

Scope & Sequence

Unit 1: Back to School

Grammar and Functional Language	Vocabulary		Functions
<p>Functional Language: Introductions What's your name? My name's... Nice to meet you. How old are you? I'm...</p> <p>Present Continuous What are you doing? I'm painting a picture. We're singing.</p> <p>Where + verb to be Where's Mark? He's in the library. What's he doing? He's reading a book.</p> <p>Present Simple + Days of the Week We do exercise on Monday and Wednesday.</p> <p>Present Simple I like art. I don't like math.</p> <p>Imperatives Clean up your trash. Don't talk in the library.</p>	<p>Verbs read, write, play, paint, listen, work, sing, talk, take (a test), draw, wash, watch, do exercise, eat, study</p> <p>Locations classroom, library, cafeteria, computer lab, bathroom, auditorium, art room, music room, gym</p> <p>Subjects reading, math, art, P.E., English, writing, music</p>	<p>Days of the Week Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p> <p>Instruments violin, drum, trumpet, flute, guitar, piano, tambourine, saxophone, bass, cello</p>	<ul style="list-style-type: none"> Exchanging greetings Giving personal information Naming the days of the week Identifying musical instruments Identifying school subjects and locations Describing school activities Describing an orchestra Following instructions
<p>Multiple Intelligences • Visual-Spatial Intelligence</p>	<p>Cross-Curricular Content Music</p>	<p>Value Friendship</p>	<p>Phonics Review of short vowel sounds</p>
<p>Skills</p> <ul style="list-style-type: none"> Developing reading comprehension strategies. Developing writing skills: paragraph writing. 			

Unit 2: Life at Home

Grammar and Functional Language	Vocabulary		Functions
<p>There is / There are... There is an attic. There isn't a garage. There are two bathrooms. Is there a bathtub in your house? Yes, there is. / No, there isn't.</p> <p>Where + to be? Where's the cell phone? It's on the dresser.</p> <p>Imperatives Make your bed. Clean up your room.</p> <p>Present Simple with Routines I get up at 6:30. She goes to bed at 10 o'clock. My grandmother takes a nap in the afternoon.</p> <p>Who + Present Simple? Who waters the plants in the morning? Grandfather.</p>	<p>Daily Routine Verbs get up, take a (bath), eat (breakfast), go to school, go to work, watch TV, do chores, go to bed, make the bed, pick up the room, wash the dishes, set the table, water the plants, feed / walk the dog, take out the trash, sweep the floor</p> <p>Places in a House attic, garage, yard, pool</p>	<p>Household Objects broom, trash can, cell phone, dog bowl, mirror, bathtub, plant, poster, lamp, sink</p> <p>Family Members grandmother, grandfather, uncle, aunt, cousin</p> <p>Time Expressions in the morning / afternoon / evening, at 5:30</p> <p>Prepositions in, on, under, next to, behind, above</p>	<ul style="list-style-type: none"> Telling time Identifying family members and places in a house Describing a daily schedule and chores Describing location Counting to 100
<p>Multiple Intelligences • Naturalistic Intelligence • Interpersonal Intelligence</p>	<p>Cross-Curricular Content Math</p>	<p>Value Keeping personal spaces clean</p>	<p>Phonics Long <i>a</i> sound</p>
<p>Skills</p> <ul style="list-style-type: none"> Developing reading comprehension strategies. Developing writing skills: writing chores. 			

Unit 3: Meal Time

Grammar and Functional Language	Vocabulary		Functions
<p>Functional Language: Table Talk What's for dinner? Steak, mashed potatoes and peas. Please pass the corn. These pancakes taste delicious.</p> <p>Present Simple I love pasta. I like steak. I don't like broccoli. We love chicken. She likes apple pie. They don't like steak. Do you like eggs? Yes, I do. Does he like cereal? No, he doesn't. Do they like corn? Yes, they do.</p> <p>Imperatives Wash the fruit. Cut the strawberries.</p> <p>Demonstrative Adjectives (this, these) This milk smells bad. These cookies look good.</p>	<p>Foods fish, chicken, steak, peas, broccoli, corn, salad, french fries, mashed potatoes, toast, pancakes, apple pie, chocolate, cereal, milk, hamburger, spinach, ham, rice, cheese, bread, lettuce, strawberry, pineapple, yogurt, ice cream, grape, peach, beet, pasta, grapefruit, brownie, egg, beans</p>	<p>Meals lunch, dinner, breakfast, dessert</p> <p>Adjectives good, bad, delicious</p> <p>Verbs wash, cut, mix, spread, put, place, serve, eat</p> <p>Food Groups grains, fruits, milk & dairy, vegetables, fats & oils, meat, fish & eggs</p>	<ul style="list-style-type: none"> Expressing likes and dislikes Describing meals Following a recipe Classifying foods
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> Logical-Mathematical Intelligence Naturalistic Intelligence 	<p>Cross-Curricular Content Health</p>	<p>Values Eating a healthy diet</p>	<p>Phonics Long e sound</p>
<p>Skills</p> <ul style="list-style-type: none"> Developing reading comprehension strategies. Developing writing skills: writing a recipe. 			

Unit 4: Animals on the Move

Grammar and Functional Language	Vocabulary		Functions
<p>Modal can (ability) Fish can swim. Lions can run. Monkeys can't fly, but they can jump. Can fish jump? Yes, they can. / No, they can't. It can fly.</p> <p>What / Where + Present Simple Where do sharks live? They live in the ocean. What do sharks eat? They eat fish.</p> <p>Verb have Tigers have fur. They don't have feathers. Birds don't have fur, but they have feathers. It has scales. Do owls have wings? Yes, they do. / No, they don't. Does it have feathers? Yes, it does. / No, it doesn't.</p>	<p>Animals lion, tiger, monkey, snake, parrot, fish, chimpanzee, bear, crocodile, penguin, giraffe, panda, shark, whale, dolphin, owl, rhino, eagle, elephant, camel, polar bear, python, frog, sea turtle, fox, jaguar, octopus, gorilla, zebra, lizard</p>	<p>Animal Body Parts fur, scales, fins, feathers, wings, paws, whiskers, tail, beak, claws</p> <p>Verbs live, swim, fly, jump, run, crawl, drink, eat, sleep, hunt, climb, speak, have</p> <p>Habitats ocean, jungle, desert, grasslands, ice, forest</p> <p>Food meat, fish, plants, insects</p>	<ul style="list-style-type: none"> Describing animals and their abilities Describing animal habitats and diets Identifying animal body parts
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> Naturalistic Intelligence 	<p>Cross-Curricular Content Science</p>	<p>Values Protecting endangered animals</p>	<p>Phonics Long i sound</p>
<p>Skills</p> <ul style="list-style-type: none"> Developing reading comprehension strategies. Developing writing skills: making a fact file. 			

Scope & Sequence

Unit 5: The Changing Seasons

Grammar and Functional Language		Vocabulary		Functions	
<p>Functional Language What's the weather like? It's snowy.</p> <p>Present Continuous What's he wearing? He's wearing a coat and gloves.</p> <p>Possessive 's Whose scarf is this? It's Bobby's scarf. Whose gloves are these? They're John's gloves.</p> <p>Present Simple When do you celebrate Halloween? We celebrate Halloween in October. I go sledding in the winter. I don't wear sandals in the winter. I want my sunglasses. I don't want my gloves.</p> <p>Present Continuous: Why...? Because... Why is she wearing a scarf and gloves? Because she's cold.</p>		<p>Weather sunny, cloudy, raining, cold, hot, warm, cool, windy, snowing</p> <p>Seasons and Months of the Year fall, winter, spring, summer, January, February, March, April, May, June, July, August, September, October, November, December</p> <p>Seasonal Activities go swimming, go sledding, build a snowman, drink lemonade / hot chocolate, play in the leaves, fly a kite, pick flowers, go</p>		<p>hiking, go ice skating, go roller skating, celebrate (Christmas), take a nap</p> <p>Seasonal Clothing and Objects scarf, gloves, coat, hat, raincoat, boots, swimsuit, sandals, sunglasses, umbrella, jeans, shorts, jacket, sweater</p> <p>Adjectives (Feelings) hot, cold, thirsty, tired, hungry, sick</p>	<ul style="list-style-type: none"> Describing weather and clothing Expressing possession Describing seasonal activities Describing feelings Giving reasons
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> Visual-Spatial Intelligence Kinesthetic Intelligence 		<p>Cross-Curricular Content</p> <p>Art</p>	<p>Value</p> <p>Helping with chores</p>	<p>Phonics</p> <p>Long o sound</p>	
<p>Skills</p> <ul style="list-style-type: none"> Developing reading comprehension strategies. Developing writing skills: punctuating questions and statements. 					

Unit 6: A Day in Town

Grammar and Functional Language		Vocabulary		Functions	
<p>This / That + to be with Adjectives This bus is full. That bus is empty.</p> <p>Need I need some money.</p> <p>Is there...? Is there a bank in this town? Yes, there is. / No, there isn't.</p> <p>Where + to be with Prepositions of Location Where's the library? It's across from the movie theater.</p> <p>Present Continuous Is John shopping at the mall? No, John isn't shopping at the mall. He's shopping at the grocery store. Carmen and Sarah aren't eating at a restaurant. They're getting money at the bank.</p> <p>Where / What + Present Simple Where does a doctor work? A doctor works at a hospital. What does a police officer do? A police officer protects people.</p>		<p>Vehicles car, bus, motorcycle, truck, plane, train</p> <p>Adjectives empty, full, fast, slow, new, old, clean, dirty, long, short</p> <p>Prepositions between, across from, next to</p> <p>Places Around Town park, library, grocery store, post office, movie theater, hospital, police station, fire station, restaurant, bus stop, gas station, bank, Internet café, candy / shoe / ice cream / toy / pet store, school, mall, zoo</p>		<p>Professions doctor, police officer, firefighter, bus driver, salesclerk, chef, mail carrier, waitress, waiter, mechanic, vet, nurse, librarian</p> <p>Verbs send, shop, get money, check out (a book), ask for, wait, help, fix, put out (fires), serve, protect, make, drive, sell</p> <p>Nouns gas, money, groceries, dog food</p>	<ul style="list-style-type: none"> Describing vehicles Describing locations Identifying places around town Asking and giving directions Identifying occupations, workplaces and work activities
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> Visual-Spatial Intelligence Naturalistic Intelligence 		<p>Cross-Curricular Content</p> <p>Geography</p>	<p>Value</p> <p>Being honest</p>	<p>Phonics</p> <p>Long u sound</p>	
<p>Skills</p> <ul style="list-style-type: none"> Developing reading comprehension strategies. Developing writing skills: designing a brochure. 					

Unit 7: Summer Camp

Grammar and Functional Language		Vocabulary		Functions	
<p>Present Continuous I'm packing my toothbrush, toothpaste and a comb. They're packing their swimsuits and towels.</p> <p>Possessive Adjectives I brush my teeth. We brush our hair.</p> <p>Possessive Pronouns Whose sunscreen is this? It isn't mine. It's yours. It's his.</p> <p>Present Continuous with Locations He's playing soccer in the field. They're horseback riding in the mountains.</p> <p>Adverbs of Frequency I always brush my teeth in the morning. I sometimes eat a sandwich. I never take a shower at night.</p> <p>When with Present Simple When do you play baseball? I play baseball on Monday and Tuesday in the morning.</p> <p>Imperatives Turn off the lights!</p>		<p>Camping Activities fish, play, hike, swim, read, roast marshmallows, canoe, horseback ride, rest</p> <p>Hygiene brush my teeth, take a shower, brush my hair, comb my hair, wash my hands / face / hair, floss my teeth</p> <p>Camping Supplies toothbrush, brush, comb, toothpaste, soap, towel, backpack, flashlight, sunscreen, swimsuit, floss</p> <p>Ecology pick up trash, plant trees, conserve water, turn off the lights, recycle bottles, reuse plastic bags, pollution, litter</p>		<p>Places Around Camp cabin, lake, mountain, field, forest</p> <p>Possessive Adjectives my, his, her, your, their, our</p> <p>Possessive Pronouns mine, yours, his, hers</p> <p>Adverbs of Frequency always, sometimes, never</p> <p>Time Expressions in the morning / afternoon, at night</p>	<ul style="list-style-type: none"> Identifying camping supplies Talking about personal hygiene Asking about and expressing possession Describing outdoor activities Talking about the environment Asking about and describing one's schedule
<p>Multiple Intelligences • Naturalistic Intelligence</p>		<p>Cross-Curricular Content Ecology</p>		<p>Value Working together</p>	
				<p>Phonics Short and long vowel sounds</p>	
<p>Skills</p> <ul style="list-style-type: none"> Developing reading comprehension strategies. Developing writing skills: writing a blog entry. 					

Unit 8: Around the World

Grammar and Functional Language		Vocabulary		Functions	
<p>Functional Language Where are you from? I'm from China.</p> <p>How many...? / There are... Are there any students from China? How many students are there from Brazil? There aren't any students from Japan.</p> <p>Present Simple (have) Lee has curly brown hair and blue eyes. I have light brown hair and green eyes.</p> <p>Questions with How...? How tall are you? I'm 1 m 15 cm tall. How long is your foot? It's 16 cm long. How much is it? It's six dollars and fifty cents.</p> <p>What / Where / When / Who + Present Simple When do they celebrate the Moon Festival in China? What do they wear? What do they do? Where do they go? Who do they visit?</p>		<p>Countries China, Japan, Mexico, United States, India, France, England, Brazil, South Africa, Peru, South Korea, Canada, Kenya, Australia, Germany</p> <p>Adjectives short, tall, long, curly, straight, blonde, dark, light</p> <p>Crafts wool hat, poncho, slippers, necklace, fan, drum, fortune cookie,</p>		<p>chopsticks, top, cuckoo clock, boomerang, teapot, mask, wooden puppet, treasure box, lantern</p> <p>Celebrations candle, present, clothes, relatives, poem, parade</p> <p>Money dollar, cent, penny, nickel, dime, quarter</p> <p>Verbs measure, wear, decorate, float, visit, carry, go, do</p>	<ul style="list-style-type: none"> Identifying countries and customs Asking questions about customs Describing facial features Describing measurements Counting dollars and cents Identifying typical crafts
<p>Multiple Intelligences • Logical / Mathematical Intelligence</p>		<p>Cross-Curricular Content Math</p>		<p>Value Being a supportive friend</p>	
				<p>Phonics Beginning sounds: y and i</p>	
<p>Skills</p> <ul style="list-style-type: none"> Developing reading comprehension strategies. Developing writing skills: completing forms with personal information. 					