

# Scope and Sequence

## Welcome Unit

### Language Overview

**Vocabulary:** *hundred, thousand*; classroom instructions: *ask before taking, clean up, listen to your friends, raise your hand, share equipment, wait your turn*  
**Structures:** imperatives **Bridging:** alphabet

<b>1</b>	<b>Club time!</b>	<b>Culture–School Clubs</b>	<b>The World Around Us–Telling the Time</b>
	<b>Language Overview</b>	<b>Vocabulary:</b> <i>art, basketball, breakfast, chess, club, drama, soccer</i> <b>Structures:</b> <i>I do soccer on Monday. What do you do on (Monday)? How often do you ...?</i> <b>Bridging:</b> times, days of the week	<b>Vocabulary:</b> <i>breakfast, lesson</i> ; times: <i>...thirty, ... fifteen, ... forty-five</i> ; <b>Structures:</b> <i>What time do you ...? I (get up) at (seven thirty).</i> <b>Bridging:</b> <i>have, do homework, go to school, get up, watch TV, go to bed, start, finish; o'clock</i>
	<b>Learning Objectives</b>	Talk about schedules. Describe frequency in schedules.	Describe daily routines. Ask about daily routines.
<b>2</b>	<b>A Watery World</b>	<b>Culture–The Iguazu Falls</b>	<b>The World Around Us–The Waterdrop’s Voyage</b>
	<b>Language Overview</b>	<b>Vocabulary:</b> <i>big, fast, high, lake, river, waterfall, wide</i> <b>Structures:</b> <i>Is there a ...? / Are there any ...? It’s very (big). I’m ...</i> <b>Bridging:</b> <i>boat, bridge, forest, ocean, tunnel, waves, steps, rocks, restaurant, car park; family</i>	<b>Vocabulary:</b> <i>cloud, rain</i> <b>Structures:</b> <i>I go ... It rains. I’m going ... Where am I?</i> <b>Bridging:</b> <i>go up, go down, ocean; months</i>
	<b>Learning Objectives</b>	Ask about features of the Iguazu Falls. Write a postcard.	Describe the water cycle. Write a shape poem.
<b>3</b>	<b>Amazing Animals</b>	<b>Culture–Dogs in Movies</b>	<b>The World Around Us–Animal Champions</b>
	<b>Language Overview</b>	<b>Vocabulary:</b> <i>cute, funny, naughty, smart, young</i> <b>Structures:</b> comparative and superlative adjectives: <i>Twinkle is cuter than Milly. Twinkle is the cutest dog.</i> <b>Bridging:</b> <i>dog, old; colors, animal body parts</i>	<b>Vocabulary:</b> <i>cheetah, chimp, kangaroo, tiger</i> <b>Structures:</b> <i>... are better / the best at ...</i> <b>Bridging:</b> <i>elephant, (polar) bear</i>
	<b>Learning Objectives</b>	Compare two animals. Use superlatives to describe animals.	Use <i>best at / better at</i> and actions. Ask questions using <i>how fast</i> and <i>how heavy</i> .
<b>4</b>	<b>Libraries</b>	<b>Culture–A Modern Library</b>	<b>The World Around Us–Using a Library</b>
	<b>Language Overview</b>	<b>Vocabulary:</b> <i>cook, gardener, guard, janitor, librarian, student, works</i> <b>Structures:</b> <i>A (librarian) (classifies books). What does a ... do?</i> <b>Bridging:</b> <i>puts, stands, classifies, cleans; cafeteria, shelves, books, inside, outside, plants</i>	<b>Vocabulary:</b> <i>audio book, fiction, internet, magazine, non-fiction</i> <b>Structures:</b> <i>Why does ... go to a library? To use the internet. What’s it about? Who’s the writer?</i> <b>Bridging:</b> <i>use, read, listen to, go to, find, take home; letters of the alphabet</i>
	<b>Learning Objectives</b>	Talk about jobs in a library. Ask about jobs.	Discuss reasons for using a library. Organize books in a library in alphabetical order, fiction / non fiction.



## Learning Objectives

Say big numbers. Make a poster with classroom rules.

Literacy–Time Tricksters	Artistic Expression– A Club Bag	The Log
<p><b>Vocabulary:</b> bell, dance, dancer, recess  <b>Structures:</b> What can I ...? How can I ...?  <b>Bridging:</b> days of the week; plan, classroom, teacher, angry</p>	<p><b>Vocabulary:</b> logo <b>Structures:</b> What's your favorite ...? My favorite is the ... club.  <b>Bridging:</b> colors; name, skateboard</p>	<p><b>Vocabulary:</b> from the unit  <b>Structures:</b> from the unit</p>
<p>Notice changes: visual observation. <b>Sounds:</b> blends: <i>pl</i> and <i>cl</i>. <b>Value:</b> being honest.</p>	<p>Find out about friends' preferences. Make a club bag.</p>	<p>Make a logic puzzle with proper nouns and verbs.</p>
Literacy–King Canute and the Ocean	Artistic Expression–Clouds	The Log
<p><b>Vocabulary:</b> each, king, small, waves  <b>Structures:</b> I can ... You can ... There is / are ... Stop! Try again!  <b>Bridging:</b> people, waves, morning; make; body parts</p>	<p><b>Vocabulary:</b> cloud, river, waterfall  <b>Structures:</b> It looks like a ... Does your cloud look like a ...? Yes, it does. No, it doesn't. <b>Bridging:</b> waves, bridge, boat, steps; animals, buildings, food</p>	<p><b>Vocabulary:</b> from the unit  <b>Structures:</b> from the unit</p>
<p>Understand how opinions are changed. <b>Sounds:</b> initial and final <i>k</i>. <b>Value:</b> impossibility of controlling nature.</p>	<p>Describe and plan cloud shapes. Make and write about a cloud.</p>	<p>Classify nouns and adjectives. Observe word order.</p>
Literacy–Animal Sports Day	Artistic Expression–An Animal Portfolio	The Log
<p><b>Vocabulary:</b> beetle, elephant, flea, kangaroo, lift <b>Structures:</b> I'm the best ... I'm better than ...  <b>Bridging:</b> jump, climb, chimp, spider</p>	<p><b>Vocabulary:</b> old, speed, weight <b>Structures:</b> Best at ... Matilda is the (youngest) animal. Matilda is (cute). She weighs ... She runs at ... kilometers per hour. <b>Bridging:</b> animal words; jumping, running, lifting, climbing, boxing</p>	<p><b>Vocabulary:</b> from the unit  <b>Structures:</b> from the unit</p>
<p>Identify the moral of a story. <b>Sounds:</b> digraphs: <i>ch</i> and <i>ph</i>. <b>Value:</b> small creatures can be big winners.</p>	<p>Extract information from notes. Write a descriptive piece of text.</p>	<p>Use coding to understand word order.</p>
Literacy–A Library for George	Artistic Expression–Book Covers	The Log
<p><b>Vocabulary:</b> carefully, choose, give, library, quickly, slowly <b>Structures:</b> How does ...? May I help you? <i>Wh</i>- questions, adverbs of movement <b>Bridging:</b> give, read, take, choose, put, new, book, head teacher, shelf</p>	<p><b>Vocabulary:</b> back, cover, front, picture, price, spine, title, writer <b>Structures:</b> Where does it go? What's the title? Who's the writer? What's it about? <b>Bridging:</b> before, after; letters of the alphabet</p>	<p><b>Vocabulary:</b> from the unit  <b>Structures:</b> from the unit</p>
<p>Understand how a school gets a new library. <b>Sounds:</b> letter <i>g</i>: George / gardener. <b>Value:</b> helping others.</p>	<p>Identify the parts of a book cover. Make a book cover.</p>	<p>Analyze question formation.</p>

<b>5 Shopping</b>	<b>Culture–At the Mall</b>	<b>The World Around Us–Shopping for Clothes</b>
<b>Language Overview</b>	<b>Vocabulary:</b> <i>elevator, mall, movie theater</i> <b>Structures:</b> <i>Where is ... going? She's going to the ...</i> <b>Bridging:</b> <i>toy store, shoe store, clothes store, bookstore, grocery store, restaurant, drugstore, hairdresser</i>	<b>Vocabulary:</b> <i>long, pants, short, sneakers, sweater, sweat suit</i> <b>Structures:</b> <i>How much is the ...? What's the skirt for? It's for a party. What's wrong with the pants? They are too long / short / big / small.</i> <b>Bridging:</b> <i>dress, coat, skirt, hat, boots, shoes, T-shirt</i>
<b>Learning Objectives</b>	Describe where people are going. Ask for and give directions.	Associate clothes with events. Say what is wrong with clothes.
<b>6 Travel</b>	<b>Culture–On the Road</b>	<b>The World Around Us–Travel Routes</b>
<b>Language Overview</b>	<b>Vocabulary:</b> <i>sleep, travel, wash</i> <b>Structures:</b> Present continuous; <i>We / They don't like + ...ing, Do you like + ...ing?</i> <b>Bridging:</b> <i>eat, work, play, stand; river, outside, Mom, friends, car, rain</i>	<b>Vocabulary:</b> <i>boat, plane</i> ; countries: <i>Colombia, Ecuador, Mexico, Panama, Peru, USA, Venezuela</i> <b>Structures:</b> <i>How is Ana going to Miami? She's going by plane.</i> <b>Bridging:</b> <i>car, train, between; cardinal points</i>
<b>Learning Objectives</b>	Identify likes and dislikes on a road trip. Interview a friend.	Find routes on a map. Plan a trip.
<b>7 Islands</b>	<b>Culture–Island Life</b>	<b>The World Around Us–Land and Ocean</b>
<b>Language Overview</b>	<b>Vocabulary:</b> <i>chat, ride, speak, study, use, walk</i> <b>Structures:</b> contrast 1st and 3rd person singular of Present simple: <i>She speaks ... I speak ...</i> <b>Bridging:</b> <i>go, make, watch, live, take; boat, horse, sweater, hat, farm, school</i>	<b>Vocabulary:</b> <i>archipelago, volcano</i> <b>Structures:</b> <i>There is a / an ... There are ...</i> <b>Bridging:</b> <i>island, mountain</i>
<b>Learning Objectives</b>	Compare daily routines. Compare opinions.	Recognize geographical features. Ask <i>How far ...? How long ...?</i>
<b>8 Let's eat!</b>	<b>Culture–Picnics</b>	<b>The World Around Us–Meals</b>
<b>Language Overview</b>	<b>Vocabulary:</b> <i>chicken, juice, salad, take</i> <b>Structures:</b> <i>We're having ... What can I take? Wh- questions</i> <b>Bridging:</b> <i>sandwich, cookie, apple, lime, avocado, hot dog, water, tomato, orange; days, times</i>	<b>Vocabulary:</b> <i>bread, cereal, dinner, eggs, salad, snack</i> <b>Structures:</b> <i>When do you have ...? What do you have for ...?</i> <b>Bridging:</b> <i>breakfast, lunch, apples, oranges, hot dogs, burgers, cookies, sandwich, before, after; times</i>
<b>Learning Objectives</b>	Identify picnic food. Plan and invite friends to a picnic.	Ask about the time of meals. Compare food for different meals.
<b>Christmas Festival</b>		
<b>Language Overview</b>	<b>Vocabulary:</b> <i>ball, bell, bow, candle, candy stick, December, January, reindeer, snowflake, snowman, star, stocking</i>	
<b>Learning Objectives</b>	Learn Christmas days and dates. Make a Christmas tree and find decorations.	



	<b>Literacy–The Pajama Party</b>	<b>Artistic Expression–A Gift Card</b>	<b>The Log</b>
	<b>Vocabulary:</b> clothes store, long, mall, mannequin, pajamas, pants, short, sweater <b>Structures:</b> too big / small / long / short <b>Bridging:</b> music, dancing, dark, night, party, big, small; wake up, see, hear	<b>Vocabulary:</b> expiration date, mall <b>Structures:</b> My gift card is for / from ... The value is ... I'm going to the toy store. <b>Bridging:</b> gift, prices	<b>Vocabulary:</b> from the unit <b>Structures:</b> from the unit
	Track changes in emotions through a story. <b>Sounds:</b> s blends and digraphs: sm, sw, sh. <b>Value:</b> caring for younger children.	Analyze information. Make and give a gift card.	Use a code to say where people are going.
	<b>Literacy–The Crazy Race</b>	<b>Artistic Expression–A Travel Planner</b>	<b>The Log</b>
	<b>Vocabulary:</b> eating, flying, race, road, sleeping, starting, stopping <b>Structures:</b> What's happening? Present continuous, comparatives, superlatives <b>Bridging:</b> going, by (water), waves, lake, slowly, fast, boat	<b>Vocabulary:</b> boat, plane, sleep, travel, wash; Colombia, Ecuador, Mexico, Panama, Peru, USA, Venezuela <b>Structures:</b> How are you travelling? Where are you going? What are you doing? I like / don't like + ...ing. <b>Bridging:</b> eat, work, play; river	<b>Vocabulary:</b> from the unit <b>Structures:</b> from the unit
	Understand how a race is won. <b>Sounds:</b> blends with s: st and sl. <b>Value:</b> slow and steady wins the race.	Plan places and activities for a trip. Make a planner and write about an imaginary trip.	Notice and correct mistakes.
	<b>Literacy–Wishing Island</b>	<b>Artistic Expression–A Model and Brochure</b>	<b>The Log</b>
	<b>Vocabulary:</b> archipelago, volcano <b>Structures:</b> Ben wants ... Ben takes ... How far is it? How long does it take? <b>Bridging:</b> fly, eat; island, boat, chocolate, sunny, hot, cold	<b>Vocabulary:</b> archipelago, volcano <b>Structures:</b> How far ...? How long ...? Where are ...? <b>Bridging:</b> mountain, island, ocean, beach, highest, travel, plane, boat	<b>Vocabulary:</b> from the unit <b>Structures:</b> from the unit
	Identify disadvantages. <b>Sounds:</b> initial sounds v and b. <b>Value:</b> Be careful what you wish for!	Identify features in a brochure. Make a model and write a descriptive text.	Sequence routines.
	<b>Literacy–Disaster at the Restaurant</b>	<b>Artistic Expression–Restaurant Menus</b>	<b>The Log</b>
	<b>Vocabulary:</b> food; lunch, main course, pizza, starters, waiter, wet <b>Structures:</b> Present simple: What does ...? Who does ...? Where does ...? <b>Bridging:</b> cook, restaurant, kitchen, water	<b>Vocabulary:</b> bread, cereal, chicken, dessert, eggs, juice, main course, salad, starters <b>Structures:</b> What would you like? Please, may I have ...? <b>Bridging:</b> ice cream, cake	<b>Vocabulary:</b> from the unit <b>Structures:</b> from the unit
	Understand how a problem is solved. <b>Sounds:</b> contrasting consonants: r and w. <b>Value:</b> helping others to solve problems.	Identify the parts of a menu. Write a menu and use it in a role play.	Interpret a code with a food order.
	<b>Chinese New Year Festival</b>		
	<b>Language Overview</b>	<b>Vocabulary:</b> dog, dragon, horse, monkey, ox, pig, rabbit, rat, rooster, sheep, snake, tiger	
	<b>Learning Objectives</b>	Learn about the Chinese New Year animals. Make a New Year Calendar.	