

Scope and Sequence 3

Unit	Title	Theme	Communication Objectives
1	My Activities	daily activities	to identify the sequence of activities; to talk about daily activities; to tell the time; to say when one does activities; to use classroom language
2	Family Activities	family	to identify occupations; to describe family members' occupations; to name people with whom one does activities; to talk about frequency; to suggest or invite
3	City and Country	places to live	to identify things and activities in the country and the city; to identify farm animals and city pets; to express preferences; to say where one lives and what one has to do
4	Animal Homes	animals and habitats	to say where animals live; to identify geographical features; to say what animals can and can't do; to describe animals and habitats; to talk about one's abilities; to make up riddles and answer them
5	The Weather	weather and clothes	to identify seasons; to associate clothing and activities with weather conditions and seasons; to talk about today's weather; to talk about yesterday's weather; to describe habitats and climates
6	The Five Senses	the senses	to identify parts of the body; to identify the five senses; to say what things look, feel, sound, smell and taste like; to talk about today and yesterday; to name the verbs of the senses
7	The Foods I Eat	meals and food	to express likes and dislikes; to say what one eats at specific meals; to make, accept and reject polite offers; to identify quantities and kinds of foods
8	Health Habits	healthy habits	to describe healthy habits; to say what one ate and drank; to talk about frequency of habits; to tell the time; to write a letter
9	TV and Films	entertainment	to describe a TV programme or film; to identify kinds of TV programme; to express and explain likes and dislikes; to tell a story; to say what one watched on TV; to read and talk about a TV guide; to read and write a film review

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Language Objectives	Learning Strategies/ Thinking Skills	Content Connections
to use the simple present tense; to use <i>before</i> and <i>after</i> ; to ask and answer questions with <i>what</i> , <i>what time</i> , and <i>how many</i>	to compare and contrast; to listen for detail; to use prior knowledge; to sequence; to use charts; to organise information	Art; Language; Maths; Music
to use the simple present tense; to use frequency adverbs; to ask and answer questions with <i>he/she</i> ; to answer <i>Who . . . with?</i> questions	to make associations; to become aware of how one learns; to classify; to listen for detail; to use charts; to use prior knowledge; to use selective attention during listening	Art; Language; Social Studies
to use the simple present tense; to use adverbs of frequency; to use <i>there is/there are</i> and <i>have to/has to</i> ; to use continuous nouns	to compare and contrast; to listen for detail; to summarise; to use charts; to use prior knowledge	Art; Music; Science
to use the simple present tense; to use <i>can</i> and <i>can't</i> ; to use negative and affirmative short answers	to use prior knowledge; to use visual cues; to use charts; to classify; to compare and contrast; to use a Venn diagram; to use selective attention during listening	Art; Language; Music; Science
to use the simple present tense; to use the simple past of <i>be</i> ; to use the present continuous tense	to make associations; to use charts; to classify; to compare and contrast; to use prior knowledge; to use selective attention during listening; to listen for detail	Art; Language; Music; Science; Social Studies
to use the simple present tense; to use the present continuous tense; to use the simple past tense of <i>be</i> and <i>go</i> ; to use linking verbs with predicate adjectives	to make associations; to classify; to listen for detail; to predict; to use prior knowledge	Art; Language; Science
to use <i>would you like</i> ; to use <i>some</i> and <i>any</i> ; to use frequency words	to compare and contrast; to classify; to preview; to use prior knowledge; to use selective attention during listening; to listen for detail	Art; Language; Music; Social Studies
to use affirmative and negative imperatives; to use the past tense forms <i>ate</i> and <i>drank</i> ; to use <i>did</i> in <i>yes/no</i> questions; to use <i>did/didn't</i> in short answers	to brainstorm; to classify; to compare and contrast; to preview; to listen for detail; to draw conclusions	Art; Health; Language; Maths; Music
to use the simple past tense; to ask and answer <i>yes/no</i> questions; to use the simple present tense	to use prior knowledge; to compare and contrast; to classify; to make a chart to represent information; to use selective attention while listening	Art; Language; Music