

Scope and Sequence

Our World 2

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|--|--|--|---|--|---|--|---|--|---|
| UNIT 0 My Family p. 4 | 1 Fun in Class p. 10 | 2 Boots and Bathing Suits p. 26 | 3 Fun in the Sun p. 42 | 4 Inside Our House p. 62 | 5 Day by Day p. 78 | 6 How Are You? p. 94 | 7 Awesome Animals p. 112 | 8 The World of Work p. 128 | 9 Let's Eat! p. 144 |
| CONTENT AREA CONNECTION | 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 | Language Arts, Social Studies | Social Studies, Health and Physical Education |
| GOALS SC: 1 | <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 | <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 |
| VOCABULARY 1 & 2 SC: 2-4 | <i>coloring, counting, cutting, drawing, erasing, gluing, listening, reading, talking, writing</i> Strategy: Base words and endings: -ing <i>glue, marker, notebook, paintbrush, scissors</i> Strategy: Comparing Sounds: /s/ and /z/ | <i>bathing suit, boots, cloudy, cold, hot, raincoat, rainy, snowy, sunny, sweater, windy</i> Strategy: Alphabetical Order <i>coat, jeans, shorts, sneakers, umbrella</i> Strategy: Alphabetical Order | <i>fly a kite, jump rope, play a game, play baseball, play basketball, play hide and seek, play soccer, ride a bike, rollerblade, skateboard</i> Strategy: Multiple-meaning words <i>bounce a ball, catch a ball, play tag, throw a ball, watch a game</i> Strategy: Comparing sounds: /eɪ/ and /aɪ/ | <i>armchair, bookcase, fireplace, microwave, rug, shelves, shower, stairs, stove, tub</i> Strategy: Compound words <i>door, phone, refrigerator, sink, window</i> Strategy: Single sounds: /oʊ/ | <i>brush my teeth, eat breakfast, eat dinner, eat lunch, get dressed, get up, go to bed, go to school, play video games, play with friends, wash my face</i> Strategy: Irregular plurals <i>at night, in the afternoon, in the evening, in the morning, late</i> | <i>angry, bored, excited, hungry, scared, silly, surprised, thirsty, tired, worried</i> Strategy: Antonyms and Synonyms <i>crying, frowning, laughing, smiling, yawning</i> | <i>camel, crocodile, elephant, giraffe, hippo, hop, kangaroo, lion, monkey, panda, parrot, penguin, swing, tiger, zebra</i> Strategy: Context Clues <i>big teeth, colorful feathers, long trunk, sharp claws, short tail</i> | <i>bus driver, chef, dentist, doctor, farmer, firefighter, nurse, office worker, police officer, scientist, singer, vet</i> Strategy: Base words and endings -er, -or <i>artist, inventor, movie star, rock star, soccer player</i> | <i>beans, bread, carrots, corn, hamburgers, ice cream, mangoes, meat, noodles, pasta, peppers, potatoes, tomatoes</i> Strategy: Using a Dictionary <i>cheese, chips, grapes, nuts, snacks, yogurt</i> Strategy: Comparing Sounds: /i:/ and /ɪ/ |
| GRAMMAR 1 & 2 SC: 6-7 | Present progressive, first person plural Questions with Are there...? and short answers | What's + noun + like? and answers using It's... Imperatives | Like + infinitive Let's | Prepositions of place Subject-pronoun agreement: it, they | Telling time Adverbs of frequency | He/she looks Regular and irregular plurals | Can and can't for ability Simple present tense, subject-verb agreement | Use the simple present to talk about jobs Simple present with want + infinitive | Questions with any or questions and answers with any Polite requests with may |
| READING | 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 | Wonderful Work! Strategy: Summarize | Super Snacks! Strategy: Scan Text for Information |
| WRITING | Draw and write about you and your friend. Focus: Write short sentences and identify names and actions. | Write about a picture of yourself. Focus: Describe weather and clothes. | Write about activities. Focus: Write about what you like to do. | Write about a room in your house. Focus: Write about a room in your house. | Write about your favorite day. Focus: Write about a favorite day. | Write about a photo of a special event. Focus: Describe a photo of a special event. | Write about a favorite animal. Focus: Write about a favorite animal. | Write about a person's job. Focus: Write about a person's job. | Write about favorite snacks. Focus: Write about your favorite snacks. |
| VALUE | Be neat. | Dress for the weather. | Be a good sport. | Help at home. | Be on time. | Help make other people happy. | Respect animals. | Work hard. | Eat good food. |
| PROJECT | Make a container for your school supplies. | Make a weather mobile. | Make a mural. | Make a house out of boxes. | Make an accordion book. | Make a paper-bag puppet. | Make a class set of animal cards. | Make a poster about your favorite job. | Make a class snack. |
| EXTENDED READING | A Son for Geppetto | pp. 58-59 | Coyote Brings Fire to the People | | pp. 110-111 | Grevy's Zebras | | pp. 162-163 | |
| REVIEW | Units 1-3 | pp. 60-61 | Units 4-6 | | pp. 112-113 | Units 7-9 | | pp. 164-165 | |

ADDITIONAL VIDEO Game: SC:5; Review: SC: 8; Song: SC:9; Viewing: SC: 10; Story Time SC: 11; Wrap UP: SC: 12