comprehension check)</li> <li>- Re-telling the story.</li> </ul>	<p><b>READING COMPREHENSION CHECK: FUN THINGS TOGETHER</b></p>

					theme.		
36	RL.4/RI.7/ RF.2 LS.4	DESCRIBING KEY IDEAS USING ILLUSTRATIONS AND DETAILS	Vocabulary: I AM DIFFERENT.  Phonics: R controlled vowels like ir, ur, er		- Differentiating that things, people and animals based on their physical characteristics. - Writing sentence to describe and object. - Enunciate and produce ir, er, ur sounds.	- Picture-talk - Writing activity: describing an object. - Guessing game using word descriptions. - Pronunciation drill.	WORD TO PICTURE MATCHING
37	RL.1/RL.10/ RI.6 LS.5 L.1	READING AND SUMMARIZING DETAILS	OWEN AND MZEE		- Summarizing details of the story. - Describing and analyzing the characters of the story.	- Unlocking of difficulties. - Guided/ independent reading. - Question/ answer (reading comprehension check) - Describing the characters of the story.	VENN DIAGRAM
38	<b>REVIEW AND FINAL TEST</b>						
39	RL.4/RI.7/ RF.2 LS.4	DESCRIBING KEY IDEAS USING ILLUSTRATIONS AND DETAILS	Vocabulary: MY NEIGHBORHOOD  Phonics: R controlled vowels ar		- Describing events and environment. - Writing sentence to describe and object. - Enunciate and produce ir, er, ur	- Picture-talk - Writing activity: describing an object. - Guessing game using word descriptions. - Pronunciation drill.	<b>WORD TO MEANING MATCHING</b>  <b><u>SPELLING LIST:</u></b> 1.work 2.meet 3.enjoy 4.park

					sounds.		5.star
40	LS.3 L.1	WH-QUESTION	AN INTERVIEW		- Asking and responding to WH-questions. - Expressing ideas with accuracy and clarity.	<p><b>SESSION 1:</b> GUIDED PRACTICE</p> <p><b>SESSION 2:</b> REVIEW AND SPEAKING TEST (BY PAIRS)</p> <p><b>SESSION 3:</b> CONTINUATION AND COMPLETION OF THE SPEAKING ACTIVITY.</p>	<p><b>SPEAKING TEST</b></p> <p><b>CRITERIA:</b></p> <p>Fluency.....3 Understanding and accuracy.....3 Pronunciation.....2 Confidence.....2</p> <hr/> <p><b>10</b></p>
41	W.1	COMPARATIVE WRITING	<p><u>WRITING WORKSHOP:</u></p> <p>Write to compare and contrast</p>		- Comparing and contrasting people so show their similarities and differences. - Writing proficiency with emphasis on clarity of thoughts and structure.	<p><b>PREWRITING:</b> VENN DIAGRAM MAKING</p> <p><b>WRITING:</b> USE THE DETAILS FROM THE VENN DIAGRAM TO WRITE A SHORT PARAGRAPH.</p> <p><b>POSTWRITING:</b> COMPLETION OF THE WRITING TASK.</p>	<p><b>CRITERIA FOR CHECKING:</b></p> <p>1.Organization.....2 2.Neatness.....2 3.Creativity.....2 4.Punctuations and capitalization .....4</p> <hr/> <p><b>10</b></p>
42	<p><b>CULMINATING ACTIVITY:</b> <b>CLASS PARTY</b> <b>(PARLOR GAMES)</b></p>						

Note: Under the column of Vietnamese Program we will write aligned or not aligned. If aligned, write key content or skill duplicated.