### Unit 1: On a Field Trip

<table>
<thead>
<tr>
<th>Grammar and Functional Language</th>
<th>Vocabulary</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Imperatives</strong></td>
<td>Verbs</td>
<td>- Following instructions</td>
</tr>
<tr>
<td>Please don’t scare the fish at the aquarium.</td>
<td>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, scary, have</td>
<td>- Asking for permission</td>
</tr>
<tr>
<td><strong>Modal can (asking for permission)</strong></td>
<td>Locations</td>
<td>- Expressing possession</td>
</tr>
<tr>
<td>Can I bring my camera?</td>
<td>aquarium, zoo, museum, planetarium, amusement park, theater, book fair, gift shop, art gallery</td>
<td>- Describing insects</td>
</tr>
<tr>
<td><strong>Possessive Pronouns</strong></td>
<td>- Following instructions</td>
<td></td>
</tr>
<tr>
<td>Whose mascot is it? Whose uniforms are they?</td>
<td>It's ours. They're theirs</td>
<td>- Describing activities</td>
</tr>
<tr>
<td>It's ours. They're theirs.</td>
<td><strong>Present Continuous (review)</strong></td>
<td>- Asking about events buying a ticket</td>
</tr>
<tr>
<td>What's he doing? He's taking a nap.</td>
<td>What's he doing? He's taking a nap.</td>
<td></td>
</tr>
<tr>
<td>What are they doing? They're buying a snack. I'm not listening to the radio.</td>
<td>What are they doing? They're buying a snack. I'm not listening to the radio.</td>
<td></td>
</tr>
<tr>
<td>Is he buying candy? No, he isn't.</td>
<td>Is he buying candy? No, he isn't.</td>
<td></td>
</tr>
<tr>
<td><strong>Functional Language</strong></td>
<td><strong>Nouns</strong></td>
<td></td>
</tr>
<tr>
<td>What type of event is it? How much does it cost? What time does it start? Where is the event?</td>
<td>bus, uniform, backpack, school, tennis shoes, mascot, egg, cocoon, souvenir, guide, snack</td>
<td></td>
</tr>
<tr>
<td><strong>Possessive Pronouns</strong></td>
<td>hers, his, mine, ours, theirs, yours</td>
<td></td>
</tr>
<tr>
<td><strong>Multiple Intelligences</strong></td>
<td><strong>Cross-Curricular Content</strong></td>
<td><strong>Value</strong></td>
</tr>
<tr>
<td>- Naturalistic</td>
<td>Science</td>
<td>Good Manners</td>
</tr>
<tr>
<td>- Logical-Mathematical</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Unit 2: Farmers’ Market

<table>
<thead>
<tr>
<th>Grammar and Functional Language</th>
<th>Vocabulary</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verb</strong></td>
<td><strong>Foods and Farm Products</strong></td>
<td><strong>Animals</strong></td>
</tr>
<tr>
<td>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, scary, have</td>
<td>honey, cheese, yogurt, raspberries, pumpkins, peaches, green beans, blueberries, potatoes, corn, sugar, peanut butter, bacon, grape jelly, ham, leather, blueberry jam, pears</td>
<td>cow, dog, pig, goat, chicken, bee, sheep</td>
</tr>
<tr>
<td><strong>Adverbs</strong></td>
<td><strong>Farm Activities</strong></td>
<td><strong>City and Country Living</strong></td>
</tr>
<tr>
<td><strong>Adverbs</strong></td>
<td>milk the cow, feed (the chickens), collect eggs, make butter, pick vegetables, brush the sheep, collect the wool, make the compost</td>
<td>apartment, electricity, organic, recycle, hormones, farm, pesticides, toxic, turbines, pollute, environment</td>
</tr>
<tr>
<td>of Frequency</td>
<td><strong>Animals</strong></td>
<td><strong>City and Country Living</strong></td>
</tr>
<tr>
<td>I sometimes ride my bike to school.</td>
<td>cow, dog, pig, goat, chicken, bee, sheep</td>
<td>apartment, electricity, organic, recycle, hormones, farm, pesticides, toxic, turbines, pollute, environment</td>
</tr>
<tr>
<td><strong>Present simple + time</strong></td>
<td><strong>Animals</strong></td>
<td><strong>City and Country Living</strong></td>
</tr>
<tr>
<td>At six ten, we feed the chickens.</td>
<td>milk the cow, feed (the chickens), collect eggs, make butter, pick vegetables, brush the sheep, collect the wool, make the compost</td>
<td>apartment, electricity, organic, recycle, hormones, farm, pesticides, toxic, turbines, pollute, environment</td>
</tr>
</tbody>
</table>

### Multiple Intelligences

- Naturalistic
- Logical-Mathematical
- Kinesthetic

### Cross-Curricular Content

- **Social Studies**
- **Science**
- **Value**
- **Phonics**

### Skills

- Recognizing characters in stories.
- Looking for specific information in a text.
- Following instructions.
- Descriptive writing about the five senses.

### Phonics

- Sound of third-person -s
## Unit 3: My Time

<table>
<thead>
<tr>
<th>Grammar and Functional Language</th>
<th>Vocabulary</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hobbies and Activities</td>
<td>Feelings</td>
<td>- Describing and asking about interests</td>
</tr>
<tr>
<td>Like / Love / Don’t Like / Hate + Gerund</td>
<td>angry, confused, calm, nervous, bored, excited</td>
<td>- Describing wants</td>
</tr>
<tr>
<td>I like learning karate.</td>
<td>Indefinite Pronouns</td>
<td>- Describing feelings</td>
</tr>
<tr>
<td>Does she like going to ballet class?</td>
<td>everybody, nobody</td>
<td>- Talking about abilities</td>
</tr>
<tr>
<td>Want + Infinitive</td>
<td>Personality Traits</td>
<td>- Talking about personality traits</td>
</tr>
<tr>
<td>We want to go swimming.</td>
<td>shy, friendly, nervous, talkative, loud, funny, mean</td>
<td>- Asking about the frequency of events</td>
</tr>
<tr>
<td>Functional Language: Describing Feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It makes me feel happy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indefinite Pronouns + Present Simple</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everybody likes reading.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional Language: Describing Abilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m good at cooking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m not good at playing the piano.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verb to be + Personality Adjectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She’s shy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is he friendly? Yes, he is. No, he isn’t.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do you take a test?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Multiple Intelligences
- Visual-Spatial / Musical
- Linguistic

### Cross-Curricular Content
- Art
- Sharing

### Values
- Sharing

### Phonics
- /v/ and /b/ sounds at the beginning of a word

### Skills
- Looking for specific information in a text
- Listening to others’ likes and dislikes
- Writing their own profile about likes and dislikes
- Inferring if certain information in a text is true or false.
- Talking about what they are good or not good at.

## Unit 4: A Healthy Body

<table>
<thead>
<tr>
<th>Grammar and Functional Language</th>
<th>Vocabulary</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Simple</td>
<td>Symptoms and Illnesses</td>
<td>- Asking about and describing ailments</td>
</tr>
<tr>
<td>How do you feel? I have a headache.</td>
<td>sore throat, headache, toothache, fever, cough, runny nose, stomachache, earache, bug bite, chicken pox, cold, sunburn, hiccups, diabetes</td>
<td>- Giving advice</td>
</tr>
<tr>
<td>She has a toothache.</td>
<td>Body Parts</td>
<td>- Talking about healthy and unhealthy choices</td>
</tr>
<tr>
<td>Modal should</td>
<td>tooth, eye, finger, head, arm</td>
<td>- Describing feelings</td>
</tr>
<tr>
<td>You should wash your hands.</td>
<td>Nouns</td>
<td>- Talking about personality traits</td>
</tr>
<tr>
<td>She shouldn’t go to school.</td>
<td>day, week, year, month</td>
<td>- Asking about the frequency of events</td>
</tr>
<tr>
<td>Imperative</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>Don’t eat foods with a lot of sugar.</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>How often?</td>
<td>Adjectives</td>
<td></td>
</tr>
<tr>
<td>How often do you go to the doctor?</td>
<td>sleepy, hot, cold, hungry, thirsty, bored</td>
<td></td>
</tr>
<tr>
<td>I go once a year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To be + adjectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m tired.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He’s sleepy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need + infinitive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You need to go to bed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He needs to take a nap.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zero Conditional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I’m hungry, I eat a snack.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Multiple Intelligences
- Kinesthetic
- Visual-Spatial

### Cross-Curricular Content
- Health
- Personal Hygiene

### Values
- Personal Hygiene

### Phonics
- /j/- vs. /ch/-, /g/- and /y/- sounds at the beginning of a word

### Skills
- Identifying characters and who is speaking in a dialogue.
- Looking for specific information in text
- Listening to specific information.
- Talking about healthy habits with a friend.
- Comparing healthy habits with a friend.
- Writing about recommended healthy habits.
There was / There were
There was a tribe. There were bears and deer.
There wasn’t a city. There weren’t any hotels.
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.

Past Simple
We wasted water. They polluted the air.

Have to
He has to recycle. I have to save electricity.

There is / are vs. There was / were
In 1940, there weren’t any cars. Now there are cars.

Multiple Intelligences
- Linguistic
- Musical

Cross-Curricular Content
Ecology

Value
Responsible Use of Resources

Phonics
Sound of past ending –ed

Skills
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.

Unit 5: Project Earth

Grammar and Functional Language
There was / There were
There was a tribe. There were bears and deer.
There wasn’t a city. There weren’t any hotels.
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.

Past Simple
We wasted water. They polluted the air.

Have to
He has to recycle. I have to save electricity.

There is / are vs. There was / were
In 1940, there weren’t any cars. Now there are cars.

Animals
bison, horse, bear, deer, fish, wolf, seal, polar bear, caribou, snowy owl, walrus, whale, arctic fox

Environment
garbage dump, air pollution, muck, ocean, freshwater, rainwater, resource, raindrop, cloud, ground, evaporate, condense, rainbow, toxic chemicals, smoke, Earth, endangered species, recycling bin

Verbs
produce, waste, dump, pollute, save, change, recycle, protect, collect, conserve, use, decide

Construction
wooden house, railroad, factory, bridge, steel mill, hotel, research center, visitors’ center, restaurant

Transportation
car, railroad, canoe, bicycle, subway

Unit 6: Prehistoric Times

Grammar and Functional Language
Past Form of the Verb to be
The Columbian Mammoth was four meters tall.

Past Simple
They made tools. They painted caves.

Yes / No Questions with Past Simple
Did it eat plants? Yes it did. / No, it didn’t

Questions with the verb to be
How tall was it? What color was it? When was it alive? What was it?

Geography
tropical forest, climate, erosion, continent, supercontinent, plate tectonics, surface, earthquake, volcano, lava, eruption, island, atmosphere, tsunami, region, fossil, cave

Prehistoric Animals
saber-toothed cat, bison, Columbian mammoth, short-faced bear, ground sloth, apatosaurus, mausaurus, velociraptor, eurypterid, saber-toothed fish, sand turtle, glyptodont, duckbilled dinosaur, meganeura

Parts of Animals
tooth, feather, neck, tail, claw, fin, wing, tusk, head, leg, fang, horn, trunk, scale, shell, spike, armor, bone, antler

Verbs
hunt, carve, burn, bury, absorb, shake, crash, erupt, crawl

Measurement
meter, year, weight, million, kilometer, kilogram, centimeter

Multiple Intelligences
- Kinesthetic
- Logical / Mathematical

Cross-Curricular Content
Geology

Value
Respecting Wildlife

Phonics
Sound of words beginning with h

Skills
Reading for gist and details in a story.
Reading for specific information in a description.
Listening for details.
Describing animals.
Writing a descriptive text.
### Unit 7: Ancient China

**Grammar and Functional Language**
- Conjunctions and, but; Verb to be
  - You're shy and insecure.
  - You're strong, but you're lazy.
- Past Simple Affirmative and Negative
  - He didn't want the nomads to attack.
  - They often attacked Chinese towns.
- There was / were
  - There were dangerous tribes of nomads.
  - How many were there?
- Past Simple Subject and Object Questions
  - Where was it? How tall were they? Who invented paper? What did they carry?
- Could for Past Ability
  - I could play. I couldn't ride a bike.

**Vocabulary**
- 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
- Inventions
  - compass, gum, paper, screwdriver, calculator, chopsticks, pencil, chess, blue jeans, telescope, electric guitar, glasses
- Verbs
  - unify, invade, repair, extend, protect, uncover, graze, trade, carry, hibernate, decorate, discover
- Places
  - capital, seaport, farm, region, city, country, temple, palace
- Other Words
  - well, clay, acrobat, spice, porcelain, silk, omnivore, bamboo, nomad, tribe, yak, herder, trade route

**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

**Cross-Curricular Content**
- Social Studies

**Value**
- Trying New Things

**Phonics**
- silent gh vs. gh pronounced /f/

**Multiple Intelligences**
- Kinesthetic
- Visual-Spatial

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### Unit 8: Ocean Adventure

**Grammar and Functional Language**
- Future with Going to
  - I'm going to go swimming. She's going to read. They aren't going to watch movies.
  - They're going to travel.
- Past Simple
  - First, we flew to Miami. Then, we boarded a ship. Finally, we came home.

**Vocabulary**
- Activities
  - collect seashells, take painting lessons, go scuba-diving, do water activities, fly in a plane, go snorkeling, go horseback riding
- Sequence Words
  - first, then, next, after that, finally
- Marine Biology
  - coral reef, marine biologist, ecosystem, coral polyps, algae, seahorse, shrimp, jellyfish, tentacles, sea turtle, crab, climate change, squid, explorer, turtle, nest, flipper, extinction

**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

**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

**Cross-Curricular Content**
- Marine Biology

**Value**
- Water Safety

**Phonics**
- Silent letters