






# Scope and Sequence

## Explore Our World 2

								
<b>Unit 0</b> My Family p. 6	<b>1</b> Animal Friends p. 12	<b>2</b> Fun in Class p. 22	<b>3</b> Boots and Bathing Suits p. 32	<b>4</b> Fun in the Sun p. 42	<b>5</b> Inside Our House p. 54	<b>6</b> Day by Day p. 64	<b>7</b> How Are You? p. 74	<b>8</b> Awesome Animals p. 84
<b>CONTENT AREA CONNECTION</b>	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
<b>GOALS</b> SC: 1	<ul style="list-style-type: none"> <li>name animals</li> <li>talk about what animals can do</li> <li>talk about what we want to do</li> </ul>	<ul style="list-style-type: none"> <li>say what people are doing</li> <li>say what classroom objects I am using</li> <li>show where things are</li> </ul>	<ul style="list-style-type: none"> <li>talk about the weather</li> <li>talk about my clothes</li> <li>say when it is hot or cold</li> </ul>	<ul style="list-style-type: none"> <li>say what I like to do outside</li> <li>say what I do on different days</li> <li>say what I like</li> </ul>	<ul style="list-style-type: none"> <li>name furniture</li> <li>name household objects</li> <li>say where things in a house are</li> </ul>	<ul style="list-style-type: none"> <li>say what I do every day</li> <li>talk about when I do things</li> <li>name parts of the day</li> </ul>	<ul style="list-style-type: none"> <li>say how people look</li> <li>talk about how people feel</li> <li>talk about what people are doing</li> </ul>	<ul style="list-style-type: none"> <li>name animals</li> <li>describe animals</li> <li>talk about what animals can and can't do</li> </ul>
<b>VOCABULARY 1 &amp; 2</b> SC: 2-3	<i>cat, chicken, cow, dog, duck, frog, horse, sheep, turtle</i> <b>Strategy:</b> Using a dictionary <i>climb, crawl, fly, see, swim</i>	<i>coloring, counting, cutting, drawing, erasing, gluing, talking</i> <b>Strategy:</b> 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> <b>Strategy:</b> 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> <b>Strategy:</b> 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> <b>Strategy:</b> 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> <b>Strategy:</b> Irregular plurals <i>at night, in the afternoon, in the evening, in the morning</i>	<i>angry, bored, hungry, scared, surprised, thirsty, tired</i> <b>Strategy:</b> Antonyms and synonyms <i>crying, frowning, laughing, smiling, yawning</i>	<i>giraffe, hippo, hop, kangaroo, lion, panda, penguin, swing, tiger, zebra</i> <b>Strategy:</b> Context clues <i>big teeth, colorful feathers, long trunk, sharp claws, short tail</i>
<b>GRAMMAR 1 &amp; 2</b> SC: 4-5	<b>Present progressive:</b> <i>they are + verb-ing</i> <b>Want + infinitive</b>	<b>Present progressive, first person plural</b> <b>Questions with <i>Are there...?</i> and short answers</b>	<b><i>What's + noun + like?</i> and answers using <i>It's...</i></b> <b>Imperatives</b>	<b><i>Like + infinitive</i></b> <b><i>Let's</i></b>	<b>Prepositions of place</b> <b>Subject-pronoun agreement: <i>it, they</i></b>	<b>Telling time</b> <b>Adverbs of frequency</b>	<b><i>He / she looks; How are you?</i> with answers <i>I'm + adjective</i></b> <b>Regular and irregular plurals</b>	<b><i>Can and can't for ability</i></b> <b>Simple present: <i>Yes / No</i> questions with <i>have</i> and short answers</b>
<b>READING</b>	Animal Babies <b>Strategy:</b> Scan text for information	Paper Art <b>Strategy:</b> Compare and Contrast	Snow Animals <b>Strategy:</b> Identify Main Idea and Details	Amazing Playgrounds <b>Strategy:</b> Ask Questions	Fun Houses <b>Strategy:</b> Use Visuals to Support Comprehension	A Day in the Space Station <b>Strategy:</b> Identify Sequence of Events	Fabulous Faces <b>Strategy:</b> Ask Questions	Two Big Birds <b>Strategy:</b> Compare and Contrast
<b>VALUE</b>	<b>Be good to animals.</b>	<b>Be neat.</b>	<b>Dress for the weather.</b>	<b>Be a good sport.</b>	<b>Help at home.</b>	<b>Be on time.</b>	<b>Help make other people happy.</b>	<b>Respect animals.</b>
<b>REVIEW</b>	Units 1-4	pp. 52-53			Units 5-8	pp. 94-95		

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