

OUR WORLD ³

SECOND EDITION

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Scope and Sequence

									
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CONTENT AREA CONNECTION	Social and Instructional Language, Social Studies	Language Arts, Social Studies	Technology and Engineering, Social Studies	Science, Language Arts, Health and Physical Education	Language Arts, Science	Health and Physical Education, Social Studies	Health and Physical Education	Social Studies, Music and the Performing Arts	Health and Physical Education, Language Arts
GOALS SC: 1	<ul style="list-style-type: none"> talk about caring for others describe daily routines talk about how many times people do things 	<ul style="list-style-type: none"> talk about my town ask for help give directions 	<ul style="list-style-type: none"> talk about different kinds of transportation describe how people travel compare and contrast 	<ul style="list-style-type: none"> talk about the senses talk about how things look, feel, taste, sound, and smell talk about the past 	<ul style="list-style-type: none"> name animal habitats say what animals look like talk about animal homes 	<ul style="list-style-type: none"> name foods talk about quantities talk about favorite meals 	<ul style="list-style-type: none"> name parts of the body talk about the past talk about good and bad habits 	<ul style="list-style-type: none"> talk about celebrations and festivals tell what happened in the past talk about cultural traditions 	<ul style="list-style-type: none"> talk about free-time activities talk about the past talk about hobbies
VOCABULARY 1 & 2 SC: 2–4	<i>carry, feed my pet, give my pet a bath, goldfish, hamster, help, hold hands, hug, pick up, protect, take care of my pet, teach</i> Strategy: Context Clues <i>come home, do my homework, have a snack, make my bed, take a shower</i> Strategy: TK?	<i>bakery, drugstore, hospital, movie theater, museum, park, police station, post office, restaurant, supermarket, toy store, train station</i> Strategy: Compound Words <i>library, mall, stadium, swimming pool, zoo</i> Strategy: Comparing sounds: /l/ and /r/	<i>airplane, bus, ferry, helicopter, hot-air balloon, motorcycle, sailboat, scooter, ship, subway, taxi</i> Strategy: Compound Words <i>coast downhill, get off, get on, park, pedal uphill</i> Strategy: Grouping	<i>beautiful, delicious, dry, hard, loud, quiet, rough, smooth, soft, sticky, terrible, ugly</i> Strategy: Antonyms <i>bitter, salty, sour, spicy, sweet</i> Strategy: Sound combinations: Combinations with /s/	<i>cave, desert, forest, grasslands, hive, ice, island, mud, nest, rain forest, snow, underground, web, wetlands</i> Strategy: Compound Words <i>fur, horns, pouch, tongue, wings</i> Strategy: Analogies	<i>bag of rice, bottle of oil, bowl of sugar, box of cereal, bunch of bananas, can of soda, glass of juice, jar of olives, loaf of bread, piece of cake</i> Strategy: Context clues <i>buy, compare, money, price, put away</i> Strategy: Sound categories: Vowels	<i>back, bend, bone, chest, elbow, fingers, knee, muscle, shoulder, stomach, stretch, toes</i> Strategy: Analogies <i>eat fruit, eat junk food, eat vegetables, get exercise, get rest</i>	<i>celebrate, costume, dance, decorations, dress up, feast, fireworks, lantern, mask, parade, party, remember</i> Strategy: Using a Dictionary <i>balloons, birthday cake, candles, invitation, present</i>	<i>busy, eat out, exciting, go on a picnic, go to the beach, go to the movies, interesting, lose, stay home, text my friends, visit a museum, win</i> Strategy: Using a Dictionary <i>go fishing, go hiking, go horseback riding, go ice skating, go swimming</i>
GRAMMAR 1 & 2 SC: 5–6	<i>before and after</i> Adverbs of frequency: <i>never, usually, sometimes, always</i>	can for requests and offers Giving directions	too for agreeing but as a contrast	Sense verbs: <i>was, were</i>	Why ...? Because ... Infinitives of purpose	some and any a few and a little	Past simple questions: <i>too and enough</i>	Past simple regular verbs Past simple irregular verbs	Past simple negative go + verb + -ing
READING	<i>Caring for Baby Elephants</i> Strategy: Identify sequence of events	<i>Eye in the Sky</i> Strategy: Text features	<i>Hot-Air Balloons</i> Strategy: Sequence of events	<i>Amazing Animal Senses</i> Strategy: Compare and contrast	<i>Amazing Rain Forests</i> Strategy: Visualize	<i>What's for Lunch</i> Strategy: Connect text to personal experience	<i>Take Care of Your Brain!</i> Strategy: Identify main idea and details	<i>November Celebrations</i> Strategy: Scanning text for information	<i>Wow! Look at That!</i> Strategy: Identifying an author's purpose
WRITING	Write about taking care of people or animals. Focus: Use time-order words; write about taking care of others	Write about a special place. Focus: Write about a special place I know.	Write about transportation. Focus: Use <i>but</i> to show that two connected ideas are different.	Write about summer. Focus: Use <i>and, but, and or</i> to connect sentences.	Write about an animal you like. Focus: Use <i>it's</i> and <i>its</i> correctly.	Write about your favorite meal. Focus: Write a topic sentence to tell a main idea.	Write about keeping fit. Focus: Use <i>because</i> to explain reasons.	Write about a celebration. Focus: Use details to describe a celebration or festival.	Write about a good weekend. Focus: Use words to show the order of events.
VALUE SC: 8	Take care of others.	Explore your town.	Be safe on the street.	Use your senses.	Help protect animal habitats.	Eat good food.	Keep fit.	Celebrate your culture.	Try new things.
PROJECT	Make a collage.	Make My World circles.	Make a class bar graph about favorite types of transportation.	Write a Five Senses poem.	Make a mobile of an animal habitat.	Organize a Taste-Test Day.	Make a Good Habits poster.	Make a parade mask.	Make a class scrapbook.
EXTENDED READING	The Lion and the Mouse pp. 58–59			The Gingerbread Man pp. 110–111			The Paralympics pp. 162–163		
REVIEW	Units 1–3 pp. 60–61			Units 4–6 pp. 112–113			Units 7–9 pp. 164–165		

ADDITIONAL VIDEO Song: Sc. 7; Viewing: Sc. 8; Story Time: Sc. 9; Wrap Up: Sc. 10

NUMBERS

1 Look, listen, and say. TR: 0.6

20 twenty	21 twenty-one	22 twenty-two	23 twenty-three	24 twenty-four
25 twenty-five	26 twenty-six	27 twenty-seven	28 twenty-eight	29 twenty-nine
30 thirty	40 forty	50 fifty	60 sixty	70 seventy
80 eighty	90 ninety	100 one hundred	101 one hundred and one	102 one hundred and two
200 two hundred				

1,000 one thousand	1,000,000 one million	1,000,000,000 one billion
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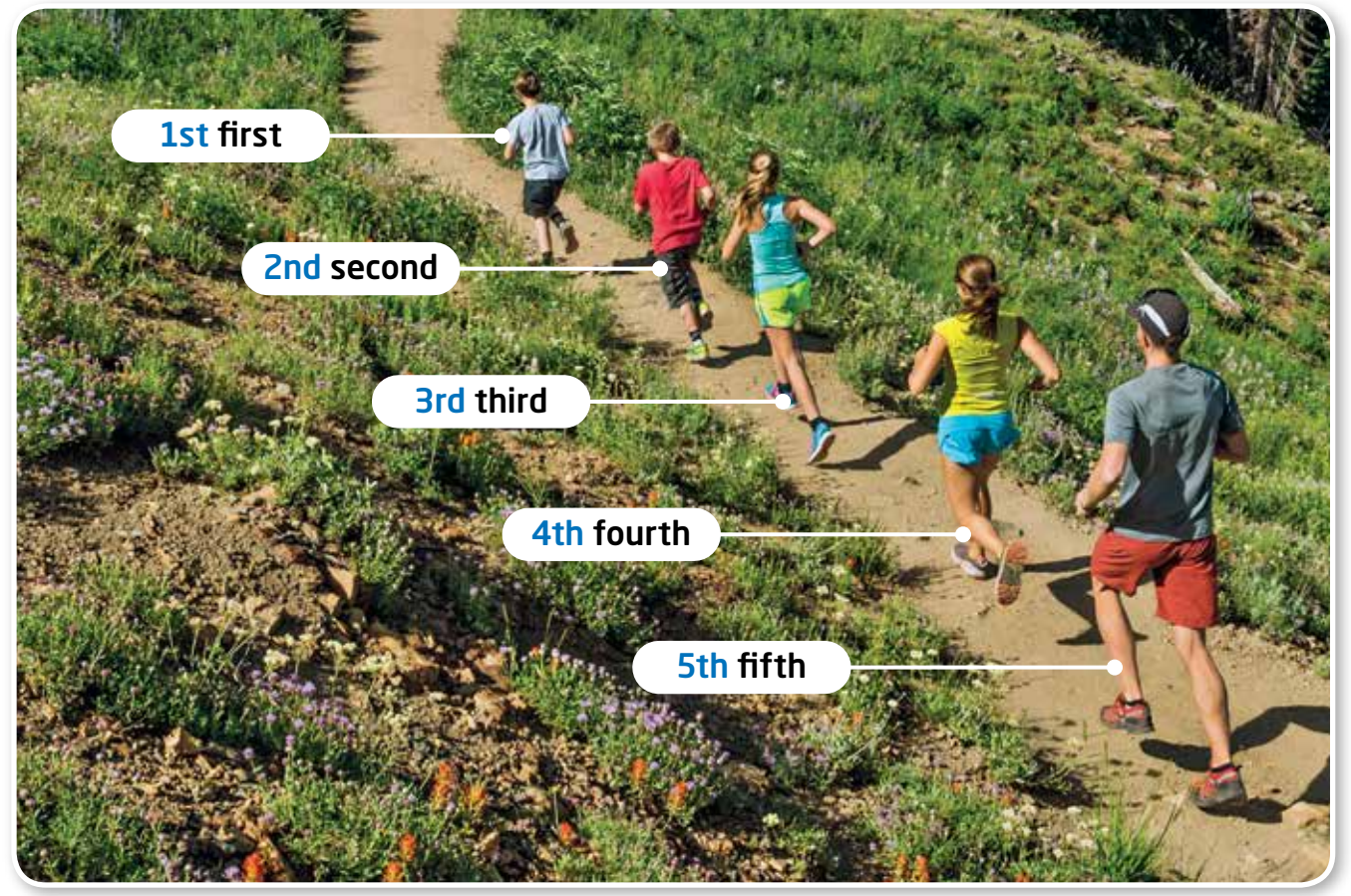
+ plus	- minus	= equals
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2 Work with a partner. Listen. Do the math together. Listen to check your answers. TR: 0.7

24 + 2 =	80 + 9 =	300 - 50 =
100 + 10 =	35 + 5 =	1,000 + 1,000 =
60 + 20 =	40 - 30 =	99 - 9 =



3 Look, listen, and say. TR: 0.8



6th sixth	10th tenth	14th fourteenth	18th eighteenth
7th seventh	11th eleventh	15th fifteenth	19th nineteenth
8th eighth	12th twelfth	16th sixteenth	20th twentieth
9th ninth	13th thirteenth	17th seventeenth	21st twenty-first

4 Ask and answer. Work with a partner.



PRONOUNS

1 Look, listen, and say. TR: 0.9



The kite is mine.



The coat is yours.



The ball is his.



The bat is hers.



The grapes are ours.



The pencils are yours.



The game is theirs.

2 Look around your classroom. Ask and answer.

Whose pencil is this?



It's mine. Thank you!

3 Look, listen and say. TR: 0.10



me



you



him



her



it



us



you



them

4 Read and write.

1. John! Jenny! I have some lunch for _____.
2. Hey, Dad. Can I help _____?
3. Thanks, Jenny. Where's your brother? I can't see _____.
4. Mom is over there. Maybe he's with _____.
5. Go get _____. It's time to eat!
6. I love chicken sandwiches! Give _____ that big one!
7. Let's play soccer. Do you want to come with _____?
8. OK, where's the ball? Oh, I see _____!

A Helping Hand

In this unit, I will . . .

- talk about caring for others.
- describe daily routines.
- talk about how many times people do things.

Look and check.

These are baby They are

- | | |
|-------------------------------|---------------------------------------|
| <input type="radio"/> zebras. | <input type="radio"/> drinking milk. |
| <input type="radio"/> rhinos. | <input type="radio"/> eating fruit. |
| <input type="radio"/> tigers. | <input type="radio"/> drinking juice. |

Baby rhinos at the Lewa
Wildlife Conservacy, Kenya

VOCABULARY 1

1 Listen and read. TR: 1.1

2 Listen and say. TR: 1.2

We all need help from other people.
We care for each other in many different ways. We care for animals, too.

carry



3 Ask and answer.
Work with a partner.



SONG

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

Taking Care

CHORUS

**I love taking care of my pets.
I love taking care of my family.
I love taking care of them all.
I'm happy that there are so many!**

I love taking care of my pets.
I love to pick them up, and hug them, too.
But before I get to play with my pets,
I have some work to do.

I have to comb my cat, feed my dog,
protect my bird, and pick up my frog.
I have to wash my goat, brush my horse,
And I can't forget to bathe my snake, of course.

CHORUS

I love taking care of my family,
I love to hug them, too.
But before I get to play with my family,
I have some work to do.

I have to read to my sister,
take care of my brothers,
and hold hands with my grandmother.
I have to teach my brothers their 1, 2, 3's
and carry my family's new baby.

I love taking care of my pets.
I love taking care of my family.
After all my work is done,
I get to have some fun with my...
cat and dog, bird and frog,
goat and horse, and my snake, of course!
My sisters and my brothers, my grandmother,
and even my family's new baby!

Girl with goat, Bangladesh

2 Sing again and hold up pictures.

GRAMMAR 1

before and after TR: 1.4

What does she do **before** breakfast?

She gets dressed **before** breakfast.

What does he do **after** school?

He feeds his bird **after** school.

1 Look at the pictures. Complete the sentences.

BEFORE SCHOOL



AFTER SCHOOL



1. He plays with his cat **before** / **after** school.
2. He brushes his teeth **before** / **after** school.
3. He helps his mom **before** / **after** school.
4. He feeds his dog **before** / **after** school.
5. He gets dressed **before** / **after** school.
6. He plays basketball **before** / **after** school.

2 Write. What do you do before and after school?

Before school	After school

3 Ask and answer. Work with a partner.

bedtime breakfast dinner lunch school

What do you do after breakfast?

I brush my teeth.

