





									
	0 p.6	1 My School p. 10	2 My Toys p. 18	3 My Family p. 26	4 My Body p. 34	5 Stories p. 44	6 I Like Food p. 52	7 Clothes p. 60	8 Animals p. 68
CONTENT AREA CONNECTION	Social and Academic Language, Math	Social and Academic Language, Math	Social and Academic Language, Math	Social Studies, Math	Health and Physical Education, Math	Language Arts	Health and Physical Education, Social Studies	Social Studies	Science
OBJECTIVES	<ul style="list-style-type: none">• greet and say goodbye to one another• listen to and respond to classroom instructions• identify and name things that are <i>red</i> and <i>blue</i>• count up to two items	<ul style="list-style-type: none">• identify and name classroom objects• ask and answer questions to identify classroom objects• identify and name things that are <i>green</i> and <i>yellow</i>• count up to four items	<ul style="list-style-type: none">• identify and name toys• ask and answer questions about toys• identify and name things that are <i>brown</i> and <i>orange</i>• count up to six items	<ul style="list-style-type: none">• identify and name family members• ask and answer questions about family members• identify and name rooms in the house• identify and name things that are <i>black</i> and <i>white</i>• count up to eight items	<ul style="list-style-type: none">• identify and name parts of the body• say what parts of the body people have• identify and name things that are <i>pink</i> and <i>purple</i>• count up to ten items	<ul style="list-style-type: none">• identify and name people and things in a story• identify and name the feelings <i>happy</i> and <i>sad</i>• say what you want• identify and name things that are <i>gold</i> and <i>silver</i>	<ul style="list-style-type: none">• identify and name foods and drinks• talk about likes and dislikes• identify and name <i>circles</i> and <i>squares</i>	<ul style="list-style-type: none">• identify and name clothing items• say what you and others are wearing in hot and cold weather• identify and name and <i>rectangles</i> and <i>triangles</i>	<ul style="list-style-type: none">• identify and name animals• talk about actions that people and animals do• identify and name <i>hearts</i> and <i>stars</i>
VOCABULARY SC: 1	Hello. I'm [Eddie.] What's your name? Hi. I'm [Freddy.] Goodbye, Polly! Bye, Mia. Stand up. Sit down. Open your book. Close your book.	<i>book, chair, crayon, desk, eraser, paper, pen, pencil</i>	<i>ball, balloon, car, doll, kite, robot, teddy bear, truck</i>	<i>brother, father, grandma, grandpa, me, mother, sister bathroom, bedroom, kitchen, living room</i>	<i>arms, ears, eyes, feet, hair, hands, legs, mouth, nose</i>	<i>bird, crown, friends, king, prince, princess, queen happy, sad</i>	<i>bananas, bread, chicken, cookies, milk, noodles, orange juice, rice, water</i>	<i>coat, dress, hat, pants, shoes, shirt, shorts, skirt, socks</i>	<i>crocodile, giraffe, hippo, lion, monkey, zebra drink, eat, run, walk</i>
LANGUAGE IN USE SC: 2		What is it? It's a [chair].	Is it a [doll]? Yes, it is. / No, it isn't. Is it a [teddy bear]? Yes, it is.	Who's this? It's my [brother]. Where's [Grandma]? In the [kitchen].	I have [two hands]. He/She has [two hands].	I want a [crown]. I want a [friend].	I like [noodles]. I don't like [noodles].	It's [cold]. I'm wearing [a coat]. It's [hot]. He/She's wearing [shorts].	Is [the lion] [eating]? No, it isn't. It's [drinking].
CONCEPTS SC: 3	Colors: blue, red Numbers: 1, 2	Colors: green, yellow Numbers: 3, 4	Colors: brown, orange Numbers: 5, 6	Colors: black, white Numbers: 7, 8	Colors: pink, purple Numbers: 9, 10	Colors: gold, silver	Shapes: circle, square	Shapes: rectangle, triangle	Shapes: heart, star
THE SOUNDS OF ENGLISH SC: 4	/h/ hello /aɪ/ goodbye Chant: Hello, hello	/p/ pen /eɪ/ paper /ɛ/ desk Chant: I have some paper	/b/ ball /oʊ/ robot /k/ car Chant: Dolls and robots	/æ/ black /s/ sister /u:/ room Chant: I love my grandpa!	/ɑ:/ arm /l/ leg /aʊ/ mouth Chant: One mouth for me	/g/ gold /i:/ queen /ŋ/ king Chant: The prince wants silver	/tʃ/ chicken /n/ noodles /r/ rice Chant: I like chicken	/ʃ/ shirt /ɒ/ doll /ɪ/ milk Chant: I want a shirt	/ʌ/ run /z/ zebra /ə/ lion Chant: Look, I'm a lion
READING SC: 5		Time for School	Birthday Boy	Eight is Great	It's Me!	The Crown	A Picnic	Wash Day	At the Animal Park
WRITING PP. 78-90		Aa Bb Cc	Dd Ee Ff	Gg Hh Ii	Jj Kk Ll	Mm Nn Oo	Pp Qq Rr	Ss Tt Uu Vv	Ww Xx Yy Zz
REVIEW		Units 1–4 pp. 42–43				Units 5–8 pp. 76–77			

ADDITIONAL VIDEO Song: SC: 6

Scope and Sequence

Our World 1

										
UNIT 0	1	2	3	4		5	6	7	8	9
Welcome to Our World p. 4	My Classroom p. 10	My World p. 26	My Family p. 42	My House p. 62		Cool Clothes p. 78	My Toys p. 94	My Body p. 112	Good Food p. 128	Animal Friends p. 144
CONTENT AREA CONNECTION	Social and Instructional Language, Language Arts	Language Arts, Social Studies	Language Arts, Social Studies	Social and Instructional Language, Language Arts		Language Arts, Social Studies	Social and Instructional Language, Language Arts	Health and Physical Education, Social Studies	Health and Physical Education, Social Studies	Social Studies
GOALS SC: 1	<ul style="list-style-type: none">name things in the classroomtalk about things in the classroomsay the color and number of things	<ul style="list-style-type: none">name things in naturetalk about natural thingsask where things are	<ul style="list-style-type: none">name family memberstalk about family membersuse numbers to talk about my family	<ul style="list-style-type: none">talk about things in a housesay where things aretalk about actions		<ul style="list-style-type: none">talk about clothestalk about the colors of clothessay what people are wearing	<ul style="list-style-type: none">talk about toystalk about things people wanttalk about owning things	<ul style="list-style-type: none">name parts of the bodytalk about parts of the bodytalk about things we can do	<ul style="list-style-type: none">name foodtalk about things we like and don't like to eattalk about my favorite food	<ul style="list-style-type: none">name animalstalk about what animals can dotalk about what we want to do
VOCABULARY 1 & 2 SC: 2–3	<i>board, classroom, clock, computer, crayon, map, paper, pen, pencil, table</i> <i>book, chair, desk, eraser, picture</i> Strategy: Alphabetical order	<i>bird, butterfly, grass, mountain, ocean, river, rock, sky, sun, tree</i> <i>bush, cloud, flower, moon, star</i> Strategy: Ending –s	<i>baby, brother, father, grandfather, grandmother, mother, my family, parents, photo, sister</i> Strategy: Compound words <i>big, old, short, small, tall, young</i> Strategy: Antonyms	<i>bathroom, bed, bedroom, dining room, kitchen, lamp, living room, mirror, sofa, TV</i> Strategy: Classifying and Categorizing <i>cleaning, cooking, eating, sleeping, taking a bath, watching TV</i> Strategy: Base words and the Suffix -ing		<i>dress, gloves, hat, jacket, pants, shirt, shoes, skirt, socks, T-shirt</i> <i>brown, closet, pink, purple, shelf</i> Strategy: Using a dictionary	<i>ball, bike, car, drum, game, kite, puppet, top, train, truck</i> <i>board game, doll, puzzle, robot, teddy bear</i> Strategy: Compound words	<i>arm, ear, eye, feet, foot, hair, hand, head, leg, mouth, neck, nose</i> <i>jump, long, run, strong, walk</i> Strategy: Using a dictionary	<i>apple, banana, cheese, pizza, chicken, cookie, egg, fish, orange, rice, salad, sandwich, soup</i> <i>lemonade, milk, orange juice, tea, water</i> Strategy: Multiple-meaning words	<i>cat, chicken, cow, dog, donkey, duck, frog, goat, horse, rabbit, sheep, turtle</i> <i>climb, crawl, fly, see, swim</i> Strategy: Using a dictionary
GRAMMAR 1 & 2 SC: 6–7	Yes/No questions with it's What and How many	to be: is, are Where and in or on	to have Questions with who	Ask and answer. Is there...? ...there is/isn't. Verbs with -ing		Present progressive: am/are/ is + verb-ing Questions with that and those	Simple present of want: I / you / he, she Questions with this and these	Possessive adjectives Ability with can	Like with count and noncount nouns Indefinite articles: a, an	Present progressive: What... +ing? and Are... +ing? questions Want + infinitive
READING	Drawing and Writing Strategy: Compare and contrast	Rainbows Strategy: Use visuals to support comprehension	Families Are Different Strategy: Make connections to personal experience	Houses Are Different Strategy: Make connections to personal experience		Clothes Are Fun! Strategy: Compare and contrast	We ♥ Teddy Bears (We Love Teddy Bears) Strategy: Visualize	Sculptures Are Fun Strategy: Identify main idea and details	Fun Food Strategy: Summarize	Animal Babies Strategy: Scan text for information
WRITING	Make a name tag. Focus: Using capital letters, introducing themselves	Write about nature, then color. Focus: Writing short sentences with <i>is</i> and <i>are</i>	Draw and write about your family. Focus: Writing about families	Draw and write about your bedroom. Focus: Writing about bedrooms		Write about clothes. Focus: Writing about clothes	Draw and write about your favorite toy. Focus: Writing about a favorite toy, using periods at the end of sentences	Draw and write about a costume. Focus: Writing about a costume	Draw and write about your favorite foods. Focus: Writing about favorite foods	Draw and write about your favorite animal. Focus: Writing about favorite animals
VALUE	Work hard in school.	Enjoy nature.	Love your family.	Be neat.		Take care of your clothes.	Share your toys.	Be clean.	Eat good food.	Be good to animals.
PROJECT	Make a counting book.	Make a mural about nature.	Make a family photo poster.	Make a plan of rooms in a house.		Dress a stick puppet.	Make a cup-and-ball toy.	Make a robot.	Make a placemat.	Make a class book about animals.
EXTENDED READING	Cave Paintings	pp. 58–59			A Shape Poem	pp. 110–111		Dog Is Lucky!	pp. 162–163	
REVIEW	Units 1–3	pp. 60–61			Units 4–6	pp. 112–113		Units 7–9	pp. 164–165	

ADDITIONAL VIDEO Game: Sc. 5; Review: Sc. 8; Song: Sc. 9; Viewing: Sc. 10; Story Time: Sc. 11; Wrap Up: Sc. 12

Scope and Sequence
Our World 2

										
UNIT 0 My Family p. 4	1 Fun in Class p. 10	2 Boots and Bathing Suits p. 26	3 Fun in the Sun p. 42	4 Inside Our House p. 62		5 Day by Day p. 78	6 How Are You? p. 94	7 Awesome Animals p. 112	8 The World of Work p. 128	9 Let's Eat! p. 144
CONTENT AREA CONNECTION	Social and Instructional Language, Language Arts	Language Arts, Science	Language Arts, Health and Physical Education	Social Studies		Social and Instructional Language, Language Arts	Language Arts	Science, Social Studies	Language Arts, Social Studies	Social Studies, Health and Physical Education
GOALS SC: 1	<ul style="list-style-type: none">say what people are doingsay what classroom objects I am usingshow where things are	<ul style="list-style-type: none">talk about the weathertalk about my clothessay when it is hot or cold	<ul style="list-style-type: none">say what I like to do outsidesay what I do on different dayssay what I like	<ul style="list-style-type: none">name furniturename household objectssay where things in a house are		<ul style="list-style-type: none">say what I do every daytalk about when I do thingsname parts of the day	<ul style="list-style-type: none">say how people looktalk about how people feeltalk about what people are doing	<ul style="list-style-type: none">name animalsdescribe animalstalk about what animals can and can't do	<ul style="list-style-type: none">talk about jobstalk about where people worksay what I want to be	<ul style="list-style-type: none">talk about foodssay what I like to eatask politely for things
VOCABULARY 1 & 2 SC: 2–4	coloring, counting, cutting, drawing, erasing, gluing, listening, reading, talking, writing Strategy: Base words and endings: -ing glue, marker, notebook, paintbrush, scissors Strategy: Comparing Sounds: /s/ and /z/	bathing suit, boots, cloudy, cold, hot, raincoat, rainy, snowy, sunny, sweater, windy Strategy: Alphabetical Order coat, jeans, shorts, sneakers, umbrella Strategy: Alphabetical Order	fly a kite, jump rope, play a game, play baseball, play basketball, play hide and seek, play soccer, ride a bike, rollerblade, skateboard Strategy: Multiple-meaning words bounce a ball, catch a ball, play tag, throw a ball, watch a game Strategy: Comparing sounds: /ex/ and /ai/	armchair, bookcase, fireplace, microwave, rug, shelves, shower, stairs, stove, tub Strategy: Compound words door, phone, refrigerator, sink, window Strategy: Single sounds: /ou/		brush my teeth, eat breakfast, eat dinner, eat lunch, get dressed, get up, go to bed, go to school, play video games, play with friends, wash my face Strategy: Irregular plurals at night, in the afternoon, in the evening, in the morning, late	angry, bored, excited, hungry, scared, silly, surprised, thirsty, tired, worried Strategy: Antonyms and Synonyms crying, frowning, laughing, smiling, yawning	camel, crocodile, elephant, giraffe, hippo, hop, kangaroo, lion, monkey, panda, parrot, penguin, swing, tiger, zebra Strategy: Context Clues big teeth, colorful feathers, long trunk, sharp claws, short tail	bus driver, chef, dentist, doctor, farmer, firefighter, nurse, office worker, police officer, scientist, singer, vet Strategy: Base words and endings -er, -or artist, inventor, movie star, rock star, soccer player	beans, bread, carrots, corn, hamburgers, ice cream, mangoes, meat, noodles, pasta, peppers, potatoes, tomatoes Strategy: Using a Dictionary cheese, chips, grapes, nuts, snacks, yogurt Strategy: Comparing Sounds: /i:/ and /ɪ/
GRAMMAR 1 & 2 SC: 6–7	Present progressive, first person plural Questions with <i>Are there...?</i> and short answers	<i>What's + noun + like?</i> and answers using <i>It's...</i> Imperatives	<i>Like + infinitive</i> <i>Let's</i>	Prepositions of place Subject-pronoun agreement: <i>it, they</i>		Telling time Adverbs of frequency	<i>He/she looks</i> Regular and irregular plurals	<i>Can</i> and <i>can't</i> for ability Simple present tense, subject-verb agreement	Use the simple present to talk about jobs Simple present with <i>want + infinitive</i>	Questions with <i>any</i> or questions and answers with <i>any</i> Polite requests with <i>may</i>
READING	Paper Art Strategy: Compare and Contrast	Snow Animals Strategy: Identify Main Idea and Details	Amazing Playgrounds Strategy: Ask Questions	Fun Houses Strategy: Use Visuals to Support Comprehension		A Day in the Space Station Strategy: Identify Sequence of Events	Fabulous Faces Strategy: Ask Questions	Two Big Birds Strategy: Compare and Contrast	Wonderful Work! Strategy: Summarize	Super Snacks! Strategy: Scan Text for Information
WRITING	Draw and write about you and your friend. Focus: Write short sentences and identify names and actions.	Write about a picture of yourself. Focus: Describe weather and clothes.	Write about activities. Focus: Write about what you like to do.	Write about a room in your house. Focus: Write about a room in your house.		Write about your favorite day. Focus: Write about a favorite day.	Write about a photo of a special event. Focus: Describe a photo of a special event.	Write about a favorite animal. Focus: Write about a favorite animal.	Write about a person's job. Focus: Write about a person's job.	Write about favorite snacks. Focus: Write about your favorite snacks.
VALUE	Be neat.	Dress for the weather.	Be a good sport.	Help at home.		Be on time.	Help make other people happy.	Respect animals.	Work hard.	Eat good food.
PROJECT	Make a container for your school supplies.	Make a weather mobile.	Make a mural.	Make a house out of boxes.		Make an accordion book.	Make a paper-bag puppet.	Make a class set of animal cards.	Make a poster about your favorite job.	Make a class snack.
EXTENDED READING	A Son for Geppetto	pp. 58–59		Coyote Brings Fire to the People		pp. 110–111		Grevy's Zebras		pp. 162–163
REVIEW	Units 1–3	pp. 60–61		Units 4–6		pp. 112–113		Units 7–9		pp. 164–165

▶ ADDITIONAL VIDEO Game: SC:5; Review: SC: 8; Song: SC:9; Viewing: SC: 10; Story Time SC: 11; Wrap UP: SC: 12

Scope and Sequence
Our World 3

										
UNIT 0 Welcome to Our Class p. 4	1 A Helping Hand p. 10	2 My Place in the World p. 26	3 On the Move! p. 42	4 Our Senses p. 62		5 Animal Habitats p. 78	6 What's for Dinner? p. 94	7 Feeling Fit p. 114	8 Let's Celebrate p. 130	9 My Weekend p. 146
CONTENT AREA CONNECTION	Social and Instructional Language, Social Studies	Language Arts, Social Studies	Technology and Engineering, Social Studies	Science, Language Arts, Health and Physical Education		Language Arts, Science	Health and Physical Education, Social Studies	Health and Physical Education	Social Studies, Music and the Performing Arts	Health and Physical Education, Language Arts
GOALS SC: 1	<ul style="list-style-type: none">• talk about caring for others• describe daily routines• talk about how many times people do things	<ul style="list-style-type: none">• talk about my town• ask for help• give directions	<ul style="list-style-type: none">• talk about different kinds of transportation• describe how people travel• compare and contrast	<ul style="list-style-type: none">• talk about the senses• talk about how things look, feel, taste, sound, and smell• talk about the past		<ul style="list-style-type: none">• name animal habitats• say what animals look like• talk about animal homes	<ul style="list-style-type: none">• name foods• talk about quantities• talk about favorite meals	<ul style="list-style-type: none">• name parts of the body• talk about the past• talk about good and bad habits	<ul style="list-style-type: none">• talk about celebrations and festivals• tell what happened in the past• talk about cultural traditions	<ul style="list-style-type: none">• talk about free-time activities• talk about the past• talk about hobbies
VOCABULARY 1 & 2 SC: 2–4	<i>carry, feed my pet, give my pet a bath, goldfish, hamster, help, hold hands, hug, pick up, protect, take care of my pet, teach</i> Strategy: Context Clues <i>come home, do my homework, have a snack, make my bed, take a shower</i> Strategy: TK?	<i>bakery, drugstore, hospital, movie theater, museum, park, police station, post office, restaurant, supermarket, toy store, train station</i> Strategy: Compound Words <i>library, mall, stadium, swimming pool, zoo</i> Strategy: Comparing sounds: /l/ and /r/	<i>airplane, bus, ferry, helicopter, hot-air balloon, motorcycle, sailboat, scooter, ship, subway, taxi</i> Strategy: Compound Words <i>coast downhill, get off, get on, park, pedal uphill</i> Strategy: Grouping	<i>beautiful, delicious, dry, hard, loud, quiet, rough, smooth, soft, sticky, terrible, ugly</i> Strategy: Antonyms <i>bitter, salty, sour, spicy, sweet</i> Strategy: Sound combinations: Combinations with /s/		<i>cave, desert, forest, grasslands, hive, ice, island, mud, nest, rain forest, snow, underground, web, wetlands</i> Strategy: Compound Words <i>fur, horns, pouch, tongue, wings</i> Strategy: Analogies	<i>bag of rice, bottle of oil, bowl of sugar, box of cereal, bunch of bananas, can of soda, glass of juice, jar of olives, loaf of bread, piece of cake</i> Strategy: Context clues <i>buy, compare, money, price, put away</i> Strategy: Sound categories: Vowels	<i>back, bend, bone, chest, elbow, fingers, knee, muscle, shoulder, stomach, stretch, toes</i> Strategy: Analogies <i>eat fruit, eat junk food, eat vegetables, get exercise, get rest</i>	<i>celebrate, costume, dance, decorations, dress up, feast, fireworks, lantern, mask, parade, party, remember</i> Strategy: Using a Dictionary <i>balloons, birthday cake, candles, invitation, present</i>	<i>busy, eat out, exciting, go on a picnic, go to the beach, go to the movies, interesting, lose, stay home, text my friends, visit a museum, win</i> Strategy: Using a Dictionary <i>go fishing, go hiking, go horseback riding, go ice skating, go swimming</i>
GRAMMAR 1 & 2 SC: 5–6	<i>before and after</i> Adverbs of frequency: <i>never, usually, sometimes, always</i>	<i>can</i> for requests and offers Giving directions	<i>too</i> for agreeing <i>but</i> as a contrast	Sense verbs: <i>was, were</i>		<i>Why ...? Because ...</i> Infinitives of purpose	<i>some and any</i> <i>a few and a little</i>	Past simple questions: <i>too and enough</i>	Past simple regular verbs Past simple irregular verbs	Past simple negative <i>go + verb + -ing</i>
READING	<i>Caring for Baby Elephants</i> Strategy: Identify sequence of events	<i>Eye in the Sky</i> Strategy: Text features	<i>Hot-Air Balloons</i> Strategy: Sequence of events	<i>Amazing Animal Senses</i> Strategy: Compare and contrast		<i>Amazing Rain Forests</i> Strategy: Visualize	<i>What's for Lunch</i> Strategy: Connect text to personal experience	<i>Take Care of Your Brain!</i> Strategy: Identify main idea and details	<i>November Celebrations</i> Strategy: Scanning text for information	<i>Wow! Look at That!</i> Strategy: Identifying an author's purpose
WRITING	Write about taking care of people or animals. Focus: Use time-order words; write about taking care of others	Write about a special place. Focus: Write about a special place I know.	Write about transportation. Focus: Use <i>but</i> to show that two connected ideas are different.	Write about summer. Focus: Use <i>and, but,</i> and <i>or</i> to connect sentences.		Write about an animal you like. Focus: Use <i>it's</i> and <i>its</i> correctly.	Write about your favorite meal. Focus: Write a topic sentence to tell a main idea.	Write about keeping fit. Focus: Use <i>because</i> to explain reasons.	Write about a celebration. Focus: Use details to describe a celebration or festival.	Write about a good weekend. Focus: Use words to show the order of events.
VALUE SC: 8	Take care of others.	Explore your town.	Be safe on the street.	Use your senses.		Help protect animal habitats.	Eat good food.	Keep fit.	Celebrate your culture.	Try new things.
PROJECT	Make a collage.	Make My World circles.	Make a class bar graph about favorite types of transportation.	Write a Five Senses poem.		Make a mobile of an animal habitat.	Organize a Taste-Test Day.	Make a Good Habits poster.	Make a parade mask.	Make a class scrapbook.
EXTENDED READING	The Lion and the Mouse	pp. 58–59			The Gingerbread Man	pp. 110–111		The Paralympics	pp. 162–163	
REVIEW	Units 1–3	pp. 60–61			Units 4–6	pp. 112–113		Units 7–9	pp. 164–165	

ADDITIONAL VIDEO Song: Sc. 7; Viewing: Sc. 8; Story Time: Sc. 9; Wrap Up: Sc. 10

Scope and Sequence
Our World 4

										
	1 All in Our Family p. 6	2 Fresh Food p. 22	3 Long Ago and Today p. 38	4 Get Well Soon p. 60		5 My Favorites p. 76	6 Wonders of the Sea p. 92	7 Good Idea! p. 114	8 That's Really Interesting! p. 130	9 The Science of Fun p. 146
CONTENT AREA CONNECTION	The Humanities, Science, Social Studies	Science, Technology and Engineering	The Humanities, Social Studies, Technology and Engineering	Health, Science		The Humanities, Language Arts, Performing Arts, Visual Arts	Science	Science, Technology and Engineering	Language Arts	Science
GOALS SC: 1	<ul style="list-style-type: none">describe what you look likecompare people you knowtalk about your planswrite a journal entry	<ul style="list-style-type: none">talk about obligationdescribe how often you do somethingdiscuss and order foodwrite to express your opinion	<ul style="list-style-type: none">describe daily life in the past and your life todaytalk about what the past was likecompare the past with your life nowwrite unified paragraphs	<ul style="list-style-type: none">talk about health and illnessgive advicedescribe actionswrite about cause and effect		<ul style="list-style-type: none">identify different types of entertainmentcompare people and activitiestalk about your favorite people and thingsgive your opinion	<ul style="list-style-type: none">name and describe sea lifetalk about how you can protect the oceanstalk about future eventswrite to describe how things are different	<ul style="list-style-type: none">talk about inventionstalk about past habitsdescribe how to use an inventionwrite facts and opinions about a favorite invention	<ul style="list-style-type: none">talk about your hobbies and interestsgive information about people you knowtalk about gifts you've receiveddescribe and explain a hobby	<ul style="list-style-type: none">identify how you use force to moveuse <i>The more . . .</i> to describe cause and effectunderstand and make definitionswrite about cause and effect
VOCABULARY 1 & 2 SC: 2–4	bigger, cuter, different, faster, friendlier, older, relatives, shorter, slower, smaller, stronger, taller, uglier, younger Strategy: Antonyms blond hair, curly hair, glasses, straight hair, wavy hair Strategy: Memorization	cabbage, cucumber, dig, eggplant, green beans, grow, hot peppers, lettuce, onion, pick, plant, pumpkin, ready, ripe, water, weed, zucchini Strategy: Compound words every day, how often, on (Friday), once (a month), three times (a week), twice (a year) Strategy: Frequency words	begin, cell phone, chores, electric light, fire, learn, life, make, sew, spend time, tell, things, town, video game, wash Strategy: Homophones difficult, expensive, important, modern, old-fashioned Strategy: Adjectives	bandage, cast, cough, earache, feel dizzy, first-aid kit, germ, have a cold, have a fever, headache, medicine, sneeze, stomachache, thermometer, tissue, toothache Strategy: Word parts broken leg, bruise (n), burn (n), cut (n), scratch (n) Strategy: Multiple meanings		actor, amazing, athlete, brave, cool, famous, funny, great, handsome, movie, person, popular, pretty, talented, thermometer, tissue, toothache Strategy: Categorizing words hobby, school subject, sport, TV show, writer Strategy: Ranking preferences	creature, disappear, dolphin, fish, layer, midnight, octopus, pollution, resource, sea sponge, sea turtle, shark, squid, sunlight, whale, zone Strategy: Comparing sounds /s/ and /ʃ/ biodegradable, garbage, oil spill, overfishing, plastic Strategy: Suffix –able	battery, creativity, electricity, fail, idea, imagination, invent, invention, problem, solution, succeed, try, useful, wheel Strategy: Using the Suffix –ful lift, move, put, turn, use Strategy: Imperatives for instructions	alone, avatar, collect, compete, cooperate, controller, creative, enjoy, musical group, point, score, screen, take photos, together Strategy: Using Context bug, comic book, dinosaur, fossil, stuffed animal Strategy: Comparing sounds /æ/ and /ʌ/	backward, balance, connect, down, fall over, force, forward, friction, happen, pull, push, rub, skater, spin, swing Strategy: Antonyms away from, direction, gravity, lean, toward Strategy: Comparing sounds /æ/ and /ʌ/
GRAMMAR 1 & 2 SC: 5–6	Comparatives with -er Present progressive for future plans	Have to Would like	Contrast with but and instead Comparatives with more + adjective	Advice with should Reflexive pronouns		Superlatives with -est and most Irregular comparatives and superlatives	Have to, must, can't, and don't Future with will and won't	Used to for past habits You for general statements	Describing people with who Direct and indirect objects	Cause and effect with double comparatives Definitions with which
READING	Where Do Your Eyes Come From? Strategy: Using visuals to support comprehension	The Farms of the Future Are Here Strategy: 5Ws and how	The World in the Palm of Your Hand Strategy: Using timelines	Why Do We Sneeze? Strategy: Identify sequence of events		Amazing Acrobats Strategy: Using visuals	Colorful Corals Strategy: Set a purpose for reading	Young and Creative Strategy: Ask questions	Hide and Seek Strategy: Identify sequence of events	Up, Down, and All Around! Strategy: Understand cause and effect
WRITING	Journal Entry Focus: Use emotion words	Opinion Writing Focus: Identify positive and negative points	Paragraph Unity Focus: Identify topic sentence and supporting details	Cause and Effect Writing Focus: Describe what happens and why		Reviews Focus: Write a book review	Contrast Writing Focus: Use words and expressions that show contrast	Fact and Opinion Focus: Use facts to support opinions	Explanation Writing Focus: Describe something general	Cause and Effect Writing Focus: Write cause and effect
MISSION SC: 9	Understand the human family. National Geographic Explorer: Spencer Wells	Appreciate local food. National Geographic Explorer: Juan Martinez	Appreciate the past. National Geographic Explorer: Stephen Ambrose	Be prepared. National Geographic Explorer: Dr. Hayat Sindi		Find a role model. National Geographic Explorer: Aparajita Datta	Protect the oceans. National Geographic Explorer: Dr. Sylvia Earle	Use your imagination and creativity to solve problems. National Geographic Explorer: Aydogan Ozcan	Enjoy a hobby. National Geographic Explorer: Jørn Hurum	Think creatively and critically. National Geographic Explorer: Stephon Alexander
PROJECT	Class big book	Plant cards	Then and now poster	First-aid kit		Famous people class book	Sea animal poster	Superpower app	A hobby presentation	A thaumatrope
REVIEW	Units 1–3	pp. 54–55			Units 4–6	pp. 108–109		Units 7–9	pp. 162–163	
EXTENDED READING	Giant's Causeway	pp. 56–57			Oceans of Plastic: Time for Action	pp. 110–111		Leonardo da Vinci: The Greatest Inventor in History?	pp. 164–165	
LET'S TALK	Hello! I agree!	p. 58 p. 59			What's wrong? I don't understand.	p. 112 p. 113		Wow, that's cool! What does that mean?	p. 166 p. 167	

ADDITIONAL VIDEO Song: Sc. 7; Viewing Sc. 8; Storytime: Sc. 10; Wrap Up: Sc. 11

Scope and Sequence
Our World 5

										
	1 Extreme Weather p. 6	2 Copycat Animals p. 22	3 Music in Our World p. 38	4 Life Out There p. 60		5 Arts Lost and Found p. 76	6 Amazing Plants! p. 92	7 Volcanoes p. 114	8 Reduce, Reuse, Recycle p. 130	9 Cool Vacations! p. 146
CONTENT AREA CONNECTION	Science	Science	Music and the Performing Arts, Visual Arts	Science, Technology and Engineering		The Humanities, Music and the Performing Arts	Science	Science	Science, Visual Arts	Language Arts
GOALS SC: 1	<ul style="list-style-type: none">• talk about different kinds of extreme weather• describe the damage storms can cause• describe how to prepare for extreme weather• write a personal narrative	<ul style="list-style-type: none">• describe animals• compare different animals• talk about how animals imitate others• use classification writing	<ul style="list-style-type: none">• talk about different musical instruments and styles• talk about your musical experiences• compare how people make music• do contrast writing	<ul style="list-style-type: none">• talk about space and space exploration• talk about different possibilities of life in space• give your opinions about space• do persuasive writing		<ul style="list-style-type: none">• talk about traditions and communities• talk about different craft and cultural activities• understand changing traditions• write a blog entry	<ul style="list-style-type: none">• describe plants• talk about what plants and animals do to help plants survive• compare how plants grow and adapt• do descriptive writing	<ul style="list-style-type: none">• discuss volcanoes• describe how a volcano erupts• make predictions• write a process description	<ul style="list-style-type: none">• discuss the importance of reducing, reusing, and recycling• learn about art from recycled materials• talk about what you can do to help the environment• write a biography	<ul style="list-style-type: none">• talk about different vacation places• talk about what you would do in different situations• express preferences• write a review
VOCABULARY 1 & 2 SC: 2–4	blizzard, drop, drought, flood, heat wave, hurricane, ice storm, lightning, range, rise, sandstorm, speed, thunder, tornado, tropical storm Strategy: Compound nouns emergency, evacuate, flashlight, plan, shelter, supplies Strategy: Noun plurals	camouflage, characteristic, copy, frighten, hide, hunt, imitate, insect, poisonous, predator, prey, resemble, species, spot, stripe Strategy: Using a dictionary attack, avoid, confuse, defend, escape Strategy: Action verbs	band, beat, chord, concert, drum, flute, guitar, lead singer, melody, note, perform, piano, practice, rhythm, saxophone, violin Strategy: Multiple-meaning words classical, hip-hop, jazz, pop, rock Strategy: Act it out	atmosphere, comet, data, debate, extraterrestrial, galaxy, journey, orbit, planet, solar system, space, the universe Strategy: Classification of words astronaut, communicate, rocket, search, space craft, space station Strategy: Words in context		art, community, culture, future, generation, hold on, language, local, pass down, proud, share, storytelling, tourist, tradition, weave Strategy: Using context clues embroidery, handcrafted, jewelry making, pottery, sculpture Strategy: Base words	adapt, attract, bacteria, behavior, digest, ground, leaf, light, roots, stem, stink, strategy, survival, trap, trick Strategy: Word families daisy, petal, rose, thorn, vine Strategy: Contractions	ash, calm, cover, crack, create, deep, erupt, explode, gas, heat, inside, melted, steam, surface, thick, volcano Strategy: Multiple-meaning words active, cone, crater, dormant, extinct Strategy: Suffixes	build, conserve, design, energy efficient, environment, junk, landfill, man-made, natural, recycle, reduce, renewable, reuse, throw away, trash Strategy: Prefix <i>re-</i> cardboard, chemicals, glass, metal, tools Strategy: Expressing purpose	beach, camping, guide, hike, hotel, photo safari, relax, ruins, tent, theme park, ticket, tour, water park, wildlife Strategy: Using a thesaurus airport, passport, souvenir, suitcase, sunglasses Strategy: Antonyms and Synonyms
GRAMMAR 1 & 2 SC: 5–6	Future predictions and plans with <i>be going to</i> Zero conditional (present tense)	Comparisons with <i>as . . . as</i> Tag questions	Present perfect with <i>ever</i> and <i>never</i> Comparative adverbs	<i>May</i> and <i>might</i> Indefinite pronouns		Gerunds as subjects Gerunds as objects	The passive: Simple present Relative clauses with <i>that</i>	First conditional <i>Because of . . .</i>	Passive with modals (simple present) Clauses with <i>when</i>	Second conditional <i>Would rather</i>
READING	Tornado Trouble Strategy: Visualize	Copycats Strategy: Scan text for information	It's All Music Strategy: Ask questions	Listening for Life Strategy: Identify the author's purpose		Not Your Grandpa's Mariachi Strategy: Compare and contrast	Is That a Plant? Strategy: Use information graphics to support comprehension	Active Volcanoes Strategy: Scan text for information	Found Art Strategy: Understand the author's purpose	Tree House Vacation Strategy: Use visuals to support comprehension
WRITING	Personal Narrative Focus: Describe an experience	Classification Writing Focus: Show how things belong to a group or category	Contrast Writing Focus: Show the differences between things	Persuasive Writing Focus: Convince the reader of your opinion		Blog Entry Focus: Write about your thoughts	Descriptive Writing Focus: Describe what something looks like and what it does	Process Description Focus: Explain what happens in a sequence	Biography Focus: Write about the life and work of a person	Travel Review Focus: Write about a vacation experience
MISSION SC: 9	Understand weather. National Geographic Explorer: Tim Samaras	Protect biodiversity. National Geographic Explorer: Krithi Karanth	Change through music. National Geographic Explorer: Jack Johnson	Live curious. National Geographic Explorer: Kevin Hand		Value your cultural traditions. National Geographic Explorer: Dr. Elizabeth Kapu'uwaitiani Lindsey	Value plants. National Geographic Explorer: Maria Fadiman	Help in a disaster. National Geographic Explorer: Patrick Meier	Help reduce our human footprint. National Geographic Explorer: Alexandra Cousteau	Be a respectful tourist. National Geographic Explorer: Joseph Lekuton
PROJECT	A tornado in a jar	A collage	A musical instrument	Model of life on another planet		Museum of the future	Local plant guide	A volcano	Recycled art	A tourist brochure
REVIEW	Units 1–3	pp. 54–55			Units 4–6	pp. 108–109		Units 7–9	pp. 162–163	
EXTENDED READING	Animal Predictions?	pp. 56–57			Attack of the Extraterrestrial Plants!	pp. 110–111		Surviving Krakatoa	pp. 164–165	
LET'S TALK	It's my turn. Who's going to take notes?	p. 58 p. 59			Can I borrow your bike? It could work.	p. 112 p. 113		No way! Our presentation is about . . .	p. 166 p. 167	

ADDITIONAL VIDEO Song: Sc. 7; Viewing: Sc. 8; Storytime: Sc. 10; Wrap Up: Sc. 11

Scope and Sequence
Our World 6

										
	1 Exciting Sports p. 6	2 History's a Mystery p. 22	3 Chocolate! p. 38	4 Water, Water Everywhere p. 60		5 It's a Small World p. 76	6 Smart Choices p. 92	7 Wonders of the Natural World p. 114	8 Robots Rule p. 130	9 Amazing Adventures at Sea p. 146
CONTENT AREA CONNECTION	Health and Physical Education	The Humanities, Social Studies	The Humanities	Science		Science	The Humanities, Social Studies	The Humanities, Language Arts, Science	The Humanities, Technology and Engineering	The Humanities, Science
GOALS SC: 1	<ul style="list-style-type: none">• talk about extreme sports• talk about safety in sports• describe people and actions• write a short biography	<ul style="list-style-type: none">• talk about famous discoveries• talk about mysteries in the past• think and guess about the past• use examples to support your writing	<ul style="list-style-type: none">• describe types of chocolate• talk about the uses of chocolate• learn and talk about the history of chocolate• write unified paragraphs	<ul style="list-style-type: none">• learn about different types of water• describe recent activities• talk about saving and wasting water• use numbers and facts to explain things		<ul style="list-style-type: none">• identify small creatures• describe creatures• report what other people say• write an information report	<ul style="list-style-type: none">• talk about products and their safety and quality• recommend products• report commands and questions• write a product review	<ul style="list-style-type: none">• describe natural places• talk about safety rules• talk about feelings• write a chronological narrative	<ul style="list-style-type: none">• discuss robots• express wishes• predict future events• write an essay about advantages and disadvantages	<ul style="list-style-type: none">• discuss shipwrecks and their causes• tell stories about pirates• talk about deep-water exploration• write a persuasive essay using concessions
VOCABULARY 1 & 2 SC: 2–4	accident, crash, equipment, flip, hang-gliding, height, injury, kitesurfing, land, length, motocross, skiing, skillful, strength Strategy: Using a dictionary brakes, elbow pads, helmet, knee pads, life jacket Strategy: Words in context	analyze, bury, cause, die, discover, excavate, gold, mummy, object, preserve, ruler, statue, tattoo, thief, tomb, treasure Strategy: Multiple meaning words artifact, CT scan, DNA test, sample, site Strategy: Using technical language	candy bar, caramel, cinnamon, filling, hot chocolate, liquid, milkshake, occasion, origin, pod, powder, solid, spice, type, vanilla Strategy: Categorizing gram, ingredient, mix, pour, recipe, teaspoon Strategy: Giving instructions	carve, drop of water, filter, freeze, fresh water, float, glacier, lake, salt water, sea, sea level, soak, swamp, waterfall, wet Strategy: Compound words drain, faucet, leak, running water, save, waste Strategy: Homophones		cell, centimeter, common, female, grab, habitat, horrible, human, male, microscope, millimeter, organism, thin Strategy: Prefixes related to measurements: <i>centi-</i> , <i>milli-</i> adult, furry, pointed, spotted, strange, tiny Strategy: Using descriptive language	break, cost, crash test, customer, dip, drop, dummy, fix, impact, manufacturer, product, quality, safety, tear, test, waterproof Strategy: Explaining a process app, key, reception, text message, wear and tear, Wi-Fi Strategy: Using context	ascend, by accident, chase, cross, curiosity, descend, headlamp, locate, risk, rope, safety gear, shine, stream, trip over, tunnel, underwater Strategy: Antonyms ancestor, bat, column, painting, stalactite, stalagmite Strategy: Comparing voiced and unvoiced consonants	command, companion, complex, control, dangerous, feature, information, mobile, precise, program, remote control, respond to, science fiction, social, task Strategy: Suffix <i>-tion</i> facial recognition, laser, mechanical, sensor, voice recognition Strategy: Identifying features and benefits	captain, capture, cargo, crew, dive, drown, iceberg, legend, lifeboat, passenger, pirate, sailor, shipwreck, silver, sink, weapon Strategy: Stressed syllables correct, illegal, impossible, incorrect, legal, possible, safe, unsafe Strategy: Prefixes <i>il-</i> , <i>im-</i> , <i>in-</i> , <i>un-</i>
GRAMMAR 1 & 2 SC: 5–6	Present perfect with <i>for</i> and <i>since</i> Adverbs of emphasis	Passive voice: Simple past Passive voice: Simple past with <i>by</i> + agent	Past progressive Cause and effect with simple past and modals	Present perfect progressive with <i>for</i> and <i>since</i> Whatever, whenever, wherever, whoever		Reported speech: Statements Order of adjectives	Reported speech: Imperatives Reported speech: Questions	Passive with modals <i>Make</i> + someone + adjective	<i>Wish</i> statements Passive voice: Future	Time clauses with <i>as soon as</i> <i>It's</i> + adjective + infinitive
READING	Cool Adventurers Strategy: Summarize	The Amazing Discovery of King Tut Strategy: Identify sequence of events	The Story of Chocolate Strategy: Use visuals to support comprehension	A World of Water Strategy: Understand the author's purpose		Life Is Everywhere Strategy: Ask questions	Be an Ad Detective! Strategy: Make connections to personal experience	Angel Falls Strategy: Visualizing	Meet the Bots Strategy: Summarize	Journey to the Bottom of the Earth Strategy: Scan text for information
WRITING	Biography Focus: Write a short biography	Exemplification Writing Focus: Give examples that support important ideas in your text	Paragraph Unity Focus: Write sentences that are related to the topic	Problem and Solution Writing Focus: State a problem and suggest a solution		Information Report Focus: Include statistics and details	Product Review Focus: Review a product	Chronological Narrative Focus: Describe when each event happened	Advantages and Disadvantages Focus: Discuss pros and cons	Persuasive Writing Focus: Discuss opinions
MISSION SC: 9	Connect with nature. National Geographic Explorer: J. Michael Fay	Learn about local history. National Geographic Explorer: Johan Reinhard	Learn about your food. National Geographic Explorer: Barton Seaver	Protect water. National Geographic Explorer: Sandra Postel		Ask questions. National Geographic Explorer: Mireya Mayor	Be aware of why you are making decisions. National Geographic Explorer: Iain Couzin	Connect your school studies to the world. National Geographic Explorer: Kakani Katija	Use technology wisely. National Geographic Explorer: Amber Case	Be a lifelong learner. National Geographic Explorer: Daniel Torres Etayo
PROJECT	An extreme sports camp	An ancient mystery	Chocolate recipe cards	A world map of water		Related animals	Advertisements	A presentation	Your own robot	Shipwreck exploration
REVIEW	Units 1–3	pp. 54–55		Units 4–6		pp. 108–109		Units 7–9	pp. 162–163	
EXTENDED READING	A new age of discovery	pp. 56–57		The myth of Unk Cekula		pp. 110–111		An extract from <i>Treasure Island</i>	pp. 164–165	
LET'S TALK	I love it! Excuse me.	p. 58 p. 59		I mean . . . Actually, it's true.		p. 112 p. 113		See what I mean? Please take a look.	p. 166 p. 167	

ADDITIONAL VIDEO Song: Sc. 7; Viewing: Sc. 8; Storytime: Sc. 10; Wrap Up: Sc. 11