

# OUR WORLD 1

SECOND EDITION

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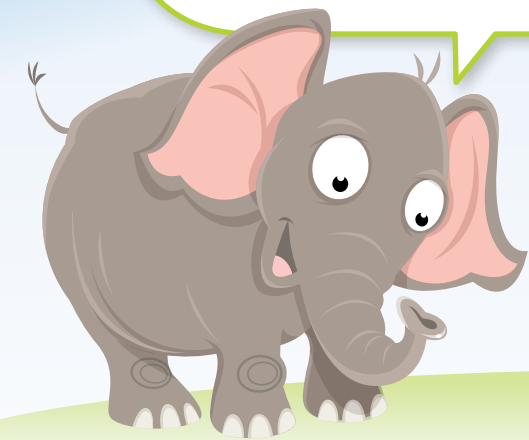
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# Scope and Sequence

									
<b>UNIT 0</b> Welcome to Our World p. 4	<b>1</b> My Classroom p. 10	<b>2</b> My World p. 26	<b>3</b> My Family p. 42	<b>4</b> My House p. 62	<b>5</b> Cool Clothes p. 78	<b>6</b> My Toys p. 94	<b>7</b> My Body p. 112	<b>8</b> Good Food p. 128	<b>9</b> Animal Friends p. 144
<b>CONTENT AREA CONNECTION</b>	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	Social Studies
<b>GOALS</b> SC: 1	<ul style="list-style-type: none"> <li>name things in the classroom</li> <li>talk about things in the classroom</li> <li>say the color and number of things</li> </ul>	<ul style="list-style-type: none"> <li>name things in nature</li> <li>talk about natural things</li> <li>ask where things are</li> </ul>	<ul style="list-style-type: none"> <li>name family members</li> <li>talk about family members</li> <li>use numbers to talk about my family</li> </ul>	<ul style="list-style-type: none"> <li>talk about things in a house</li> <li>say where things are</li> <li>talk about actions</li> </ul>	<ul style="list-style-type: none"> <li>talk about clothes</li> <li>talk about the colors of clothes</li> <li>say what people are wearing</li> </ul>	<ul style="list-style-type: none"> <li>talk about toys</li> <li>talk about things people want</li> <li>talk about owning things</li> </ul>	<ul style="list-style-type: none"> <li>name parts of the body</li> <li>talk about parts of the body</li> <li>talk about things we can do</li> </ul>	<ul style="list-style-type: none"> <li>name food</li> <li>talk about things we like and don't like to eat</li> <li>talk about my favorite food</li> </ul>	<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>
<b>VOCABULARY 1 &amp; 2</b> SC: 2–3	<i>board, classroom, clock, computer, crayon, map, paper, pen, pencil, table</i> <b>Strategy:</b> Alphabetical order	<i>bird, butterfly, grass, mountain, ocean, river, rock, sky, sun, tree bush, cloud, flower, moon, star</i> <b>Strategy:</b> Ending -s	<i>baby, brother, father, grandfather, grandmother, mother, my family, parents, photo, sister</i> <b>Strategy:</b> Compound words <i>big, old, short, small, tall, young</i> <b>Strategy:</b> Antonyms	<i>bathroom, bed, bedroom, dining room, kitchen, lamp, living room, mirror, sofa, TV</i> <b>Strategy:</b> Classifying and Categorizing <i>cleaning, cooking, eating, sleeping, taking a bath, watching TV</i> <b>Strategy:</b> Base words and the Suffix -ing	<i>dress, gloves, hat, jacket, pants, shirt, shoes, skirt, socks, T-shirt</i> <i>brown, closet, pink, purple, shelf</i> <b>Strategy:</b> Using a dictionary	<i>ball, bike, car, drum, game, kite, puppet, top, train, truck</i> <i>board game, doll, puzzle, robot, teddy bear</i> <b>Strategy:</b> Compound words	<i>arm, ear, eye, feet, foot, hair, hand, head, leg, mouth, neck, nose</i> <i>jump, long, run, strong, walk</i> <b>Strategy:</b> Using a dictionary	<i>apple, banana, cheese, pizza, chicken, cookie, egg, fish, orange, rice, salad, sandwich, soup</i> <i>lemonade, milk, orange juice, tea, water</i> <b>Strategy:</b> Multiple-meaning words	<i>cat, chicken, cow, dog, donkey, duck, frog, goat, horse, rabbit, sheep, turtle</i> <i>climb, crawl, fly, see, swim</i> <b>Strategy:</b> Using a dictionary
<b>GRAMMAR 1 &amp; 2</b> SC: 6–7	<b>Yes/No questions with it's</b> <i>What and How many</i>	<b>to be: is, are</b> <i>Where and in or on</i>	<b>to have</b> <i>Questions with who</i>	<b>Ask and answer. Is there...? ...there is/isn't.</b> <b>Verbs with -ing</b>	<b>Present progressive: am/are/ is + verb-ing</b> <b>Questions with that and those</b>	<b>Simple present of want: I / you / he, she</b> <b>Questions with this and these</b>	<b>Possessive adjectives</b> <b>Ability with can</b>	<b>Like with count and noncount nouns</b> <b>Indefinite articles: a, an</b>	<b>Present progressive: What... +ing? and Are... +ing? questions</b> <b>Want + infinitive</b>
<b>READING</b>	Drawing and Writing <b>Strategy:</b> Compare and contrast	Rainbows <b>Strategy:</b> Use visuals to support comprehension	Families Are Different <b>Strategy:</b> Make connections to personal experience	Houses Are Different <b>Strategy:</b> Make connections to personal experience	Clothes Are Fun! <b>Strategy:</b> Compare and contrast	We ♥ Teddy Bears (We Love Teddy Bears) <b>Strategy:</b> Visualize	Sculptures Are Fun <b>Strategy:</b> Identify main idea and details	Fun Food <b>Strategy:</b> Summarize	Animal Babies <b>Strategy:</b> Scan text for information
<b>WRITING</b>	<b>Make a name tag.</b> Focus: Using capital letters, introducing themselves	<b>Write about nature, then color.</b> Focus: Writing short sentences with <i>is</i> and <i>are</i>	<b>Draw and write about your family.</b> Focus: Writing about families	<b>Draw and write about your bedroom.</b> Focus: Writing about bedrooms	<b>Write about clothes.</b> Focus: Writing about clothes	<b>Draw and write about your favorite toy.</b> Focus: Writing about a favorite toy, using periods at the end of sentences	<b>Draw and write about a costume.</b> Focus: Writing about a costume	<b>Draw and write about your favorite foods.</b> Focus: Writing about favorite foods	<b>Draw and write about your favorite animal.</b> Focus: Writing about favorite animals
<b>VALUE</b>	<b>Work hard in school.</b>	<b>Enjoy nature.</b>	<b>Love your family.</b>	<b>Be neat.</b>	<b>Take care of your clothes.</b>	<b>Share your toys.</b>	<b>Be clean.</b>	<b>Eat good food.</b>	<b>Be good to animals.</b>
<b>PROJECT</b>	Make a counting book.	Make a mural about nature.	Make a family photo poster.	Make a plan of rooms in a house.	Dress a stick puppet.	Make a cup-and-ball toy.	Make a robot.	Make a placemat.	Make a class book about animals.
<b>EXTENDED READING</b>	<b>Cave Paintings</b>	pp. 58–59		<b>A Shape Poem</b>	pp. 110–111		<b>Dog Is Lucky!</b>	pp. 162–163	
<b>REVIEW</b>	<b>Units 1–3</b>	pp. 60–61		<b>Units 4–6</b>	pp. 112–113		<b>Units 7–9</b>	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

# Welcome to Our World!



Eddie  
the elephant



Polly  
the parrot



Mia  
the monkey



Freddy  
the frog

Hello. I'm Eddie.  
What's your name?

Hi. My name's Mia.

How old are you, Freddy?

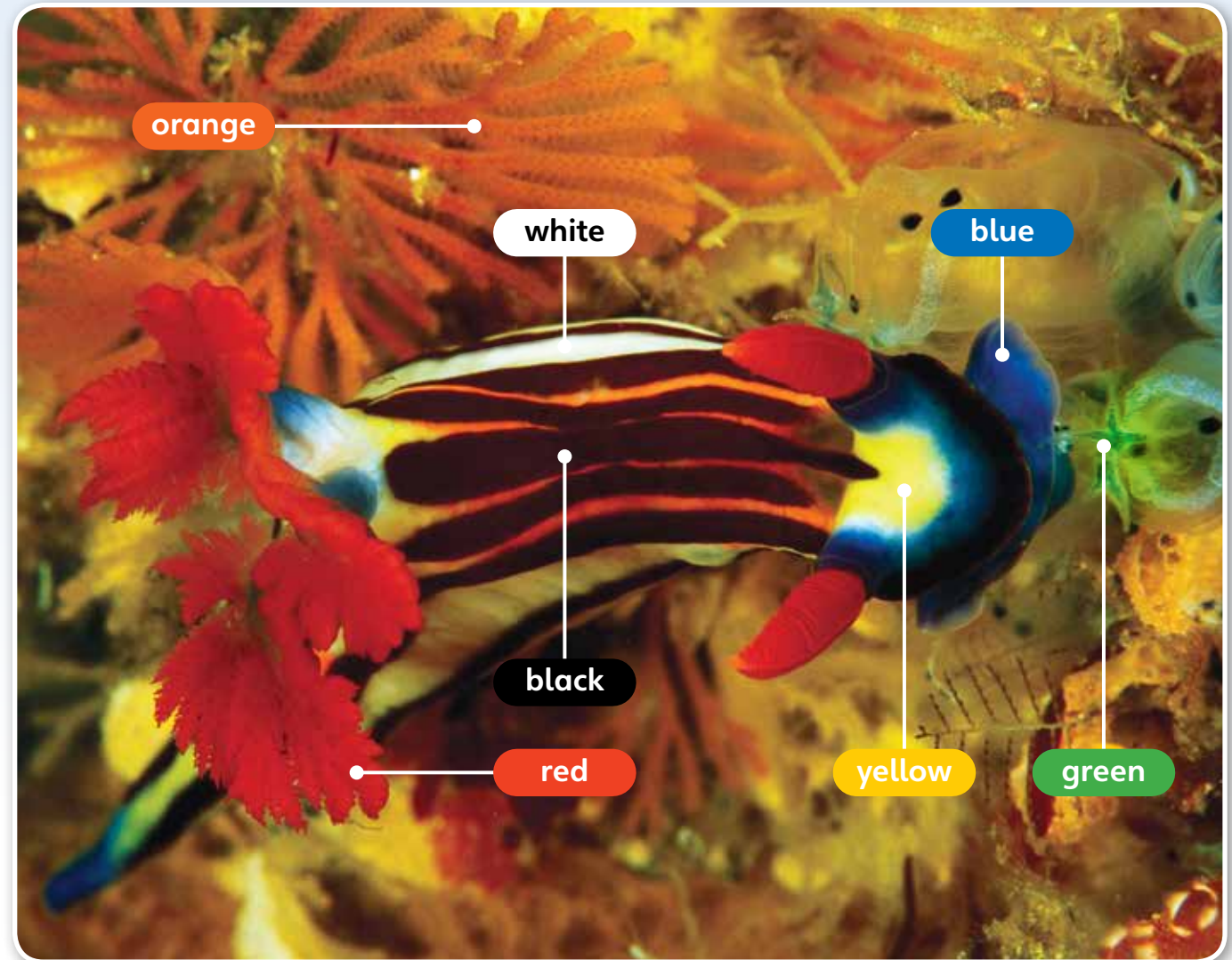
I'm five. How old  
are you, Polly?

I'm seven. It's  
my birthday!

Happy birthday!

**1 Look and listen.** Say. **TR: 0.1**

## COLORS



**2 Look and listen.** Say. **TR: 0.2**

**3 Listen.** Point and say. **TR: 0.3**

**4 Point.** Ask and answer.  
Work with a partner. **TR: 0.4**

What color is it?

It's red!

THE ALPHABET

**Aa**   
apple

**Bb**   
baby

**Cc**   
cat

**Dd**   
dog

**Ee**   
egg

**Ff**   
fish

**Gg**   
goat

**Hh**   
hand

**Ii**   
ice cream

**Jj**   
jacket

**Kk**   
kite

**Ll**   
lamp

**Mm**   
monkey

**Nn**   
nine

**Oo**   
orange

**Pp**   
pencil

**Qq**   
queen

**Rr**   
robot

**Ss**   
sock

**Tt**   
turtle

**Uu**   
umbrella

**Vv**   
vegetables

**Ww**   
water

**Xx**   
fox

**Yy**   
yellow

**Zz**   
zebra

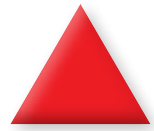
1 Look and listen. Say. TR: 0.5

## SHAPES AND NUMBERS

1 **Look and listen.** Say. **TR: 0.6**



a square



a triangle



a circle



a rectangle



a star

2 **Listen.** Point and say. **TR: 0.7**

3 **Look and listen.** Say. **TR: 0.8**

1

one



2

two



3

three



4

four



5

five



6

six



7

seven



8

eight



9

nine



10

ten



4 **Listen.** Point and say. **TR: 0.9**

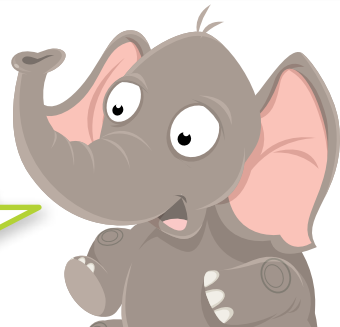
5 **Ask and answer.** **TR: 0.10**



How many blue squares?



Three.



## CLASSROOM LANGUAGE



draw



listen



point



read



say



sing



sit down



stand up



walk



write

6 **Look and listen.** Say. **TR: 0.11**

7 **Listen.** Point and say. **TR: 0.12**

8 **Listen and do.** **TR: 0.13**

# My Classroom

A classroom  
in Bahrain

In this unit, I will . . .

- name things in the classroom.
- talk about things in the classroom.
- say the color and number of things.

## Look and check.

I see

- a book.
- a classroom.
- a pen.

# VOCABULARY I

1 Listen and say. TR: 1.1

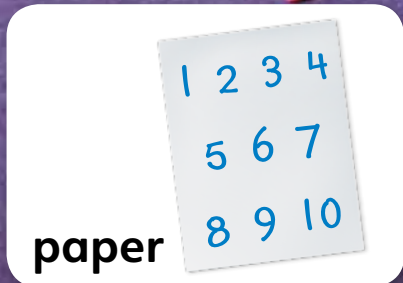
2 Listen. Point and say. TR: 1.2

## a classroom

a board

a computer

a table



3 Point. Ask and answer.  
Work with a partner. TR: 1.3

What is it?

It's a crayon.

**SONG**

Handan, China

**1 Listen.** Read and sing. TR: 1.4

# My School

**CHORUS**

**This is my school.  
This is your school.  
This is my school.  
I like my school.**

I have my eraser,  
and I have my book.  
I have my eraser.  
Come and look!

**CHORUS**

We can count from one to ten.  
Just like this, just like this.

Is everybody ready?  
Here we go!  
1-2-3-4-5-6-7-8-9-10  
Yay!

**CHORUS**

I know my colors.  
Red and blue,  
purple, too.  
Orange, green, and yellow!

**CHORUS**

I like my school!



**2 Sing again.** Hold up pictures.



# GRAMMAR I

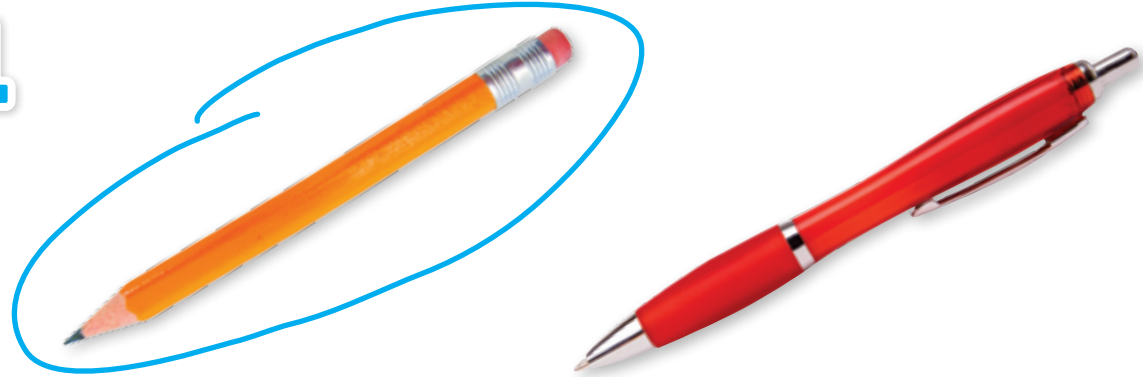
Yes/No questions with *it's* TR: 1.5

Is it a pencil? Yes, it is. It's a pencil.

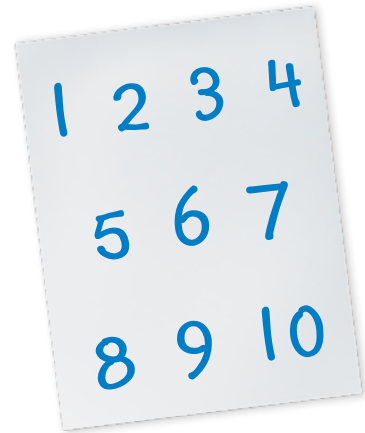
Is it a crayon? No, it isn't. It's a pen.

1 Look. Listen and circle. TR: 1.6

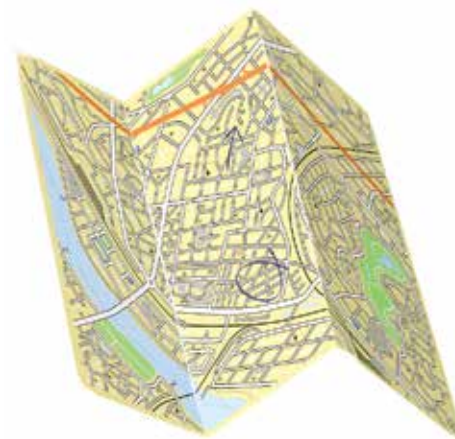
1



2



3



4



5



6



2 Point. Ask and answer. Work with a partner.

