



# Scope and sequence

|   | Vocabulary 1   | Grammar 1  | Vocabulary 2  | Grammar 2  |
|---|--|--|---|--|
| <b>Welcome to the Rise and Shine Explorers Club</b>   | <b>Numbers 11–20; days of the week</b>   | <i>It's Monday!<br/>This is/That's (Stella).</i>                           | <b>School items:</b> eraser, notebook, pen, ruler   | <i>This is my/<br/>That's your (pen).<br/>How many (pencils)?</i>      |
| <b>1 Let's explore together</b>   | <b>My things:</b> backpack, belt, cap, coat, glasses, scarf, sneakers, watch   | <i>Do you have... ?<br/>Yes, I do./No, I don't.</i>                        | <b>Adjectives:</b> blond, dark, long, short   | <i>He/She has... .</i>   |
| <b>2 Let's be happy at home</b><br><b>Review 1</b><br><b>Important to me</b><br>(Units 1 and 2) | <b>House:</b> bathroom, bedroom, garage, hallway, kitchen, living room, stairs, yard   | <i>Where's (Mom)?<br/>She's in the (kitchen).</i>                          | <b>Furniture and objects in a house:</b> bed, couch, lamp, table                          | <i>Where's the (lamp)? It's on/ next to the (desk).</i>                |
| <b>3 Let's explore nature</b>   | <b>Farm animals:</b> chicken, cow, donkey, goat, goose, horse, sheep, turkey   | <i>There's a (chicken). There isn't a (cow).</i>                           | <b>Outdoors:</b> bush, fence, rock, wall  | <i>Where's... ?<br/>It's (behind) (the wall).</i>                      |
| <b>4 Let's try new activities</b><br><b>Review 2</b><br><b>All about me</b><br>(Units 3 and 4)  | <b>Actions:</b> catch, climb, jump rope, kick, ride, roller-skate, swim, swing   | <i>Can you (jump rope)? Yes, I can./No, I can't.<br/>But I can (swim).</i> | <b>Activities with play:</b> play a board game, play soccer, play tennis, play the guitar | <i>Can he/she... ?<br/>Yes, he/she can./<br/>No, he/she can't.</i>     |
| <b>5 Let's share our food</b>   | <b>Food:</b> burger, carrot, cereal, cookie, egg, fish, juice, orange  | <i>What are you doing? I'm (cooking).</i>                                  | <b>Verbs:</b> cook, grow, make, wash  | <i>Are you (making) (a salad)? Yes, I am./No, I'm not.</i>             |
| <b>6 Let's have vacation fun</b><br><b>Review 3</b><br><b>Around me</b><br>(Units 5 and 6)      | <b>Vacation activities:</b> build a sandcastle, collect shells, go on vacation, play at the beach, read comic books, sleep   | <i>I want to (play at the beach).</i>                                      | <b>Times of day:</b> in the morning, in the afternoon, in the evening, at night           | <i>Do you want to (play) (in the morning)? Yes, I do./No, I don't.</i> |
| <b>Goodbye</b>  | <i>Have a great vacation!</i>  |  |   |  |
| <b>Celebrations</b>   | <b>Let them shine!:</b> balloon, barbecue, cake, candle, gift, sparkler<br><b>Beautiful world:</b> desert, hill, jungle, mountain, ocean, sky<br><b>Amazing oceans:</b> dolphin, octopus, seahorse, seal, shark, whale<br><b>Let them fly!:</b> cloud, day, moon, night, star, sun |  |   |  |

| My sounds                   | Communicative outcome              | Global Citizenship   | Functional language and real-world  | Project                           |
|-----------------------------|------------------------------------|--|---|-----------------------------------|
| th (voiced), th (voiceless) | Describing objects in a basic way  | <b>I like numbers and math.</b><br><i>How many (pencils)?</i>  | <b>Imparting personal information</b><br><i>My favorite number is (fourteen).</i>                                 | <b>My Explorers Club passport</b> |
| w, y                        | Describing people in a basic way   | <b>I appreciate my community.</b><br><i>builder, chef, explorer, teacher</i><br><br>Celebrating real-life heroes. Appreciating people in your community.                               | <b>Commenting on a picture</b><br><i>Look at this!</i><br><i>What a great picture!</i>                            | <b>A club book</b>                |
| r, l                        | Prepositions of place              | <b>I learn about different homes.</b><br><i>cave, igloo, tent, tree house</i><br><br>Appreciating and understanding difference and diversity.  | <b>Making suggestions</b><br><i>Let's put (the lamp) here.</i><br><i>Great idea!</i>                              | <b>A perfect house</b>            |
| oo, ee                      | Describing what there is/isn't     | <b>I learn about the five senses.</b><br><i>hear, see, smell, taste, touch</i><br><br>Getting to know nature through the senses. Notice the details.                                   | <b>Asking for and giving information</b><br><i>Excuse me! Where's (the yard)? It's (next to) (the cafe).</i>      | <b>A five senses park map</b>     |
| i, a                        | Talking about what people can do   | <b>I know how to enjoy music.</b><br><i>drums, piano, recorder, violin</i><br><br>What do you need to play these instruments? Discovering different sounds and how they make you feel. | <b>Accepting or declining an invitation</b><br><i>Would you like to join my club? Yes, of course!/No, thanks.</i> | <b>A club</b>                     |
| i, o                        | Asking about what someone is doing | <b>I learn about different ingredients.</b><br><i>butter, flour, fruit, vegetables</i><br><br>What's our food made from?   | <b>Shopping</b><br><i>I need (carrots).</i><br><i>OK, let's go shopping!</i>                                      | <b>A food truck bar</b>           |
| u, e                        | Asking about vacation activities   | <b>I stay safe on vacation.</b><br><i>dangerous, flag, ocean, safe</i><br><br>Respecting nature. Being aware of dangers in water.  | <b>Going on vacation</b><br><i>I like the ocean.</i><br><i>I don't. I like cold weather.</i>                      | <b>A vacation trip</b>            |