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Unit	Grammar	Vocabulary	CLIL	Reading Strategies	Phonics
1 At Home page 4	<i>Who's ...?; Where's ...?; yes/no questions</i> and short answers; prepositions – <i>on</i> and <i>under</i> ; possessive 's	Family members; rooms in a house; clothes	Math – representation of objects in the environment Art – developing visual spatial skills	Predicting from pictures; relating pictures to new vocabulary	sh and ch
2 Favorite Foods page 16	Count/non-count nouns; articles <i>a/an</i> ; <i>do you want ...?</i> questions; <i>like/don't like</i> answers and statements	Food; food adjectives	Home Economics – basic food needs Art – developing fine motor skills	Using visual clues; reading for specific information; speculating	t; d; and th
3 Around Town page 28	Prepositions <i>next to; on; at; there is /there are</i> ; asking for directions	In the park; around town; transportation	Social Studies – transportation Art – developing fine motor skills; processing information	Relating pictures to new vocabulary	v, b; and f
4 Animals All Around page 40	Review prepositions <i>in, next to, under; can/can't</i> for ability; <i>yes/no</i> questions with <i>can</i> ; noun plurals	Animals	Social Studies – caring for animals Art – developing fine motor skills	Predicting from pictures; scanning	k; hard and soft c
5 Helping At Home page 52	Present progressive: statements and questions; <i>yes/no</i> questions; questions with <i>who</i>	Doing household chores; family members	Geography – houses around the world Art – developing visual perception abilities	Predicting from a picture; speculating	j; hard and soft g

Competencies



Activities that develop social and creative skills and consider lifestyle choices.



Activities that help develop a sense of social responsibility, mutual understanding, tolerance and ethical behavior.



Activities that develop thinking skills to explain, infer, classify, discuss, notice and discover.



Activities that foster learning autonomy and help develop learning strategies.



Activities that promote interpersonal and collaborative skills to develop teamwork, leadership, empathy and responsibility.

Unit	Grammar	Vocabulary	CLIL	Reading Strategies	Phonics
6 Let's Cook! page 64	<i>This/that; these/those</i> ; adjectives with stative verbs	Fruit and vegetables; food	Social Studies – how food is made and where it comes from Home Economics – combining flavors	Predicting from pictures; reading for specific information; scanning; speculating	Short a
7 Off To Work! page 76	Saying what people do; simple present statements; simple present statements with <i>he/she</i> ; simple present questions with <i>who</i>	Work-related collocations	Social Studies – community helpers Art – developing fine motor skills	Using visual cues; relating pictures to new vocabulary; scanning	Short u
8 Animals At Home page 88	Simple present <i>wh</i> -questions; questions with <i>does</i> ; prepositions of time <i>in, at</i> ; simple present <i>yes/no</i> questions with <i>do</i>	Animal homes and habits	Science – categorizing animals Art – developing visual perception skills	Predicting the end of a story speculating; using visual clues;	Short e
9 On My Street page 100	<i>Have/has</i> affirmative, negative; and questions; <i>there is/there are</i> ; adverbs of frequency <i>never; always</i> ; adverbs of manner	On the street	Geography – countries; cities and landmarks Art – selecting and processing information	Ordering events; using visual clues; speculating	Short o
10 Time To Play page 112	Preposition of time <i>on</i> ; phrases with <i>before</i> and <i>after</i>	Leisure activities; days of the week	Science – measuring time Art – developing fine motor skills	Predicting a topic; scanning; reading dialogue	Short i

Assessment	Grammar	Vocabulary
A (U1, U2) page 124	Possessive <i>'s</i> ; prepositions of place <i>in, on, under</i> ; <i>yes/no</i> questions and short answers; articles <i>a/an</i> ; <i>who's/where's</i> questions; <i>like/don't like</i>	Family members; rooms in a house; furniture; clothes; colors; food
B (U3, U4) page 126	<i>There is/There are</i> ; prepositions of place <i>in, on, under</i> ; next to; <i>can/can't</i>	In the park; animals; transportation
C (U5, U6) page 128	Questions with <i>who</i> ; present progressive statements; questions, and answers; <i>this; that; these; those</i>	Household chores; activities; family members; food; fruit and vegetables
D (U7, U8) page 130	Simple present statements; simple present questions; <i>like/don't like</i> ; questions with <i>who, what, where, and when</i>	Jobs and work; animals; places where animals live; animal characteristics
E (U9, U10) page 132	Simple present verbs: affirmative; negative; and questions; adverbs such as <i>quickly, slowly, always, and never</i> ; adjectives such as <i>quick and slow</i> ; phrases with <i>before</i> and <i>after</i> ; prepositions of time <i>on, in, at</i>	On the street; days of the week; leisure activities