

Scope & Sequence

Unit 1: On a Field Trip

Grammar and Functional Language	Vocabulary		Functions
<p>Imperatives Please don't scare the fish at the aquarium.</p> <p>Modal can (asking for permission) Can I bring my camera?</p> <p>Possessive Pronouns Whose mascot is it? Whose uniforms are they? It's ours. They're theirs.</p> <p>Present Continuous (review) What's he doing? He's taking a nap. What are they doing? They're buying a snack. I'm not listening to the radio. Is he buying candy? No, he isn't.</p> <p>Functional Language What type of event is it? How much does it cost? What time does it start? Where is the event?</p>	<p>Verbs bring, go, take (a picture), buy, pet (an animal), pose, look, listen, watch, explain, stand, eat, ride, play, feed, touch, use, throw (trash), cut (in line), run, drink, scare, have</p> <p>Nouns bus, uniform, backpack, school, tennis shoes, mascot, egg, cocoon, souvenir, guide, snack</p> <p>Possessive Pronouns hers, his, mine, ours, theirs, yours</p>	<p>Locations aquarium, zoo, museum, planetarium, amusement park, theater, book fair, gift shop, art gallery</p> <p>Events show, movie, concert, play, exhibit, tour, performance</p> <p>Insects ant, dragonfly, firefly, cricket, caterpillar, cockroach, butterfly</p>	<ul style="list-style-type: none"> Following instructions Asking for permission Expressing possession Describing insects Describing activities Asking about events and buying a ticket
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> Naturalistic Logical-Mathematical 	<p>Cross-Curricular Content Science</p>	<p>Value Good Manners</p>	<p>Phonics -ng vs. -nk</p>
<p>Skills Learning to make predictions about a text. Listening for specific information. Writing about a field trip.</p>			

Unit 2: Farmers' Market

Grammar and Functional Language	Vocabulary		Functions
<p>There is / isn't & There are / aren't... There is some honey. There isn't any milk. There are some pumpkins. There aren't any beans.</p> <p>How many...? / There are... How many blueberries are there? There are a lot / a few / none.</p> <p>How much is there? / There is... There is a lot / a little / none.</p> <p>Present simple + time At six ten, we feed the chickens.</p> <p>Adverbs of Frequency I sometimes ride my bike to school.</p> <p>Functional Language What time is it? It's nine forty. How much are the carrots? They're \$1.75 a kilo.</p>	<p>Foods and Farm Products honey, cheese, yogurt, raspberries, pumpkins, peaches, green beans, blueberries, potatoes, corn, sugar, peanut butter, bacon, grape jelly, ham, leather, blueberry jam, pears</p> <p>City and Country Living apartment, electricity, organic, recycle, hormones, farm, pesticides, toxic, turbines, pollute, environment</p>	<p>Animals cow, dog, pig, goat, chicken, bee, sheep</p> <p>Farm Activities milk the cow, feed (the chickens), collect eggs, make butter, pick vegetables, brush the sheep, collect the wool, make the compost</p>	<ul style="list-style-type: none"> Asking about and describing amounts Describing city and country life Talking about animal products Describing one's schedule Telling the time Asking about the cost of items Describing the frequency of daily activities
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> Logical-Mathematical Kinesthetic 	<p>Cross-Curricular Content Social Studies</p>	<p>Value Tolerance</p>	<p>Phonics Sound of third-person -s</p>
<p>Skills Recognizing characters in stories. Looking for specific information in a text. Listening for specific information. Following instructions. Descriptive writing about the five senses.</p>			

Unit 3: My Time

Grammar and Functional Language	Vocabulary		Functions
<p>Like / Love / Don't Like / Hate + Gerund I like learning karate. Does she like going to ballet class?</p> <p>Want + Infinitive We want to go swimming.</p> <p>Functional Language: Describing Feelings It makes me feel happy.</p> <p>Indefinite Pronouns + Present Simple Everybody likes reading.</p> <p>Functional Language: Describing Abilities I'm good at cooking. I'm not good at playing the piano.</p> <p>Verb to be + Personality Adjectives She's shy. Is he friendly? Yes, he is. No, he isn't.</p> <p>How often...? How often do you take a test?</p>	<p>Hobbies and Activities learn karate, go roller skating, play computer games, take violin lessons, play in the band, chat online, go to ballet class, take swimming lessons, do gymnastics, march, take singing lessons, take pictures, go to the movies, listen to music, write poems, play an instrument, make crafts, join a club, go bowling</p> <p>Clubs Crafts, Music, Cooking, Art, Photography, Outdoor</p>	<p>Feelings angry, confused, calm, nervous, bored, excited</p> <p>Indefinite Pronouns everybody, nobody</p> <p>Personality Traits shy, friendly, nervous, talkative, loud, funny, mean</p>	<ul style="list-style-type: none"> Describing and asking about interests Describing wants Describing feelings Talking about abilities Talking about personality traits Asking about the frequency of events
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> Visual-Spatial / Musical Linguistic 	<p>Cross-Curricular Content Art</p>	<p>Values Sharing</p>	<p>Phonics /v/ and /b/ sounds at the beginning of a word</p>
<p>Skills</p> <p>Looking for specific information in a text. Inferring if certain information in a text is true or false. Listening to others' likes and dislikes. Talking about what they are good or not good at. Writing their own profile about likes and dislikes.</p>			

Unit 4: A Healthy Body

Grammar and Functional Language	Vocabulary		Functions
<p>Present Simple How do you feel? I have a headache. She has a toothache.</p> <p>Modal should You should wash your hands. She shouldn't go to school.</p> <p>Imperative Don't eat foods with a lot of sugar.</p> <p>How often...? How often do you go to the doctor? I go once a year.</p> <p>To be + adjectives I'm tired. He's sleepy.</p> <p>Need + infinitive You need to go to bed. He needs to take a nap.</p> <p>Zero Conditional When I'm hungry, I eat a snack.</p>	<p>Symptoms and Illnesses sore throat, headache, toothache, fever, cough, runny nose, stomachache, earache, bug bite, chicken pox, cold, sunburn, hiccups, diabetes</p> <p>Prevention and Treatment rest, exercise, call the doctor, go to the dentist, take vitamins, take cough medicine, drink water, wear sunscreen, take a nap, take a shower, put some cream on, brush and floss your teeth, don't scratch/rub</p>	<p>Body Parts tooth, eye, finger, head, arm</p> <p>Nouns day, week, year, month</p> <p>Activities go hiking, play soccer, exercise</p> <p>Adjectives sleepy, hot, cold, hungry, thirsty, bored</p>	<ul style="list-style-type: none"> Asking about and describing ailments Giving advice Talking about healthy and unhealthy choices Describing feelings Talking about personality traits Asking about the frequency of events
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> Kinesthetic Visual-Spatial 	<p>Cross-Curricular Content Health</p>	<p>Values Personal Hygiene</p>	<p>Phonics j- vs. ch-, g- and y-</p>
<p>Skills</p> <p>Identifying characters and who is speaking in a dialogue. Looking for specific information in a text. Listening to specific information. Talking about healthy habits with a friend. Comparing healthy habits with a friend. Writing about recommended healthy habits.</p>			

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Unit 5: Project Earth

Grammar and Functional Language		Vocabulary		Functions	
<p>There was / There were There was a tribe. There were bears and deer. There wasn't a city. There weren't any hotels.</p> <p>Was there...? / Were there...? Was there a railroad? Yes, there was. No, there wasn't. Were there any bridges? Yes, there were. No, there weren't.</p> <p>Past Simple We wasted water. They polluted the air.</p> <p>Have to He has to recycle. I have to save electricity.</p> <p>There is / are vs. There was / were In 1940, there weren't any cars. Now there are cars.</p>		<p>Animals bison, horse, bear, deer, fish, wolf, seal, polar bear, caribou, snowy owl, walrus, whale, arctic fox</p> <p>Environment garbage dump, air pollution, muck, ocean, freshwater, rainwater, resource, raindrop, cloud, ground, evaporate, condense, rainbow, toxic chemicals, smoke, Earth, endangered species, recycling bin</p>		<p>Verbs produce, waste, dump, pollute, save, change, recycle, protect, collect, conserve, use, decide</p> <p>Construction wooden house, railroad, factory, bridge, steel mill, hotel, research center, visitors' center, restaurant</p> <p>Transportation car, railroad, canoe, bicycle, subway</p>	<ul style="list-style-type: none"> Describing places in the past Comparing the past and the present Discussing water as a resource Talking about the water cycle Talking about conserving water Talking about past actions Talking about what has to be done
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> Linguistic Musical 		<p>Cross-Curricular Content</p> <p>Ecology</p>		<p>Value</p> <p>Responsible Use of Resources</p>	<p>Phonics</p> <p>Sound of past ending -ed</p>
<p>Skills</p> <p>Inferring if certain information in a text is true or false. Looking for specific information in a text. Listening for details. Writing about what there was in a town in the past.</p>					

Unit 6: Prehistoric Times

Grammar and Functional Language		Vocabulary		Functions	
<p>Past Form of the Verb to be The Columbian Mammoth was four meters tall.</p> <p>Past Simple They made tools. They painted caves.</p> <p>Yes / No Questions with Past Simple Did it eat plants? Yes it did. / No, it didn't.</p> <p>Questions with the verb to be How tall was it? What color was it? When was it alive? What was it?</p>		<p>Geography tropical forest, climate, erosion, continent, supercontinent, plate tectonics, surface, earthquake, volcano, lava, eruption, island, atmosphere, tsunami, region, fossil, cave</p> <p>Prehistoric Animals saber-toothed cat, bison, Columbian mammoth, short-faced bear, ground sloth, apatosaurus, mauisaurus, velociraptor, eurypterid, saber-toothed fish, sand turtle, glyptodont, duckbilled dinosaur, meganeura</p>		<p>Parts of Animals tooth, feather, neck, tail, claw, fin, wing, tusk, head, leg, fang, horn, trunk, scale, shell, spike, armor, bone, antler</p> <p>Verbs hunt, carve, burn, bury, absorb, shake, crash, erupt, crawl</p> <p>Measurement meter, year, weight, million, kilometer, kilogram, centimeter</p>	<ul style="list-style-type: none"> Describing ancient animals Talking about the past Describing the effects of the movement of the Earth's surface Talking about volcanoes Asking about ancient animals
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> Kinesthetic Logical / Mathematical 		<p>Cross-Curricular Content</p> <p>Geology</p>		<p>Value</p> <p>Respecting Wildlife</p>	<p>Phonics</p> <p>Sound of words beginning with h</p>
<p>Skills</p> <p>Reading for gist and details in a story. Reading for specific information in a description. Listening for details. Describing animals. Writing a descriptive text.</p>					

Unit 7: Ancient China

Grammar and Functional Language	Vocabulary		Functions
<p>Conjunctions and, but; Verb to be You're shy and insecure. You're strong, but you're lazy.</p> <p>Past Simple Affirmative and Negative He didn't want the nomads to attack. They often attacked Chinese towns.</p> <p>There was / were There were dangerous tribes of nomads. How many were there?</p> <p>Past Simple Subject and Object Questions Where was it? How tall were they? Who invented paper? What did they carry?</p> <p>Could for Past Ability I could play. I couldn't ride a bike.</p>	<p>Personality Traits intelligent, dishonest, popular, energetic, active, busy, creative, insecure, clever, sociable, hardworking, vain, egotistical, honest, loyal, sincere, sensitive, lazy, confident, organized, persistent, stubborn, brave, independent, kind, timid, lucky, strong, arrogant, shy</p> <p>Inventions compass, gum, paper, screwdriver, calculator, chopsticks, pencil, chess, blue jeans, telescope,</p>	<p>electric guitar, glasses</p> <p>Verbs unify, invade, repair, extend, protect, uncover, graze, trade, carry, hibernate, decorate, discover</p> <p>Places capital, seaport, farm, region, city, country, temple, palace</p> <p>Other Words well, clay, acrobat, spice, porcelain, silk, omnivore, bamboo, nomad, tribe, yak, herder, trade route</p>	<ul style="list-style-type: none"> Describing personality traits Describing people, places and animals Talking about the past Asking about the past Comparing the past and the present
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> Kinesthetic Visual-Spatial 	<p>Cross-Curricular Content Social Studies</p>	<p>Value Trying New Things</p>	<p>Phonics silent <i>gh</i> vs. <i>gh</i> pronounced /f/</p>
<p>Skills Guessing meaning through context. Reading for specific information. Making predictions about a story. Listening for specific information. Talking about abilities. Writing a paragraph using correct punctuation.</p>			

Unit 8: Ocean Adventure

Grammar and Functional Language	Vocabulary		Functions
<p>Future with Going to I'm going to go swimming. She's going to read. He isn't going to watch movies. They're going to travel. They aren't going to go swimming. What is he going to do? Past Simple with Sequence of Events First, we flew to Miami. Then, we boarded a ship. Finally, we came home.</p> <p>Functional Language He's from Argentina. He's Argentinian. He speaks Spanish.</p> <p>Past Simple Questions Where did you find the giant squid?</p> <p>Past Simple Review I discovered a treasure.</p>	<p>Activities collect seashells, take painting lessons, go scuba-diving, do water activities, fly in a plane, go snorkeling, go horseback riding</p> <p>Sequence Words first, then, next, after that, finally</p> <p>Marine Biology coral reef, marine biologist, ecosystem, coral polyps, algae, seahorse, shrimp, jellyfish, tentacles, sea</p>	<p>turtle, crab, climate change, squid, explorer, turtle, nest, flipper, extinction</p> <p>Countries, Nationalities and Languages Switzerland, Argentina, Canada, Egypt, Japan, Australia, Ireland, Brazil, Japanese, Irish, English, French, Spanish, Arabic, Portuguese, German, Italian, Romansh, Canadian, Argentinian, Swiss, Australian, Brazilian, Egyptian</p>	<ul style="list-style-type: none"> Describing future plans Describing coral reefs, underwater life and conservation Asking about the past Describing nationalities and languages
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> Kinesthetic Naturalistic 	<p>Cross-Curricular Content Marine Biology</p>	<p>Value Water Safety</p>	<p>Phonics Silent letters</p>
<p>Skills Making predictions about a story. Reading for specific information. Retelling a story in order. Listening to specific information in a sequenced description of events. Talking about plans. Writing about vacations and proofreading.</p>			