

Scope and Sequence









Explore Our World Starter

	 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 /uː/ room Chant: I love my grandpa!	/ɑː/ arm /l/ leg /aʊ/ mouth Chant: One mouth for me	/g/ gold /iː/ queen /ɪŋ/ 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






Explore Our World 1

								
UNIT 0 Welcome to Our World! p. 6	1 My Classroom p. 12	2 My World p. 22	3 My Family p. 32	4 My House p. 42	5 Cool Clothes p. 54	6 My Toys p. 64	7 My Body p. 74	8 Good Food p. 84
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
GOALS SC: 1	<ul style="list-style-type: none"> name things in the classroom talk about things in the classroom say the color and number of things 	<ul style="list-style-type: none"> name things in nature talk about natural things ask where things are 	<ul style="list-style-type: none"> name family members talk about family members use numbers to talk about my family 	<ul style="list-style-type: none"> talk about things in a house say where things are talk about actions 	<ul style="list-style-type: none"> talk about clothes talk about the colors of clothes say what people are wearing 	<ul style="list-style-type: none"> talk about toys talk about things people want talk about owning things 	<ul style="list-style-type: none"> name parts of the body talk about parts of the body talk about things we can do 	<ul style="list-style-type: none"> name food talk about things we like and don't like to eat talk about my favorite food
VOCABULARY 1 & 2 SC: 2-3	<i>clock, computer, crayon, map, paper, pen, pencil</i> <i>book, chair, desk, eraser, picture</i> Strategy: Alphabetical order	<i>bird, butterfly, river, rock, sky, sun, tree</i> <i>bush, cloud, flower, moon, star</i> Strategy: Ending -s	<i>brother, father, grandfather, grandmother, mother, parents, sister</i> Strategy: Compound words <i>big, old, short, small, tall, young</i> Strategy: Antonyms	<i>bathroom, bedroom, dining room, kitchen, lamp, living room, sofa</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, jacket, pants, shirt, shoes, skirt, socks</i> <i>brown, closet, hat, pink, shelf</i> Strategy: Using a dictionary	<i>ball, bike, car, kite, top, train, truck, game, doll, puzzle, robot, teddy bear</i> Strategy: Compound words	<i>ear, eye, feet, foot, hair, hand, head, leg, mouth, nose</i> <i>jump, long hair, run, strong arms, walk</i> Strategy: Using a dictionary	<i>apple, banana, chicken, cookie, egg, fish, rice, sandwich, soup</i> <i>lemonade, milk, orange juice, tea, water</i> Strategy: Multiple-meaning words
GRAMMAR 1 & 2 SC: 4-5	Yes / No questions with it's What and How many	to be: is, are Where and in or on	to have He / She and questions with who	Yes / No questions with Is there...? Present progressive: He / She is + verb-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
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
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.
REVIEW	Units 1-4	pp. 52-53			Units 5-8	pp. 94-95		

ADDITIONAL VIDEO Sc. 6; Song: Sc. 7; Viewing: Sc. 8; Story Time

Scope and Sequence









Explore Our World 2

								
Unit 0 My Family p. 6	1 Animal Friends p. 12	2 Fun in Class p. 22	3 Boots and Bathing Suits p. 32	4 Fun in the Sun p. 42	5 Inside Our House p. 54	6 Day by Day p. 64	7 How Are You? p. 74	8 Awesome Animals p. 84
CONTENT AREA CONNECTION	Social Studies	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
GOALS SC: 1	<ul style="list-style-type: none"> name animals talk about what animals can do talk about what we want to do 	<ul style="list-style-type: none"> say what people are doing say what classroom objects I am using show where things are 	<ul style="list-style-type: none"> talk about the weather talk about my clothes say when it is hot or cold 	<ul style="list-style-type: none"> say what I like to do outside say what I do on different days say what I like 	<ul style="list-style-type: none"> name furniture name household objects say where things in a house are 	<ul style="list-style-type: none"> say what I do every day talk about when I do things name parts of the day 	<ul style="list-style-type: none"> say how people look talk about how people feel talk about what people are doing 	<ul style="list-style-type: none"> name animals describe animals talk about what animals can and can't do
VOCABULARY 1 & 2 SC: 2-3	<i>cat, chicken, cow, dog, duck, frog, horse, sheep, turtle</i> Strategy: Using a dictionary <i>climb, crawl, fly, see, swim</i>	<i>coloring, counting, cutting, drawing, erasing, gluing, talking</i> Strategy: Base words and endings: <i>-ing</i> <i>glue, marker, notebook, paintbrush, scissors</i>	<i>bathing suit, boots, cloudy, cold, hot, raincoat, rainy, sunny</i> Strategy: Alphabetical order <i>coat, jeans, shorts, sneakers, umbrella</i>	<i>fly a kite, jump rope, play baseball, play basketball, play soccer, ride a bike</i> Strategy: Multiple-meaning words <i>bounce a ball, catch a ball, play tag, throw a ball, watch a game</i>	<i>bookcase, rug, shower, stairs, stove, table, tub</i> Strategy: Compound words <i>door, phone, refrigerator, sink, window</i>	<i>brush my teeth, eat breakfast, eat dinner, eat lunch, get dressed, get up, go to bed, go to school, play with friends</i> Strategy: Irregular plurals <i>at night, in the afternoon, in the evening, in the morning</i>	<i>angry, bored, hungry, scared, surprised, thirsty, tired</i> Strategy: Antonyms and synonyms <i>crying, frowning, laughing, smiling, yawning</i>	<i>giraffe, hippo, hop, kangaroo, lion, panda, penguin, swing, tiger, zebra</i> Strategy: Context clues <i>big teeth, colorful feathers, long trunk, sharp claws, short tail</i>
GRAMMAR 1 & 2 SC: 4-5	Present progressive: <i>they are + verb-ing</i> Want + infinitive	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; How are you?</i> with answers <i>I'm + adjective</i> Regular and irregular plurals	<i>Can and can't for ability</i> Simple present: <i>Yes / No</i> questions with <i>have</i> and short answers
READING	Animal Babies Strategy: Scan text for information	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
VALUE	Be good to animals.	Be neat.	Dress for the weather.	Be a good sport.	Help at home.	Be on time.	Help make other people happy.	Respect animals.
REVIEW	Units 1-4	pp. 52-53			Units 5-8	pp. 94-95		

ADDITIONAL VIDEO Song: SC: 6; Viewing: SC: 7; Story Time SC: 8

Scope and Sequence









Explore Our World 3

								
Unit 0 Welcome to Our Class. p. 6	1 The World of Work p. 12	2 Let's Eat! p. 22	3 A Helping Hand p. 32	4 My Place in the World p. 42	5 On the Move! p. 54	6 Our Senses p. 64	7 Animal Habitats p. 74	8 What's for Dinner? p. 84
CONTENT AREA CONNECTION	Language Arts, Social Studies	Social Studies, Health and Physical Education	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
GOALS SC: 1	<ul style="list-style-type: none"> talk about jobs talk about where people work say what I want to be 	<ul style="list-style-type: none"> talk about foods say what I like to eat ask politely for things 	<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
VOCABULARY 1 & 2 SC: 2-3	<i>bus driver, chef, doctor, farmer, firefighter, nurse, police officer, scientist, vet</i> Strategy: Base words and endings -er, -or <i>artist, inventor, movie star, rock star, soccer player</i>	<i>beans, bread, corn, ice cream, mangoes, meat, noodles, pasta, potatoes, tomatoes</i> Strategy: Using a dictionary <i>cheese, chips, grapes, nuts, snacks, yogurt</i>	<i>carry, feed my pet, goldfish, hamster, help, hug, 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>	<i>bakery, hospital, movie theater, museum, park, police station, restaurant, supermarket, toy store, train station</i> Strategy: Compound Words <i>library, mall, stadium, swimming pool, zoo</i>	<i>airplane, boat, bus, helicopter, motorcycle, scooter, ship, subway, taxi</i> Strategy: Compound Words <i>downhill, get off, get on, park, uphill</i>	<i>beautiful, delicious, hard, loud, quiet, soft, terrible, ugly</i> Strategy: Antonyms <i>bitter, salty, sour, spicy, sweet</i>	<i>cave, desert, forest, hive, ice, island, mud, nest, rain forest, snow</i> <i>fur, horns, pouch, tongue, wings</i>	<i>bottle of oil, bowl of sugar, box of cereal, can of soda, glass of juice, jar of olives, loaf of bread, piece of cake</i> <i>buy, compare, money, price, put away</i>
GRAMMAR 1 & 2 SC: 4-5	Simple present: Wh questions and answers Simple present with want + infinitive	Questions and answers with any Polite requests with may	before and after Adverbs of frequency	Can for requests and offers Giving directions	too for agreeing but as a contrast	Sense verbs was / were	Why ...? Because ... Infinitive of purpose	some and any a few and a little
READING	Wonderful Work! Strategy: Summarize	Super Snacks! Strategy: Scan Text for Information	Caring for Baby Elephants Strategy: Identify sequence of events	Eye in the Sky Strategy: Text features	Hot Air Balloons Strategy: Sequence of events	Amazing Animal Senses Strategy: Compare and contrast	Amazing Rain Forests Strategy: Visualize	What's for Lunch? Strategy: Connect text to personal experience
VALUE	Work hard.	Eat good food.	Take care of others.	Explore your town.	Be safe on the street.	Use your senses.	Help protect animal habitats.	Eat good food.
REVIEW	Units 1-4	pp. 52-53			Units 5-8	pp. 94-95		

ADDITIONAL VIDEO Song: Sc. 6; Viewing: Sc. 7; Story Time: Sc. 8

Scope and Sequence


Explore Our World 4

								
	1 Feeling Fit p. 6	2 Let's Celebrate p. 16	3 My Weekend p. 26	4 All in Our Family p. 36	5 Fresh Food p. 50	6 Long Ago and Today p. 60	7 Get Well Soon! p. 70	8 My Favorites p. 80
CONTENT AREA CONNECTION	Health and Physical Education	Social Studies, Music and the Performing Arts	Health and Physical Education, Language Arts	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
GOALS SC: 1	<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 	<ul style="list-style-type: none"> describe what you look like compare people you know talk about your plans 	<ul style="list-style-type: none"> talk about obligation describe how often you do something discuss and order food 	<ul style="list-style-type: none"> describe daily life in the past and your life today talk about what the past was like compare the past with your life now 	<ul style="list-style-type: none"> talk about health and illness give advice describe actions 	<ul style="list-style-type: none"> identify different types of entertainment compare people and activities talk about your favorite people and things
VOCABULARY 1 & 2 SC: 2–3	back, bone, elbow, fingers, knee, muscle, shoulder, stomach, toes Strategy: Analogies eat fruit, eat junk food, eat vegetables, get exercise, get rest	celebrate, costume, dance, dress up, fireworks, lantern, mask, parade, party Strategy: Using a Dictionary balloons, birthday cake, candles, invitation, present	busy, exciting, go on a picnic, go to the movies, interesting, lose, stay home, text my friends, win Strategy: Using a Dictionary go fishing, go hiking, go horseback riding, go ice skating, go swimming	bigger, cuter, different, friendlier, older, relatives, shorter, smaller, smarter, taller, younger Strategy: Antonyms blond hair, curly hair, glasses, straight hair, wavy hair Strategy: Memorization	cabbage, cucumber, dig, grow, hot peppers, lettuce, onion, pick, plant, pumpkin 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, make, spend time, tell, wash Strategy: Homophones difficult, expensive, important, modern, old-fashioned Strategy: Adjectives	cough, earache, first-aid kit, have a cold, have a fever, headache, medicine, sneeze, stomachache, tissue Strategy: Word parts broken leg, bruise (n), burn (n), cut (n), scratch (n) Strategy: Multiple meanings	actor, amazing, athlete, cool, famous, funny, great, movie, person, popular Strategy: Categorizing words hobby, school subject, sport, TV show, writer Strategy: Ranking preferences
GRAMMAR 1 & 2 SC: 4–5	Simple past: Yes / no questions and short answers <i>too and enough</i>	Simple past: Regular verbs Simple past: Irregular verbs	Simple past: Wh- questions and negative <i>go + verb + -ing</i>	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
READING	Take Care of Your Brain! Strategy: Identify main idea and details	November Celebration Strategy: Scanning text for information	Wow! Look at That! Strategy: Identifying an author's purpose	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 time lines	Why Do We Sneeze? Strategy: Identify sequence of events	Amazing Acrobats Strategy: Using visuals
MISSION SC: 8	Keep fit. National Geographic Explorer: Mireya Mayor	Celebrate your culture. National Geographic Explorer: Daniel Torres Etayo	Try new things. National Geographic Explorer: Iain Couzin	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
REVIEW	Units 1–4	pp. 46–47			Units 5–8	pp. 90–91		
LET'S TALK	Hello! I agree!	p. 48 p. 49			What's wrong? I don't understand.	p. 92 p. 93		

ADDITIONAL VIDEO Song: Sc. 6; Viewing Sc. 7; Story Time: Sc. 9; Wrap Up: Sc. 10

Scope and Sequence

Explore Our World 5

								
	1 Wonders of the Sea p. 6	2 Good Idea! p. 16	3 That's Really Interesting! p. 26	4 The Science of Fun p. 36	5 Extreme Weather p. 50	6 Copycat Animals p. 60	7 Music in Our World p. 70	8 Life Out There p. 80
CONTENT AREA CONNECTION	Science	Science, Technology and Engineering	Language Arts	Science	Science	Science	Music and the Performing Arts, Visual Arts	Science, Technology and Engineering
GOALS SC: 1	<ul style="list-style-type: none"> name and describe sea life talk about how you can protect the oceans talk about future events 	<ul style="list-style-type: none"> talk about inventions talk about past habits describe how to use an invention 	<ul style="list-style-type: none"> talk about your hobbies and interests give information about people you know talk about gifts you've received 	<ul style="list-style-type: none"> identify how you use force to move use <i>The more . . .</i> to describe cause and effect understand and make definitions 	<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 	<ul style="list-style-type: none"> describe animals compare different animals talk about how animals imitate others 	<ul style="list-style-type: none"> talk about different musical instruments and styles talk about your musical experiences compare how people make music 	<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
VOCABULARY 1 & 2 SC: 2-3	disappear, dolphin, layer, octopus, resource, sea turtle, shark, squid, whale biodegradable, garbage, oil spill, plastic, pollution Strategy: Suffix <i>-able</i>	fail, idea, imagination, invent, invention, problem, solution, succeed, try, useful, wheel Strategy: Using the Suffix <i>-ful</i> lift, move, put, turn, use Strategy: Imperatives for instructions	alone, avatar, collect, compete, controller, enjoy, score, screen, take photos, together Strategy: Using Context bug, comic book, dinosaur, fossil, stuffed animal	backward, balance, fall over, force, forward, happen, pull, push, skater, spin Strategy: Antonyms away from, direction, gravity, lean, toward	blizzard, drought, evacuate, flood, hurricane, lightning, sandstorm, speed, storm, thunder, tornado Strategy: Compound nouns emergency, flashlight, plan, shelter, supplies Strategy: Noun plurals	camouflage, copy, hunt, insect, poisonous, predator, prey, species, spot, stripe Strategy: Using a dictionary attack, defend, escape, hide Strategy: Action verbs	band, beat, concert, drum, flute, guitar, lead singer, piano, practice, saxophone, violin Strategy: Multiple-meaning words classical, hip-hop, jazz, pop, rock Strategy: Act it out	comet, extraterrestrial, galaxy, journey, orbit, planet, search, solar system, space, the universe Strategy: Classification of words astronaut, communicate, rocket, spacecraft, space station Strategy: Words in context
GRAMMAR 1 & 2 SC: 4-5	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	Future predictions and plans with be going to Zero conditional (present tense)	Comparisons with as . . . as Tag questions	Present perfect with ever and never Comparative adverbs	May and might Indefinite pronouns
READING	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	Tornado Trouble Strategy: Visualize	The Copycat Dragon Strategy: Scan text for information	It's All Music Strategy: Ask questions	Listening for Life Strategy: Identify the author's purpose
MISSION SC: 8	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	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
REVIEW	Units 1-4	pp. 46-47			Units 5-8	pp. 90-91		
LET'S TALK	Wow, that's cool! What does that mean?	p. 48 p. 49			It's my turn. Who's going to take notes?	p. 92 p. 93		

ADDITIONAL VIDEO Song: Sc. 6; Viewing Sc. 7; Story Time: Sc. 9; Wrap Up: Sc. 10

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Explore Our World 6

								
	1 Arts Lost and Found p. 6	2 Amazing Plants! p. 16	3 Volcanoes p. 26	4 Reduce, Reuse, Recycle p. 36	5 Exciting Sports p. 50	6 History's a Mystery p. 60	7 Chocolate! p. 70	8 Cool Vacations! p. 80
CONTENT AREA CONNECTION	The Humanities, Music and the Performing Arts	Science	Science	Science, Visual Arts	Health and Physical Education	The Humanities, Social Studies	The Humanities	Language Arts
GOALS SC: 1	<ul style="list-style-type: none"> talk about traditions and communities talk about different craft and cultural activities understand changing traditions 	<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 	<ul style="list-style-type: none"> discuss volcanoes describe how a volcano erupts make predictions 	<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 	<ul style="list-style-type: none"> talk about extreme sports talk about safety in sports describe people and actions 	<ul style="list-style-type: none"> talk about famous discoveries talk about mysteries in the past think and guess about the past 	<ul style="list-style-type: none"> describe types of chocolate talk about the uses of chocolate learn and talk about the history of chocolate 	<ul style="list-style-type: none"> talk about different vacation places talk about what you would do in different situations express preferences
VOCABULARY 1 & 2 SC: 2–3	art, community, culture, future, language, proud, share, storytelling, tourist, tradition, weave Strategy: Using context clues embroidery, handcrafted, jewelry, pottery, sculpture Strategy: Base words	attract, digest, ground, leaf, light, roots, stem, stink, trap, trick Strategy: Word families daisy, petal, rose, thorn, vine Strategy: Contractions	calm, cover, deep, erupt, gas, heat, inside, melt, steam, surface, thick Strategy: Multiple-meaning words active, cone, crater, dormant, extinct Strategy: Suffixes	build, conserve, design, energy efficient, environment, natural, recycle, reduce, reuse, throw away, trash Strategy: Prefix <i>re-</i> cardboard, chemicals, glass, metal, tools Strategy: Expressing purpose	accident, crash, equipment, flip, hang-gliding, height, injury, kitesurfing, land, length, skiing, strength Strategy: Using a dictionary brakes, elbow pads, helmet, knee pads, life jacket Strategy: Compound words	bury, die, discover, excavate, gold, mummy, object, preserve, statue, thief, tomb, treasure Strategy: Multiple meaning words analyze, artifact, DNA test, sample, site Strategy: Using context	candy bar, caramel, cinnamon, hot chocolate, liquid, milkshake, pod, powder, solid, spice, type, vanilla Strategy: Categorizing ingredient, mix, pour, recipe, teaspoon Strategy: Homophones	beach, camping, guide, hotel, photo safari, relax, ruins, tent, theme park, ticket, tour, wildlife Strategy: Using a thesaurus airport, passport, souvenir, suitcase, sunglasses Strategy: Antonyms and Synonyms
GRAMMAR 1 & 2 SC: 4–5	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>	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	Second conditional <i>Would rather</i>
READING	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	Cool Adventurers Strategy: Summarize	The Lost City of Atlantis Strategy: Use visuals to explain	The Story of Chocolate Strategy: Use visuals to support comprehension	Tree House Vacation Strategy: Compare and contrast
MISSION SC: 8	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	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	Be a respectful tourist. National Geographic Explorer: Joseph Lekuton
REVIEW	Units 1–4	pp. 46–47			Units 5–8	pp. 90–91		
LET'S TALK	Can I borrow your bike? It could work.	p. 48 p. 49			I love it! Excuse me.	p. 92 p. 93		

ADDITIONAL VIDEO Song: Sc. 6; Viewing Sc. 7; Story Time: Sc. 9; Wrap Up: Sc. 10