

# OUR WORLD 2

SECOND EDITION

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<b>Unit 0</b> .....	<b>4</b>
<b>Unit 1</b> Fun in Class .....	<b>10</b>
<b>Unit 2</b> Boots and Bathing Suits.....	<b>26</b>
<b>Unit 3</b> Fun in the Sun.....	<b>42</b>
<b>Extended Reading</b> A Son for Geppetto.....	<b>58</b>
<b>Units 1-3</b> Review .....	<b>60</b>
<b>Unit 4</b> Inside Our House .....	<b>62</b>
<b>Unit 5</b> Day by Day.....	<b>78</b>
<b>Unit 6</b> How Are You? .....	<b>94</b>
<b>Extended Reading</b> Coyote Brings Fire to the People .....	<b>110</b>
<b>Units 4-6</b> Review .....	<b>112</b>
<b>Unit 7</b> Awesome Animals .....	<b>114</b>
<b>Unit 8</b> The World of Work .....	<b>130</b>
<b>Unit 9</b> Let's Eat!.....	<b>146</b>
<b>Extended Reading</b> Grevy's Zebras .....	<b>162</b>
<b>Units 7-9</b> Review .....	<b>164</b>
<b>Our World Song</b> .....	<b>166</b>
<b>Cutouts</b> .....	<b>167</b>
<b>Stickers</b> .....	<b>185</b>

# Scope and Sequence

									
<b>UNIT 0</b> My Family p. 4	<b>1</b> Fun in Class p. 10	<b>2</b> Boots and Bathing Suits p. 26	<b>3</b> Fun in the Sun p. 42	<b>4</b> Inside Our House p. 62	<b>5</b> Day by Day p. 78	<b>6</b> How Are You? p. 94	<b>7</b> Awesome Animals p. 112	<b>8</b> The World of Work p. 128	<b>9</b> Let's Eat! p. 144
<b>CONTENT AREA CONNECTION</b>	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
<b>GOALS</b> SC: 1	<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>	<ul style="list-style-type: none"> <li>talk about jobs</li> <li>talk about where people work</li> <li>say what I want to be</li> </ul>	<ul style="list-style-type: none"> <li>talk about foods</li> <li>say what I like to eat</li> <li>ask politely for things</li> </ul>
<b>VOCABULARY 1 &amp; 2</b> SC: 2-4	<i>coloring, counting, cutting, drawing, erasing, gluing, listening, reading, talking, writing</i> <b>Strategy:</b> Base words and endings: <i>-ing</i> <i>glue, marker, notebook, paintbrush, scissors</i> <b>Strategy:</b> Comparing Sounds: /s/ and /z/	<i>bathing suit, boots, cloudy, cold, hot, raincoat, rainy, snowy, sunny, sweater, windy</i> <b>Strategy:</b> Alphabetical Order <i>coat, jeans, shorts, sneakers, umbrella</i> <b>Strategy:</b> 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> <b>Strategy:</b> Multiple-meaning words <i>bounce a ball, catch a ball, play tag, throw a ball, watch a game</i> <b>Strategy:</b> Comparing sounds: /eɪ/ and /aɪ/	<i>armchair, bookcase, fireplace, microwave, rug, shelves, shower, stairs, stove, tub</i> <b>Strategy:</b> Compound words <i>door, phone, refrigerator, sink, window</i> <b>Strategy:</b> 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> <b>Strategy:</b> 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> <b>Strategy:</b> 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> <b>Strategy:</b> 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> <b>Strategy:</b> Base words and endings <i>-er, -or</i> <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> <b>Strategy:</b> Using a Dictionary <i>cheese, chips, grapes, nuts, snacks, yogurt</i> <b>Strategy:</b> Comparing Sounds: /i:/ and /ɪ/
<b>GRAMMAR 1 &amp; 2</b> SC: 6-7	<b>Present progressive, first person plural</b> <b>Questions with <i>Are there...?</i> and short answers</b>	<b>What's + noun + <i>like?</i> and answers using <i>It's...</i></b> <b>Imperatives</b>	<b>Like + infinitive</b> <b>Let's</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>He/she looks</b> <b>Regular and irregular plurals</b>	<b>Can and can't for ability</b> <b>Simple present tense, subject-verb agreement</b>	<b>Use the simple present to talk about jobs</b> <b>Simple present with <i>want + infinitive</i></b>	<b>Questions with <i>any</i> or questions and answers with <i>any</i></b> <b>Polite requests with <i>may</i></b>
<b>READING</b>	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	Wonderful Work! <b>Strategy:</b> Summarize	Super Snacks! <b>Strategy:</b> Scan Text for Information
<b>WRITING</b>	<b>Draw and write about you and your friend.</b> Focus: Write short sentences and identify names and actions.	<b>Write about a picture of yourself.</b> Focus: Describe weather and clothes.	<b>Write about activities.</b> Focus: Write about what you like to do.	<b>Write about a room in your house.</b> Focus: Write about a room in your house.	<b>Write about your favorite day.</b> Focus: Write about a favorite day.	<b>Write about a photo of a special event.</b> Focus: Describe a photo of a special event.	<b>Write about a favorite animal.</b> Focus: Write about a favorite animal.	<b>Write about a person's job.</b> Focus: Write about a person's job.	<b>Write about favorite snacks.</b> Focus: Write about your favorite snacks.
<b>VALUE</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>Work hard.</b>	<b>Eat good food.</b>
<b>PROJECT</b>	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.
<b>EXTENDED READING</b>	<b>A Son for Geppetto</b>	pp. 58-59	<b>Coyote Brings Fire to the People</b>		pp. 110-111	<b>Grevy's Zebras</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

# My Family

3 **Point.** Ask and answer.  
Work with a partner.



Who's that?  
That's her dad!



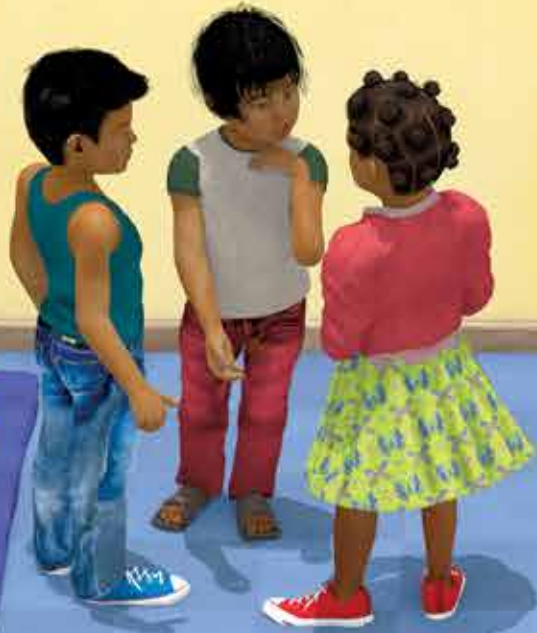
1 **Listen and say.** TR: 0.1

2 **Listen.** Point and say. TR: 0.2

Family in Bahrain

# AT SCHOOL

2. Work in a group.



3. Raise your hand.

1. Be quiet!



4. Hold up your card.

5. Close your book.

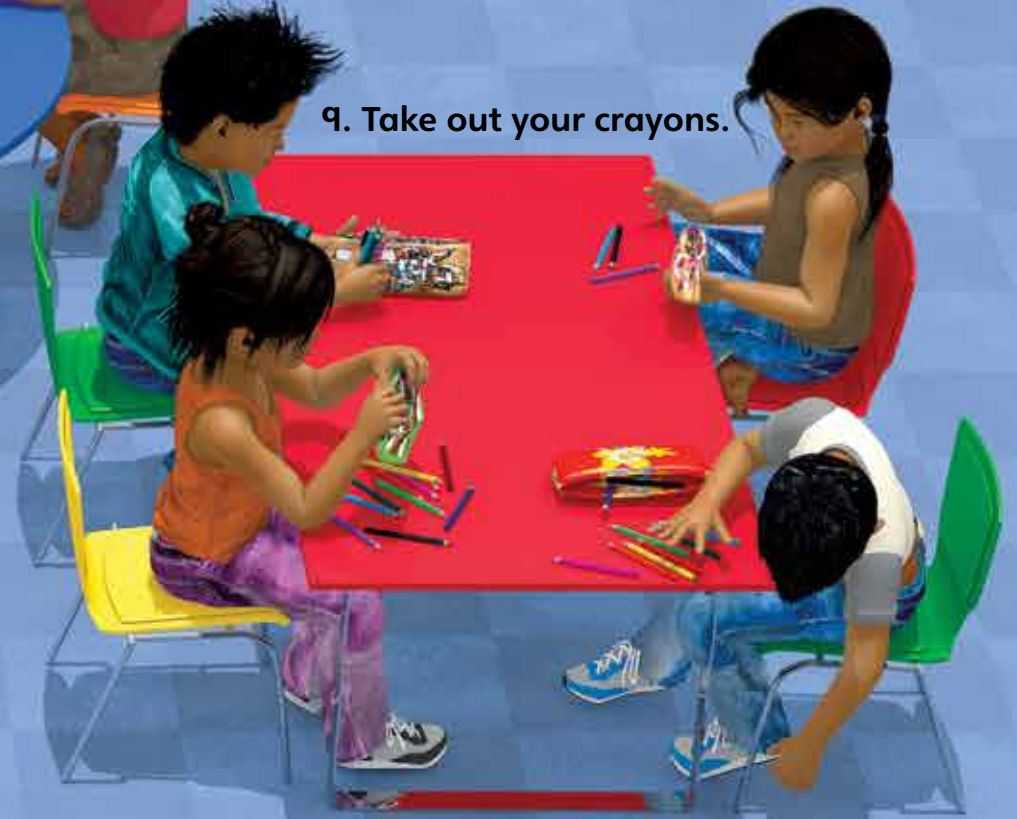


8. Go to the board.



6. Open your book.

9. Take out your crayons.



7. Work with a partner.

3 **Say and do.** Work in a group.  
Take turns.

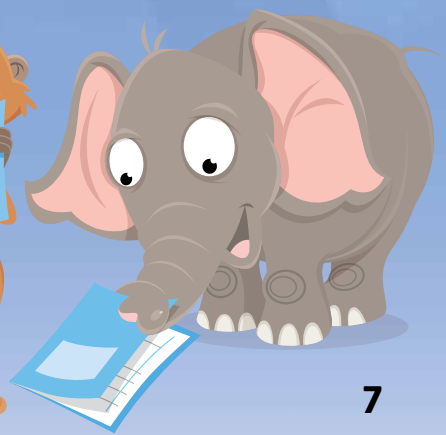
10. Pick up your crayons.

1 **Look, listen, and repeat.** TR: 0.3

2 **Listen, point, and say.** TR: 0.4



Open your books.



## GRAMMAR: Personal pronouns and possessive adjectives

### 1 Listen, point, and say. TR: 0.5

 I	 You	 He	 She
 It	 We	 You	 They

### 2 Read and look. Write the number.






















- |                         |                        |
|-------------------------|------------------------|
| 1. He's in the kitchen. | 5. I'm tall.           |
| 2. It's big.            | 6. They're my parents. |
| 3. You're strong.       | 7. We're friends.      |
| 4. She's reading.       | 8. You're young.       |

### 3 Listen and say. TR: 0.6

			
1. This is <b>my</b> teddy bear.	2. Is this <b>your</b> pencil?	3. It's <b>his</b> bike.	4. <b>Her</b> sandwich looks good.
			
5. <b>Its</b> name is Jay-jay.	6. This is <b>our</b> kite.	7. That's <b>your</b> ball.	8. It's <b>their</b> puzzle.

## NUMBERS

### 1 Listen, point, and repeat. TR: 0.7

				<b>0</b>  zero
<b>1</b>  one	<b>2</b>  two	<b>3</b>  three	<b>4</b>  four	<b>5</b>  five
<b>6</b>  six	<b>7</b>  seven	<b>8</b>  eight	<b>9</b>  nine	<b>10</b>  ten
<b>11</b>  eleven	<b>12</b>  twelve	<b>13</b>  thirteen	<b>14</b>  fourteen	<b>15</b>  fifteen
<b>16</b>  sixteen	<b>17</b>  seventeen	<b>18</b>  eighteen	<b>19</b>  nineteen	<b>20</b>  twenty

### 2 Point and say. Work with a partner.

# Fun in Class



In this unit, I will . . .

- say what people are doing.
- say what classroom objects I am using.
- show where things are.

**Check T for *True* and F for *False*.**

1. The girls are playing.  T  F
2. The children are having fun.  T  F
3. They are all wearing white T-shirts.  T  F

# VOCABULARY I

1 Listen and say. TR: 1.1

2 Listen. Point and say. TR: 1.2



listening

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



## SONG

**1** Listen. Read and sing. TR: 1.3

# Our Classroom

**Reading, writing, talking, listening.  
Counting, gluing, cutting, drawing.  
What are you doing today?  
What are you doing in your classroom?  
What are you doing today?  
What are you doing in your classroom?**

We're cutting. We're gluing.  
We're coloring pictures.  
We're cutting. We're gluing.  
We're coloring pictures.

### CHORUS

We're talking. We're writing.  
We're listening to our teacher.  
We're talking. We're writing.  
We're listening to a story.

Reading, writing, talking, listening.  
Counting, gluing, cutting, drawing.  
Reading, writing, talking, listening.  
Counting, gluing, cutting, drawing.  
Reading, writing, talking, listening.  
Counting, gluing, cutting, drawing.  
We're having fun!

What are you doing today?  
What are you doing in your classroom?  
What are you doing today?  
What are you doing in your classroom?



**2** Sing and act for the class. Work in a group.



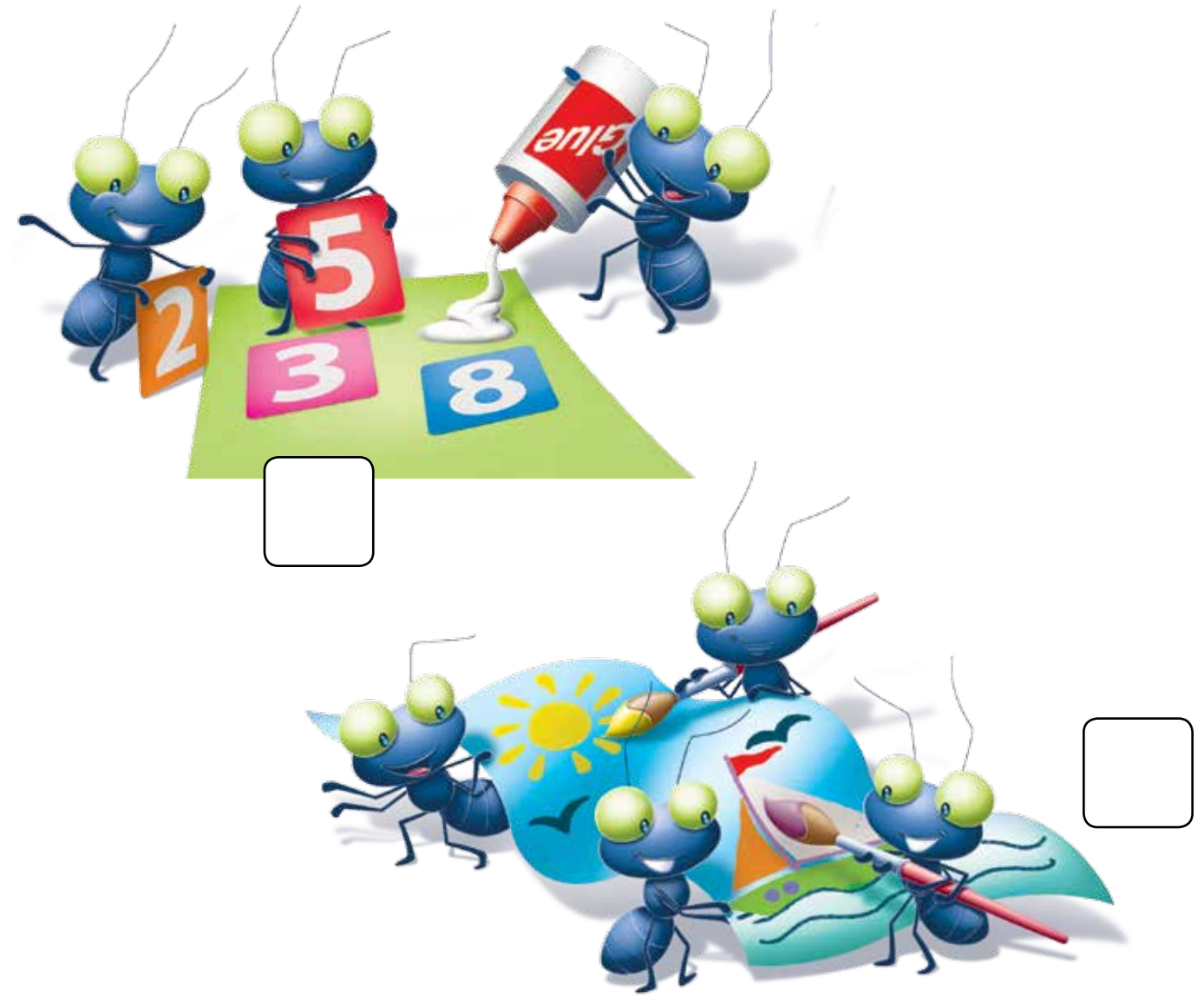
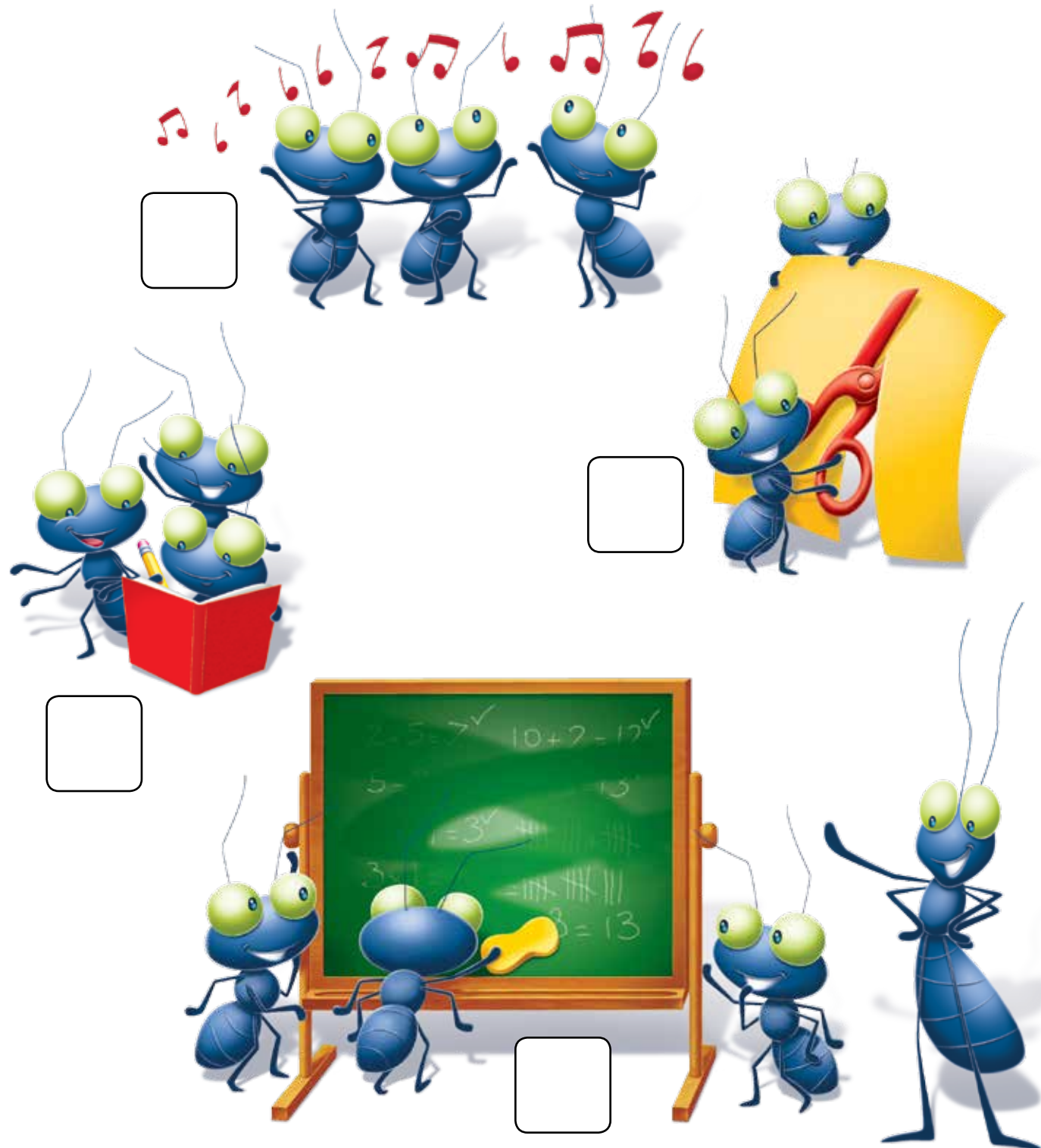
## GRAMMAR I

Present progressive, first person plural **TR: 1.4**

What **are** you **doing**?

We're **counting** crayons.

**1 Look.** Listen and number the pictures. **TR: 1.5**



**2 Look at the ants.** Read and underline.

1. We're painting a picture. / We're drawing a picture.
2. We're talking to the teacher. / We're erasing the board.
3. We're listening to a song. / We're listening to a story.
4. We're gluing numbers. / We're gluing shapes.
5. We're coloring circles. / We're cutting paper.
6. We're writing a story. / We're reading a book.