

Level 6 Curriculum Overview

Learning Objectives

Level 6 Introduction

Level 6 consists of 12 units, each unit containing 12 lessons broken down into learning cycles of 6 classes each. The spelling goals in Level 6 start with spelling homophones correctly in context and move to spelling more advanced words with the -que, -x, -ary, -ery, and -ory patterns. Reading comprehension goals include determining the main idea of a passage, making inferences, and analyzing characters. Grammar skills such as pronoun-antecedent agreement, subordinating/coordinating conjunctions, and indefinite pronouns are studied in Level 6. As with other major course levels, lessons 6 and 12 are assessment lessons. Students are required to present a final project at the beginning of lesson 12. Students are first introduced to the project options during lesson 5, then again in lessons 6 and 11.

	Target	Description
① Vocabulary	288 vocabulary words	Vocabulary words are introduced and reviewed in many different situations throughout the curriculum.
② Spelling Patterns	16 spelling patterns	Spelling patterns help students break apart words to understand their meaning and decode new words.
③ Grammar (Conventions)	21 grammar rules	Apply rules of grammar to reading and speech; understand and utilize more complex verb tenses/phrases/clauses.
④ Reading Comprehension	22 reading comprehension skills	Understand and analyze text presented through different genres.
⑤ Verbs	120 verbs	Use new verbs in each unit to make discussion and learning richer.

① **Vocabulary:** A body of words used in a particular language. Vocabulary is taught through memorization and prompted with a series of context clues, songs, games, and teacher-led physical actions or activities.

② **Spelling Patterns:** Spelling patterns help students decode new words and identify the relationship between letters and sounds.

③ **Grammar:** Grammar is the analysis of the structure of a language. Grammar skills help students create sentence structures, understand reading passages, and is the basis for writing. An understanding of grammar gives students the ability to create new sentences without memorizing – much like phonics gives students the ability to decode words without having seen them before.

④ **Reading Comprehension:** Reading comprehension is the ability to process text, understand its meaning, and integrate it with what the reader already knows. Newly learned vocabulary and background knowledge helps the student understand and make connections while reading.

⑤ **Verbs:** Verbs are the part of language that express action. In English, verbs can be quite tricky as they change form in the present, future, and past tenses. A rich knowledge of verbs enables the speaker or writer to express themselves more clearly and accurately.

VIPKid Curriculum

Learning Objectives in Each Stage /

Level 6 Units 1 - 3

Reading:

Student can identify various text features and explain how they help the reader. Student can read a passage and determine the main idea and supporting details.

Grammar/**Convention Skills:**

Student can use the articles "a", "an", and "the" correctly. Various adverbs are studied as well as different types of sentences (simple sentences, compound sentences, complex sentences).

Level 6 Units 4-6

Reading:

Student can analyze characters and discuss their point of view. Student can make connections to their self, other texts, and/or the world. Student can recognize and read words with the schwa sound.

Grammar/**Convention Skills:**

Student can understand and use similes/metaphors. Students are introduced to coordinating and subordinating conjunctions. Pronoun antecedent agreements are studied as well.

Level 6 Units 7-9

Reading:

Student can analyze problems and solutions as well as make predictions about a text. Student can read words with the -que and -x sounds.

Grammar/**Convention Skills:**

Student can change verbs to nouns by adding -ion. Student can also understand and use regular/irregular nouns and affixes.

Level 6 Units 10-12

Reading:

Student can analyze various plot elements and make inferences about a text. Student can read words with the -ary, -ory, and -ery sounds.

Grammar/**Convention Skills:**

Student can recognize and use indefinite pronouns appropriately. Student can also identify and use adjectives with -ed and -ing.

Level 6 Curriculum Overview

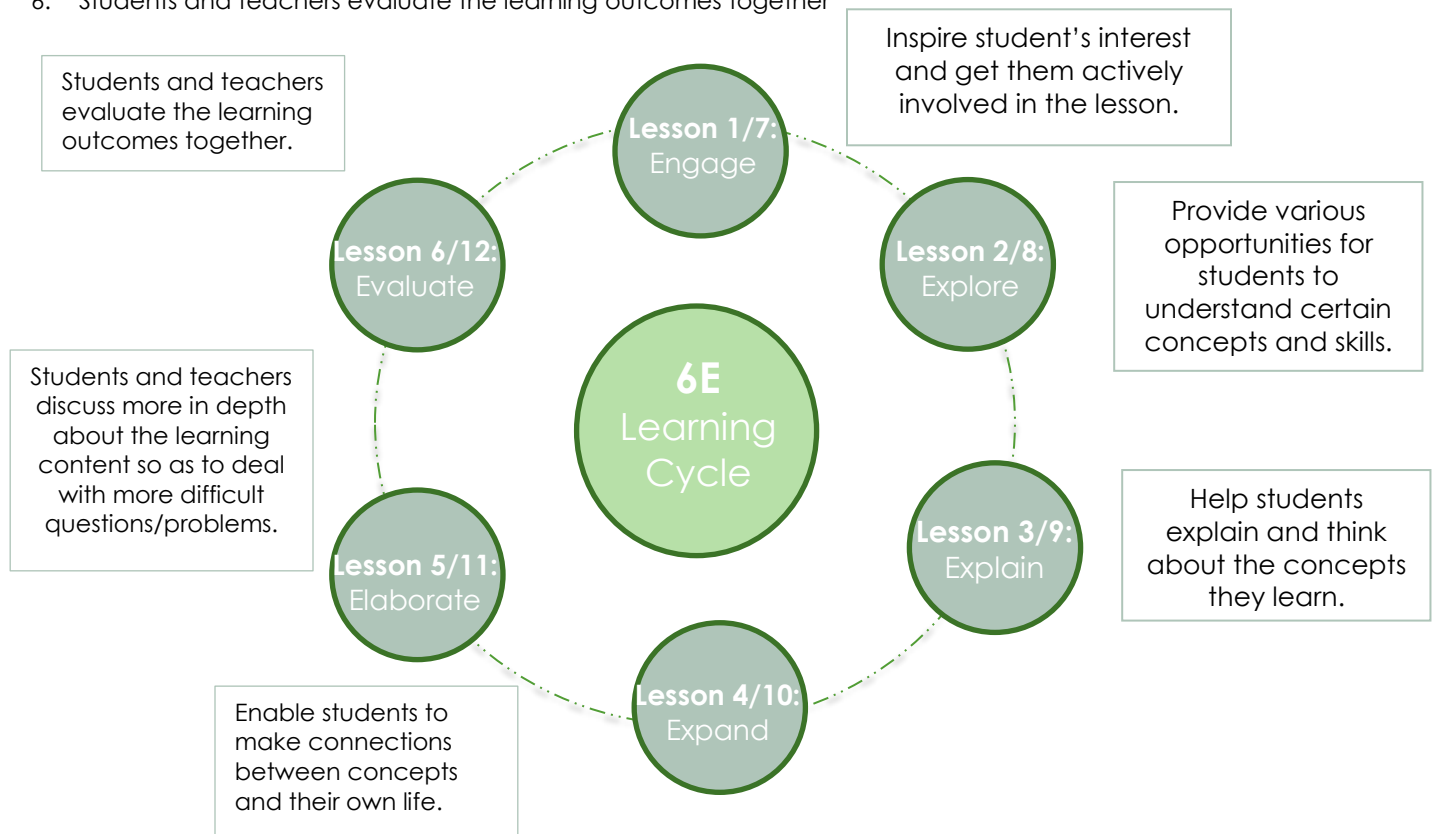
Learning Topics

Unit	Topic	Unit	Topic
Unit 1	Animal Adaptations	Unit 7	Discovering the Unknown
Unit 2	People and Animals	Unit 8	Solving Mysteries
Unit 3	Holidays Around the World	Unit 9	Changes in Nature
Unit 4	The Season of Giving	Unit 10	Traits, Thoughts, Actions, Feelings
Unit 5	All Kinds of Matter	Unit 11	We Will Rock You
Unit 6	What's the Matter?	Unit 12	Discovering the Americas

6E's Teaching Method

The 6E's is an adapted model based on an instructional model called the "Five Es" by the Biological Science Curriculum Study (BSCS). This instructional model is student-centered and helps students build their own understanding about new knowledge from their past experience and knowledge. The 6E's represent six stages of a sequence for teaching and learning: Engage, Explore, Explain, Extend, Elaborate and Evaluate. In the VIPKid learning system, the 6E model is applied in the following ways:

1. Inspire student's interest and get them actively involved in the lesson.
2. Provide various opportunities for students to understand certain concepts and skills
3. Help students explain and think the contents they learn.
4. Enable students to make connections between concepts and real lives as well as apply what they have learned to the world around them.
5. Students and teachers discuss more in depth about the learning content so as to deal with more difficulty questions/problems
6. Students and teachers evaluate the learning outcomes together



Level 6 Additional Skills

Pronunciation

VIPKid students develop excellent pronunciation, as North American accented English is modeled by the foreign teacher each and every class. VIPKid teachers are trained to correct pronunciation in a gentle, effective manner.

Critical Thinking

The VIPKid curriculum purposefully introduces and reviews target content in different situations and contexts. This is to encourage the student to use the learned language, not merely memorize question and answer patterns. VIPKid students have better listening comprehension and speaking skills because they can use their knowledge in many different ways.

Confidence & Real – World Skills

Repeated exposure to native English-speaking teachers of diverse backgrounds plays a huge role in building confidence. By increasing the number of classes a student takes per week and giving the student individualized attention in a 1-on-1 environment, VIPKid students develop the confidence they need to speak English to any type of person.

Research and Application

As the student develops reading fluency and moves from learning to read, to reading to learn, the student begins to apply the new information they learn to the unit topic or learning material. These reading comprehension and application skills are the foundation for research and application – a workplace skill that is irreplaceable throughout all areas of schooling and life.

Presentation and Public Speaking

Presentation and public speaking are life skills that, if not learned early, are difficult for many people. In the global workplace, many presentations and events will be held in a language that is not the speaker's own, which may cause unease and apprehension. At VIPKid, students are expected to present throughout the unit, as well as completing and presenting a final project at the end of each unit as part of their overall assessment score.

Incidental Language

Incidental language is learned through conversation. Because VIPKid teachers are native English speakers, students learn vocabulary and sentence structures through casual conversation. For example, a teacher who encourages a student by saying, "Wonderful!" will soon teach their student this word as well as the meaning.

Level 6 Achievement

Unit	Topic	Reading Skills		Language Skills		
		Spelling Patterns	Comprehension Strategies	Vocabulary	Verbs	Conventions
Unit 1	Animal Adaptations	Homophones	* Text Features * Context Clues	29 words	*adapt *survive *blend in *hunt *reproduce *swoop *migrate *hibernate *mimic *copy	* Articles
Unit 2	People and Animals	-ge -dge	* Predicting * Summarizing * Main Idea and Details	26 words	*trot *brush *graze *reply *tether *inhabit *summarize *rely *burst *determine	* Adverbs of time * Adverbs of frequency * Adverbs of place * Adverbs of degree * Adverbs of manner
Unit 3	Holidays Around the World	Adding -ion to verbs that end with -ct or -e	* Compare and Contrast * Main Idea and Details	27 words	*appear *vary *wrap * pass down *originate *remind *unify *fast *pray *observe	*Sentence Structure (simple, compound, and complex sentences)
Unit 4	The Season of Giving	Schwa Sound	* Analyze Characters * Identify Character's Point of View * Literal Language * Non-literal Language	27 words	*honor *wonder *jingle *ward off *gaze *believe *reflect *appreciate *bloom *place	* Similes * Metaphors
Unit 5	All Kinds of Matter	Homonyms	* Summarize * Classify Information * Ask and Answer Questions * Context Clues * Cause and Effect	32 words	*consist *pack *observe *study *release *condense *evaporate *freeze *melt *dissolve	* Coordinating Conjunctions * Subordinating Conjunctions

Level 6 Achievement

Unit	Topic	Reading Skills		Language Skills		
		Spelling Patterns	Comprehension Strategies	Vocabulary	Verbs	Conventions
Unit 6	What's the Matter?	Homo-graphs	* Visualization * Make connections to text, self and world * Solve Problems	22 words	* expect * cheat * suspend * volunteer * discuss * beware * defeat * summon * transform * inspire	Pronoun – Antecedent Agreement
Unit 7	Discovering the Unknown	Change Verbs to Nouns by adding -ion	* Cause and Effect *Sequencing	22 words	* explore * command * sail * prove * treat * trade * complete * guide * purchase * translate	Change Verbs to Nouns by adding -ion
Unit 8	Solving Mysteries	Prefixes	* Predicting * Visualizing * Analyzing Problems * Analyzing Solutions	25 words	* echo * creep * bolt * emerge * explain * lurk * chime * check * interrupt * disappear	Regular/Irregular Nouns
Unit 9	Changes in Nature	-que -x	* Cause and Effect * Fact and Opinion	26 words	* farm * replant * restore * increase * drain * destroy * occur * affect * estimate * spread	Affixes

Level 6 Achievement

Unit	Topic	Reading Skills		Language Skills		
		Spelling Patterns	Comprehension Strategies	Vocabulary	Verbs	Conventions
Unit 10	Traits, Thoughts, Actions, Feelings	Compound Words	<ul style="list-style-type: none"> * Analyze Characters * Analyze Plot * Predict * Infer 	25 words	<ul style="list-style-type: none"> * scurry * quiver * complain * tuck * permeate * join * stretch * imagine * enjoy * decide 	Indefinite Pronouns
Unit 11	We Will Rock You	<ul style="list-style-type: none"> * -ery * -ory * -ary 	<ul style="list-style-type: none"> * Connecting to Prior Knowledge * Main Idea & Details 	28 words	<ul style="list-style-type: none"> * retain * support * layer * create * break down * erode * mine * deposit * form * compact 	Adjectives with -ed, -ing Adverbs
Unit 12	Discovering the Americas	Review of previous spelling patterns	Review of previous comprehension strategies	26 words	<ul style="list-style-type: none"> * settle * drag * glance * stalk * prepare * befriend * attract * long for * emerge * depend on 	Review of previous conventions

Unit 1: Animal Adaptations

- Domain: Reading
- Unit Topic: Animal Adaptations

- Subtopic 1: Structural Adaptations
- Subtopic 2: Behavioral Adaptations

Reading Skills /

Spelling Patterns

Homophones
* bear/bare
* hare/hair
* whale/wail
* flower/flour
* no/know
* heart/hart
* flee/flea
* meat/meet
* be/bee
* horse/hoarse

Reading Skills

* Text Features
- Illustration
- Photograph
- Caption
- Title

* Context Clues

Project Options

- 1.) Describe an animal's structural adaptations
- 2.) Describe how an animal uses camouflage
- 3.) Write about how an animal migrates.

Language Skills /

Vocabulary		Grammar Conventions
adaptation	caption	Articles
structural	predator	* a
survive	prey	* an
adapt	hunt	* the
characteristic	reproduce	* zero article
school	reflex	
photograph	mimic	
illustration	copy	
adapt	carnivore	
survive	herbivore	
hunt	omnivore	
camouflage	swoop	
invisible	nocturnal	
blend in	hibernate	
title		

Unit 2: People and Animals

- Domain: Reading

- Unit Topic: People and Animals

- Subtopic 1: An Animal to Ride

- Subtopic 2: Extreme Animals

Reading Skills /

Spelling Patterns	Reading Skills
-ge	* Predicting
* barge	
* wage	* Summarizing
* orange	
-dge	* Main Idea and Details
* bridge	
* badge	
* fridge	
* porridge	

Project Options

- 1.) Prepare a lesson about horses
- 2.) Write the next chapter in Lynne's story
- 3.) Create a poster describing a futuristic extreme adaptation

Language Skills /

Vocabulary		Grammar Conventions
enormous	transparent	Adverbs of Time
thoroughbred	tentacle	* Today
brush	rely	* Since
chapter	determine	* Now
topic	inhabit	* Finally
saddle	flipper	Adverbs of Frequency
eventually	decibel	* Usually
stable	burst	* Never
gingerly		* Rarely
graze		Adverbs of Degree
tether		* Barely
stirrup		* Quite
coral		* Hardly
trot		Adverbs of Manner
reply		* Fast
extreme		* Angrily
deception		* Gingerly
snout		

Unit 3: Holidays Around the World

- **Domain: Social Studies**
 - **Unit Topic: Holidays Around World**

- **Subtopic 1: Christmas & Hanukkah**
 - **Subtopic 2: Kwanzaa & Ramadan**

Reading Skills /

Spelling Patterns		Reading Skills
Verbs ending with -ct, add -ion	Drop - d, add -ion	* Compare and Contrast
*action	*extend/extension	* Main Idea and Details
*collection	*pretend/pretension	
*correction	*ascend/ascension	
*prediction	*distend/distension	
Drop -e, add -ion	Drop -te, add ion	
*precise/precision	*decorate/decoration	
	*generate/generation	

Project Options

- 1.) Make a booklet about your favorite holiday
- 2.) Write a story about a holiday you like to celebrate
- 3.) Create a poster with holiday pictures

Language Skills /

Vocabulary		Grammar Conventions
Hanukkah	proud	Independent/Dependent Clauses
Kwanzaa	heritage	
Ramadan	unify	Simple Sentences
subtitle	remind	
pass down	kinara	Compound Sentences
vary	faith	
appear	Islam	Complex Sentences
support	Muslim	* Independent clause +
tradition	observe	Conjunction + dependent
ornament	generation	clause
wrap	pray	
religion	fast	
Jewish		
menorah		
originate		

Unit 4: The Season of Giving

- Domain: Reading

- Unit Topic: The Season of Giving

- Subtopic 1: Happy Holidays

- Subtopic 2: Season's Wishes

Reading Skills /

Spelling Patterns

Schwa Sound with A and E
 * Christmas
 * Kwanzaa
 * Hanukkah
 * festival
 * menorah
 * transparent
 * talent
 * celebrate

Schwa Sound with O and U
 * freedom
 * corral
 * carol
 * handsome

Reading Skills

* Analyze Characters
 * Identify Character's Point of View
 * Literal Language
 * Non-literal Language

Project Options

- 1.) Write a poem about your favorite holiday.
- 2.) Use similes to describe two of your family members.
- 3.) Make a fir tree and write a story about it.

Language Skills /

Vocabulary

sleigh
 carol
 jingle
 poem
 simile
 miracle
 glory
 rhyme
 peace
 joy
 painful
 honor
 metaphor
 connection

forest
 woodcutter
 breeze
 suddenly
 dim
 glorious
 actually
 confused
 believe
 place
 reflect
 appreciate
 bloom

Grammar Conventions

Similes
 * As fast as lightning
 * As blind as a bat
 * Fighting like cats and dogs
 * Ate like a horse

Metaphors
 * Is a shining star
 * Has a heart of gold
 * Is a beautiful rose
 * Is a snail

Unit 5: All Kinds of Matter

- Domain: Science

- Unit Topic: All Kinds of Matter

- Subtopic 1: Properties of Matter

- Subtopic 2: Changes in Matter

Reading Skills /

Spelling Patterns		Reading Skills
Homonyms * park * saw * fly * bat * light * ring	Homonyms * letter * spring * left * last * well * hard	* Summarize * Classify Information * Ask and Answer Questions * Context Clues * Cause and Effect

Project Options

- 1.) Create a poster describing the three states of matter.
- 2.) Do an experiment to show how water changes states.
- 3.) Create a mixture or solution to eat or drink.

Language Skills /

Vocabulary		Grammar Conventions
information consist pack observe study release matter atom gas state molecule substance element property dissolve freeze	magma lava physical change vapor mixture solution chemical change appearance melt evaporate condense context cause effect	Coordinating Conjunctions * and * but * nor * or * so * for * yet Subordinating Conjunctions * before * after * while * when * because * if * until * unless

Unit 6: What's the Matter?

- Domain: Reading
- Unit Topic: What's the Matter?

- Subtopic 1: Let's Solve Problems
- Subtopic 2: Real Life Problems in Fairy Tales

Reading Skills /

Spelling Patterns

Homographs

- * desert
- * lead
- * produce
- * concert
- * refuse
- * address
- * compound
- * present

Homographs

- * close
- * live
- * content
- * minute
- * bass
- * bow

Reading Skills

* Visualization

* Make connections to text, self and World

* Solve Problems

Project Options

- 1.) Compare and contrast yourself with two different characters.
- 2.) Write a letter to one of the characters from the stories.
- 3.) Write a story about yourself and a fantasy character.

Language Skills /

Vocabulary		Grammar Conventions
integrity calculation disappointment relationship studious reason expect cheat suspend volunteer discuss	quest villain daring enchanted wonder treasure beware defeat summon transform inspire	Pronoun – Antecedent Agreement

Unit 7: Discovering the Unknown

- Domain: Social Studies
- Unit Topic: Discovering the Unknown

- Subtopic 1: Discoveries on Water
- Subtopic 2: Discoveries on Land

Reading Skills /

Spelling Patterns

Change Verbs to Nouns by adding -ion

- * Words that end with -ct
- * Words that end with -e
- * Words that end with -ss
- * Words that end with -ce
- * Words that end with -ne
- * Words that end with -re
- * Words that end with -ve
- * Words that end with -se

Reading Skills

- * Cause and Effect
- * Sequencing

Project Options

- 1.) Research either Zheng He or Columbus. Write about the explorer's voyages.
- 2.) Draw two pictures about an explorer.
- 3.) Write a report about an explorer and a famous voyage.

Language Skills /

Vocabulary		Grammar Conventions
native	secretary	Quantifiers
explore	trade	* some
command	complete	* any
sail	guide	* a little
prove	purchase	* a few
treat	translate	* a lot of
scurvy	president	* plenty of
compass	route	* enough
voyage	territory	
crew	interpreter	
explorer		
journey		

Unit 8: Solving Mysteries

- Domain: Reading

- Unit Topic: Solving Mysteries

- Subtopic 1: Exploring New Places

- Subtopic 2: Detective Work

Reading Skills /

Spelling Patterns

Prefixes

- * uni-
- * bi-
- * tri-
- * semi-
- * multi-
- * hemi-

Reading Skills

- * Predicting
- * Visualizing
- * Analyzing Problems
- * Analyzing Solutions

Project Options

- 1.) Write a new ending for "The Mystery of the Native American Treasure".
- 2.) Research a real mystery and write about it.
- 3.) Write about how to solve a mystery.

Language Skills /

Vocabulary		Grammar Conventions
passage	urgently	Regular Nouns
echo	mandatory	* Adding -s
creep	concerned	* Adding -es
bolt	calamity	* Adding -ies
emerge	prowler	Irregular Nouns
explain	plank	* man/men
gorge	woodworking	* goose/geese
figure	lurk	* woman/women
chamber	chime	* child/children
encounter	check	* foot/feet
fork	interrupt	* mouse/mice
random	disappear	* person/people
intense		* sheep/sheep
		* deer/deer
		* bison/bison
		* cactus/cacti
		* octopus/octopi
		* abacus/abaci

Unit 9: Changes in Nature

- Domain: Science
- Unit Topic: Changes in Nature

- Subtopic 1: Changes Caused by People
- Subtopic 2: Changes Caused by Nature

Reading Skills /

Spelling Patterns	Reading Skills
-que * boutique * oblique * bisque * antique * physique * unique -x * relax * fox * wax * six * box * fix	* Cause and Effect * Fact and Opinion

Project Options

- 1.) Create a story about how the Native Americans taught the settlers.
- 2.) Create a poster supporting agriculture.
- 3.) Make a cause and effect poster about wildfires.

Language Skills /

Vocabulary		Grammar Conventions
deforestation farm replant restore increase drain agriculture supply careless balance competition fertilize harmful	ash destroy occur estimate earthquake tsunami eruption affect spread ice age extinct fossils drain	Affixes * de- * -ness * -less * -ic * dis- * -al

Unit 10: Traits, Thoughts, Actions, Feelings

- Domain: Reading
 - Unit Topic: Traits, Thoughts, Actions, Feelings

- Subtopic 1: Describing Characters
 - Subtopic 2: What's My Next Move?

Reading Skills /

Spelling Patterns	Reading Skills
Compound Words With: * every- * any – * no- * super- * black- * horse- * sun- * good-	* Analyze Characters * Analyze Plot * Predict * Infer

Project Options

- 1.) Compare and contrast the traits, feelings, thoughts, and actions of two characters.
- 2.) Create a fictional character.
- 3.) Write a one-page fantasy story about your life as a superhero.

Language Skills /

Vocabulary		Grammar Conventions
athletic	aroma	Indefinite Pronouns * everybody * nobody * everyone * no one * everything * nothing * everywhere * nowhere * anybody * each * anything * both * anyone * none * anywhere * some * someone * few * somebody * many * several
ballet	quiver	
champions	terrible	
concentration	groceries	
gracefully	impatiently	
permission	magic	
excursion	mischievous	
dilemma	exiled	
join	scurry	
stretch	fantasy	
imagine	routine	
enjoy	complain	
decide		

Unit 11: We Will Rock You

- Domain: Science
- Unit Topic: We Will Rock You

- Subtopic 1: The Rock Cycle
- Subtopic 2: Soil

Reading Skills /

Spelling Patterns	Reading Skills
-ery * fishery * greenery * trickery * creamery -ory * directory * accessory -ary * stationary * revolutionary * missionary	* Connecting to Prior Knowledge * Main Idea & Details

Project Options

- 1.) Make a picture book about the three types of rocks.
- 2.) Make a sign for a rock by labeling type of rock you think it is.
- 3.) Create a poster showing the different layers of soil. Describe each layer.

Language Skills /

Vocabulary		Grammar Conventions
weathering erosion erode deposit form compact mine igneous rock metamorphic rock sedimentary rock pressure obsidian crystal	topsoil retain support layer subsoil bedrock loam humus gravel clay silt create break down	Adjectives with -ed, -ing Adverbs * too * either * too many * too much

Unit 12: Discovering the Americas

- Domain: Social Studies
 - Unit Topic: Discovering the Americas

- Subtopic 1: Canada
 - Subtopic 2: Chile

Reading Skills /

Spelling Patterns

- * Adding -ion to verbs
- * Prefixes (semi-, hemi-, multi-)
- * Special Consonants
 - * -que
 - * -x
 - * ck
- * Compound Words
- * Homonyms/Homographs/Homophones
- * -ge/-dge

Reading Skills

- * Main Idea and Details
- * Similes and Metaphors
- * Sequencing Events
- * Cause and Effect
- * Analyzing Characters

Project Options

- 1.) Write a folktale about an animal.
- 2.) Write a research report about Canada.
- 3.) Draw a map of Chile and include pictures of things you like about the country.

Language Skills /

Vocabulary		Grammar Conventions
grizzly bear	indigenous	Articles (a, an, the, zero article)
stalk	condor	Sentence Structure
prepare	emerge	* Simple Sentence
bison	myth	* Compound Sentence
moose	puma	* Complex Sentence
caribou	befriend	Antecedents and Pronouns
beaver	folklore	Adverbs
longhouse	fauna	Quantifiers
mammoth	pudu	
settle	attract	
drag	forever	
grateful	long for	
glance	depend on	