

Scope and Sequence

Level 5

Unit 1 I Could Run Fast!	Unit 2 A Cow Is Heavier Than a Hen!	Unit 3 His Hair Was Wavy	Unit 4 Was the Exam Easy?
Vocabulario			
<p>Deportes y juegos: <i>baseball, basketball, hopscotch, marbles, running, soccer, volleyball</i></p> <p>Expresiones</p> <ul style="list-style-type: none"> • <i>Watching TV is boring.</i> • <i>Climbing trees is fun.</i> • <i>We get along pretty well.</i> 	<ul style="list-style-type: none"> • Animales en la granja: <i>horse, bull, hen, goat, sheep, cow, rooster, pig, goose, duck</i> • Adjetivos: <i>light, heavy, dirty, clean, tall, short, easy, difficult, interesting, elegant, informal, chubby, thin, young, old, cheap, expensive, colorful</i> <p>Expresiones</p> <ul style="list-style-type: none"> • <i>What do cows do for us? They give us milk.</i> 	<p>Descripciones físicas: <i>blue, brown, gray, green (eyes); beard, mustache, black, blond, brown, red, curly, straight, wavy, long, short (hair)</i></p> <p>Expresiones</p> <ul style="list-style-type: none"> • <i>Let's see...</i> • <i>Who is he / she?</i> • <i>He looks different now.</i> • <i>He was (thinner) before.</i> • <i>Let me know!</i> 	<p>En el colegio: <i>exam, computer lab, bulletin board, classroom, playground, assembly, gym, science lab, excursion, recess</i></p> <p>Expresiones</p> <ul style="list-style-type: none"> • <i>I'm not in a good mood because...</i> • <i>I feel great!</i> • <i>That's great!</i>
Gramática			
<p>Modal <i>could</i> para expresar habilidad en el pasado (oraciones afirmativas y negativas): <i>My mom could jump rope when she was 10. Diana and John couldn't ride a bike when they were 10.</i></p>	<p>Forma comparativa con adjetivos cortos y largos: <i>strong / stronger than; easy / easier than; difficult / more difficult than</i></p>	<p>Oraciones afirmativas y negativas con el verbo <i>to be</i> en pasado simple: <i>She was a queen. He wasn't a frog. They were white horses. They weren't friends.</i></p>	<p>Preguntas de sí y no con el verbo <i>to be</i> en pasado simple: <i>Was the story interesting? Yes, it was. Were the students in the library? No, they weren't.</i></p>
Pronunciación y énfasis			
/sp/ - /st/	/f/ - /v/	/z/ - /s/ (plurales)	/u/ - /u:/
Aprendizaje social y emocional			
Valor: respeto a las personas mayores	Emoción: tristeza	Autoestima: belleza interior	Valor: perseverancia
Proyecto + recortable			
Ciencias: el sistema óseo	Arte: simetría	Arte: proporción	Matemáticas: perímetro y área

Unit 5 Who Was There?	Unit 6 I'm Going to Have Fun!	Unit 7 Are You Going to Ride Your Bike?	Unit 8 What Are You Going to Do?	Unit 9 Let's Enjoy Nature!
Vocabulario				
<ul style="list-style-type: none"> Países: <i>Brazil, Colombia, France, India, Kenya, The United Kingdom, Peru, Spain, The USA, Germany, Portugal, Turkey, Poland, Japan, Mexico</i> Nacionalidades: <i>American, French, Colombian, German, Japanese, Mexican, Peruvian, Polish, Portuguese, Turkish</i> <p>Expresiones</p> <ul style="list-style-type: none"> <i>João was born in... He's...</i> <i>I want to visit...</i> <i>Me too!</i> 	<ul style="list-style-type: none"> Lugares en la ciudad: <i>police station, fire station, office building, hospital, restaurant, auto repair shop</i> Ocupaciones: <i>police officer, firefighter, assistant, doctor, mechanic, chef</i> <p>Expresiones</p> <ul style="list-style-type: none"> <i>Excuse me, can I ask you a question?</i> <i>How do I get there?</i> <i>Is this place near here?</i> <i>It's far away from here!</i> <i>It's very close!</i> 	<p>Medios de transporte: <i>bike, bus, car, helicopter, motorcycle, plane, ship</i></p> <p>Expresiones</p> <ul style="list-style-type: none"> <i>How do we get to...?</i> <i>We can get there by...</i> 	<p>Actividades vacacionales: <i>lie in the sun on the beach, dive in the ocean, climb a mountain, sail on a lake, hike in a forest</i></p> <p>Expresiones</p> <ul style="list-style-type: none"> <i>My dream vacation is...</i> 	<ul style="list-style-type: none"> Animales salvajes: <i>eagle, cheetah, crocodile, fish, giraffe, hummingbird, lizard, penguin, salamander, seahorse, shark, frog, toad, tortoise, whale</i> Adjetivos: <i>colorful, dangerous, fast, heavy, large, light, loud, quiet, slow, small, strong, tall</i> Adverbios de modo: <i>badly, fast, high, loudly, quietly, slowly, well</i>
Gramática				
<p>Preguntas informativas con el verbo <i>to be</i> en pasado simple: <i>What time was the game? Where was it? Where were you? Who were you with? How was your math exam? What was your grade?</i></p>	<p>Futuro con <i>going to</i> (planes), oraciones afirmativas (primera, segunda y tercera persona, singular y plural): <i>I am going to visit Grandma. He is going to fly to Peru. We are going to read. They are going to take an exam.</i></p>	<p>Futuro con <i>going to</i>, preguntas de sí y no: <i>Is she going to ride her bike? Yes, she is. Are they going to watch TV? No, they aren't.</i> Pregunta informativa: <i>What is he going to...? What are they going to...?</i></p>	<p>Futuro con <i>going to</i>, preguntas informativas: <i>Where are you going to go? When are you going to go? Why are you going to visit that place? How are you going to get there? What are you going to do there?</i></p>	<ul style="list-style-type: none"> Forma superlativa con adjetivos cortos y largos: <i>fast / the fastest; dangerous / the most dangerous</i> Adverbios de modo: <i>Tortoises move slowly.</i>
Pronunciación y énfasis				
/g/ - /w/	/s/ - /z/ - /lz/ (plurales)	/pr/ - /tr/	/b/ - /v/	/tʃ/
Aprendizaje social y emocional				
Emoción: ansiedad	Valor: tolerancia	Emoción: miedo	Autoestima: asumir y aprender de errores	Autoestima: mis fortalezas
Proyecto + recortable				
Sociales: inventos del siglo XX	Sociales: sectores económicos	Sociales: modos y medios de transporte	Matemáticas: promedio	Ciencias: biomas terrestres