Scope & Sequence

Share with Friends! 1

Unit	Vocabulary	Grammar	Story (Values)	CLIL	Phonics	Review	Exam Practice
Welcome to Shareville! pages 4–5							
Unit 1 **At School** pages 10–23	colors; numbers 1–10; clock, window, board, desk, picture, chair, notebook, backpack; book, pencil, crayon, pen, pencil sharpener, pencil case, ruler, eraser	What's this? It's a/an ... Is it a/an ...? Yes, it is. / No, it isn't.	I share my things with others.	ART: Shapes Are Everywhere! Project: Shapes in nature poster	*Aa*, *Bb*, *Cc*	Verb *to be* affirmative, negative, and interrogative Classroom objects	Listening: Understand some very simple descriptions of everyday objects.
Unit 2 **Family and Friends** pages 24–37	grandma, grandpa, brother, sister, dad, mom, friend; truck, bike, ball, robot, car, doll, kite	Who's this? This is my ... How many ...? What color are they? They're ...	I am polite.	SOCIAL STUDIES: Birthdays around the World Project: Birthday-planning poster	*Dd*, *Ee*, *Ff*	Numbers and colors Family and toys	Reading and Writing: Read and understand simple sentences.
Our Shared World Comic: A Festival Far Away / Global Citizenship: *Identify distinguishing features of a variety of global cultures*, pages 38-39							
Unit 3 **Jobs** pages 40–53	farmer, teacher, vet, artist, doctor, cook; firefighter, pilot, bus driver, dentist, astronaut, singer, police officer, mail carrier	He's/She's a ... He/She isn't a ... Is he/she a ...? Yes, she is. / No, she isn't.	I can say I'm sorry.	SOCIAL STUDIES: Jobs in the Community Project: Jobs in the community poster	*Gg*, *Hh*, *Ii*	Verb *to be* affirmative, negative, and interrogative; contraction of verb *to be* Jobs	Listening: Understand some very simple spoken descriptions of people.
Unit 4 **At Home** pages 54–67	bathroom, bedroom, living room, dining room, kitchen, yard, garage; TV, closet, bed, sofa, bathtub, lamp, refrigerator, rug	Where's your ...? He's/She's in the ... Where are your ...? They're in/on/under/next to the ...	I am respectful.	HEALTH: A Neat and Clean House Project: Cleaning plan for your bedroom	*Jj*, *Kk*, *Ll*	Prepositions of place Rooms in a house	Reading and Writing: Read and understand simple sentences.
Our Shared World Biography: Dancing in India / Global Citizenship: *Recognize the roles of teachers and students*, pages 68-69							
Unit 5 **My Pets** pages 70–83	turtle, fish, snake, cat, bird, spider, mouse, dog; old, young, long, short, big, small, ugly, cute	I have / don't have a ... Do you have a ...? Yes, I do. / No, I don't.	I am nice to animals.	NATURAL SCIENCE: Amazing Amphibians Project: Mobile drawing	*Mm*, *Nn*, *Oo*	Simple present: *To have* affirmative, interrogative, and negative Pets	Listening: Understand some very simple spoken descriptions of everyday objects.
Unit 6 **At the Fair** pages 84–97	head, hand, arm, leg, feet, fingers; eyes, ears, nose, mouth, hair, teeth	He/She/It has ... He doesn't have ... Does he ...? Yes, he does. / No, he doesn't.	I am aware of the world around me.	NATURAL SCIENCE: Discover the Senses Project: Sense scavenger hunt	*Pp*, *Qq*, *Rr*	Simple present: *To have* affirmative, negative, and interrogative Parts of the body	Reading and Writing: Write names using the English alphabet.
Our Shared World Poem: Pet Pals / Global Citizenship: *Recognize that personal behavior can have a positive impact on others*, pages 98-99							
Unit 7 **At the Park** pages 100–113	women, men, lake, picnic table, children, swings, slide, seesaw; numbers 11–20	There's / There are ... How many ... are there?	I can help others.	MATH: Sum Numbers! Project: Collaborative picture of a park	*Ss*, *Tt*, *Uu*, *Vv*	*There is/are* affirmative and interrogative; numbers The park	Listening: Understand some simple spoken instructions given in short, simple phrases.
Unit 8 **A Picnic** pages 114–127	meat, ice cream, cheese, candy, bread, salad, cake, pizza; milk, yogurt, water, juice, rice, fish, fruit	I like / don't like ... Do you like ...? Yes, I do. / No, I don't.	I eat healthy food.	HEALTH: Eating Healthy Food! Project: Healthy food rainbow picture	*Ww*, *Xx*, *Yy*, *Zz*	Simple present: *To like* affirmative, negative, and interrogative Food	Reading and Writing: Write names using the English alphabet.
Our Shared World Article: Yummy Local Food / Global Citizenship: *Engage with ideas about healthy living through diet*, pages 128-129							
Grammar Practice pages 130–133							

Scope & Sequence

Unit	Vocabulary	Grammar	Story (Values)	CLIL	Phonics	Review	Exam Practice
Welcome to Shareville! pages 4–5							
Unit 1 **On the Farm** pages 10–23	donkey, horse, goat, duck, sheep, cow, chicken; caterpillar, butterfly, bee, mosquito, ladybug, ant	What's this/that? It's a ... What are these/those? They're ...	I am kind to animals.	NATURAL SCIENCE: From a Caterpillar to a Buttefly! Project: Butterfly suncatcher	Short *a*	Determiners: *This, that, these, those* Farm animals Insects	Reading and Writing: Read and understand some simple sentences, including questions.
Unit 2 **My Things** pages 24–37	teddy bear, camera, scooter, train, yo-yo, skateboard, board game, video game; bag, tablet, paintbrush, scissors, marker, paint, glue, photo	That's his/her ... Those are their ... Is this your ...? Are these your ...? Those are our things.	We get along together.	SOCIAL SCIENCE: Working Together Project: Paper flower	Short *i*	Possessive pronouns Children's toys and things	Listening: Understand some very simple descriptions of everyday objects.
Our Shared World Encyclopedia: Let's Play around the World! / Global Citizenship: *Identify distinguishing features of a variety of global cultures*, pages 38–39							
Unit 3 **At the Zoo** pages 40–53	elephant, zebra, giraffe, monkey, hippo, crocodile, tiger; beach, bookstore, mall, playground, school, swimming pool, zoo	Is there a monkey? Yes, there is. / No, there isn't. Are there hippos? Yes, there are. / No, there aren't. Where's the playground? It's in front of / behind / between the ...	I follow the rules.	NATURAL SCIENCE: Amazing Mammals! Project: A mammal fact file	Short *o*	*There is/are* affirmative, negative, and intrrogative Zoo animals Places	Reading and Writing: Write names using the English alphabet.
Unit 4 **Yummy Food** pages 54–67	pineapples, pears, apples, kiwis, watermelons, oranges, coconuts, bananas; burger, corn, egg, French fries, pancakes, pie, sandwich, soup	Does Dan like bananas? Yes, he does. / No, he doesn't. What do you want for breakfast? I want eggs and pancakes, please.	I can try new things.	ART: Eat a Color Wheel! Project: Healthy-food color wheel	Short *e*	Simple present affirmative, negative, and interrogative Food	Listening: Understand some very simple spoken descriptions of people.
Our Shared World Story: A Picnic for Zebra / Global Citizenship: *Engage with ideas about healthy living through diet,* pages 68–69							
Unit 5 **I Can Do It!** pages 70–83	fly, write, draw, jump, walk, swim, read, run; throw a ball, catch a ball, ride a bike, drive a car, use a computer, play the guitar, jump rope, climb a tree	You can draw and write. I can draw, but I can't fly. Can you/he/she climb a tree? Yes, I can. / No, he can't.	I can encourage others.	PHYSICAL EDUCATION: Come On! You Can Do It! Project: Sports quiz card	Short *u*	Auxiliary *can* affirmative, negative, and interrogative Actions	Listening: Understand simple spoken dialogues about familiar topics with the help of pictures.
Unit 6 **My Day** pages 84–97	get up, eat breakfast, go to school, eat lunch, go home, eat dinner, brush my teeth, go to bed; eight o'clock, nine thirty, half past eight, a quarter after seven, a quater to two, nine thirty, one fifteen, one forty-five	What do you do in the morning? I eat breakfast. When does he/she go to bed? He/She goes to bed at 8:30.	I can be on time.	MATH: Tick-Tock Goes the Clock! Project: Daily-routine flap book	Short vowels	Simple present third-person singular affirmative and interrogative. Time	Reading and Writing: Copy words, phrases, and short sentences.
Our Shared World Blog posts: This Is Me! / Global Citizenship*: Recognize different perspectives from a variety of global cultures*, pages 98–99							
Unit 7 **Playtime!** pages 100–113	playing soccer, playing tennis, watching TV, playing video games, reading books, listening to music, taking photos; singing, dancing, writing stories, drawing, playing the piano, playing board games, baking cookies	What do you like doing? I like playing tennis. Do you like playing tennis? What does he/she like doing? He/She likes ... Does he/she like ...?	We have fun in different ways.	HEALTH: Let's Get Active! Project: Getting-active poster	Short vowels	Present progressive affirmative and interrogative Actions and activities	Listening: Understand some very simple descriptions of everyday objects.
Unit 8 **Cool Clothes** pages 114–127	pants, T-shirt, shirt, sweater, sneakers, skirt, shoes, socks; dress, jacket, jeans, shorts, baseball cap, hat, boots	Whose sweater is that? It's May's sweater. Whose sneakers are those? They're Dan's sneakers. What are you wearing? What's he/she wearing? I'm/He's/She's wearing ...	I take care of my things.	ART: Trash or Fashion? Project: Recycled fashion designs	Short vowels	Present progressive affirmative and interrogative Possessive nouns Clothes	Reading and Writing: Copy words, phrases, and short sentences.
Our Shared World Story: The Best Cookies! / Global Citizenship: *Compare and contrast your own opinion with others' opinions*, pages 128–129							
Grammar Practice pages 130–133							

Scope & Sequence

Share 3 with Friends!



Unit	Vocabulary	Grammar	Story (Values)	CLIL	Phonics	Review	Exam Practice
Welcome to Shareville! pages 4–5							
Unit 1 **Family** pages 10–23	parents, uncle, aunt, cousin, big brother, grandparents, little sister; glasses, keys, cell phone, sandals, e-reader, wallet, comic book	Who's he/she? Who are they? Whose ... is this / are these? Mine, yours, his, hers, our, theirs	I am honest with others.	SOCIAL STUDIES: Different Families Project: Special person card	*l*– blends	Possessive pronouns	Listening: Understand very simple spoken dialogues about familiar topics with the help of pictures.
Unit 2 **Healthy Food** pages 24–37	mangoes, potatoes, peaches, carrots, tomatoes, cucumbers, avocados; pasta, popcorn, tea, coffee, soda, beef, chicken, lemonade	There are some / aren't any ... Are there any ...? There's some / There isn't any ... Is there any ...?	I eat the right food to stay healthy.	HEALTH: Six Essential Nutrients Project: Healthy-eating plan	*s*– blends	Quantifiers: *some*, *any*	Reading and Writing: Read and understand some short, simple stories about familiar topics with the help of pictures.
Our Shared World Article: What's for Lunch? / Global Citizenship: *Perspectives from different cultures,* pages 38–39							
Unit 3 **The Weather** pages 40–53	rainy, windy, hot, sunny, snowy, cold, cloudy; roller skate, ice skate, surf, dive, ski, hike, fish	What's the weather like? It's ... What are you doing? I'm/We're ... –ing.	I help my friends.	NATURAL SCIENCE: The Reasons for the Seasons Project: Radio weather program	*r*– blends	Present progressive affirmative and interrogative	Reading and Writing: Read and understand some short, simple stories about familiar topics with the help of pictures.
Unit 4 **After School** pages 54–67	fly a kite, play hide-and-seek, have a snack, take a nap, use the internet, practice the piano, do homework; wash the dishes, dry the dishes, set the table, clear the table, sweep the floor, feed the fish, look after the baby	What's he/she doing? He's/She's ... –ing. What are they doing? They're ... –ing. Is he/she ... –ing? Are they ... –ing?	I share my things.	HEALTH: Healthy Body, Healthy Mind Project: After-school activities and chores chart	Digraphs *–sh* and *ch–*	Present progressive affirmative, negative, and interrogative	Listening: Understand simple spoken dialogues about familiar topics with the help of pictures.
Our Shared World Comic: Summer in Honolulu / Global Citizenship: *Healthy living through exercise,* pages 68–69							
Unit 5 **In Town** pages 70–83	supermarket, bus station, movie theater, department store, library, candy store, café; parade, concert, soccer game, picnic, market, circus, dance	Where's he/she going? Where are they going? He's/She's/They're going to the ... Is he/she going to the ...? Are they going to the ...?	I pay attention to everything around me.	ART: Public Art Project: Design for a sculpture or a mural for your town	Digraph *–th–*	Future: *to be going to* affirmative and interrogative	Listening: Understand very simple spoken descriptions about people and objects.
Unit 6 **Jobs and Places** pages 84–97	construction worker, librarian, paramedic, architect, fisherman, dancer, writer, musician; office, hospital, school, factory, farm, restaurant, boat	What do you want to be? I want / don't want to be a ... Where does he/she work? He/She works in/on a ... He/She doesn't work in/on a ...	I have goals.	SOCIAL STUDIES: Jobs in a Concert Project: Card for a game of charades	Digraphs *wh–* and *–ph–*	Simple present affirmative, negative, and interrogative	Reading and Writing: Read and understand some short factual texts with the help of pictures.
Our Shared World Blog: Thailand Treetops / Global Citizenship: *Take positive action in the community,* pages 98–99							
Unit 7 **Yesterday** pages 100–113	school, beach, home, doctor's office, sports center, Grandma's house, park; sick, scared, tired, angry, surprised, happy, excited	Where were you/they yesterday? Where was he/she yesterday? I/He/She was/wasn't at ... We/They were/weren't at ... Was he/she at ...? Were they at ...?	I care about others.	HEALTH: Expressing Emotions Project: Emotions journal	Digraphs *–ng* and *–nk*	Simple past: *to be* affirmative, negative, and interrogative	Listening: Understand very simple spoken dialogues about familiar topics with the help of pictures.
Unit 8 **Camping** pages 114–127	mountain, cloud, star, cave, bat, river, field, road; up, down, into, out, around, across, along	There was/wasn't a ... There were some / weren't any ... Was there a...? Were there any ...? Where did you go? We went ... / We didn't go ...	I clean up the environment.	SCIENCE: Plastic Recycling Project: Plastic bottle bowling pins	Digraphs *–ct* and *–nt*	Simple past: *to be* affirmative, interrogative, and negative	Speaking: Respond to questions on familiar topics with simple phrases and sentences.
Our Shared World Tale: The White Bats / Global Citizenship: *Behave in a considerate and respectful way in the community*, pages 128–129							
Grammar Practice pages 130–133							

Scope & Sequence



Unit	Vocabulary	Grammar	Story (Values)	CLIL	Phonics	Review	Exam Practice
Welcome to Shareville! pages 4-5							
Unit 1 **Good Morning** pages 10–23	wake up, brush my hair, take a shower, get dressed, wash my face, have breakfast, make breakfast, go to school, take a taxi, take the bus, take the train, take the subway, walk, ride a bicycle	Always, usually, sometimes, never, How often do you ...?	I can be prepared.	MATH: All About Graphs Project: Graphs about the frequency of activities	Long *a* and long *i*	Simple present and frequency adverbs	Listening: Understand very simple spoken dialogues about familiar topics with the help of pictures.
Unit 2 **At School** pages 24–37	social studies, art, English, music, math, health, P.E., science, gym, cafeteria, music room, classroom, art room, computer lab	Do you have ...? Does he/she have ...? Where's ...? What's he/she doing? He's/She's ... *ing*.	I am friendly.	ART: Instrument Families Project: Local musical instruments poster	Long *u*	Simple present vs. present progressive	Speaking: Respond to questions on familiar topics with simple phrases and sentences.
Our Shared World Play: Thank You! / Global Citizenship: *Identify different nationalities,* pages 38-39							
Unit 3 **Shareville Fair** pages 40–53	wave, wait, point, shout, watch, play, smile, juggle, bounce, laugh, cry, follow, push, pull, carry	Did you/he/she/they ...? Yes, they did. / No, they didn't.	I offer help.	TECHNOLOGY: The Science of Roller Coasters Project: Marble roller coaster	Long *a*	Simple past: regular verbs affirmative and negative	Listening: Understand very simple spoken dialogues about familiar topics with the help of pictures.
Unit 4 **Last Weekend** pages 54–67	buy candy, see a movie, take a picture, go shopping, have a milkshake, eat pizza, read a book, write a poem, do karate, sing a song, make a video, build a tree house, draw a picture	What did you do ...?	I am an honest person.	HISTORY: The History of Movies Project: Make a silent movie	Long *e*	Simple past: irregular verbs affirmative and negative	Reading and Writing: Write short, simple sentences about likes/dislikes.
Our Shared World Movie review: Tree House / Global Citizenship: *Differentiate fact from opinion,* pages 68-69							
Unit 5 **History Museum** pages 70–83	scientist, soccer player, movie star, painter, pop star, photographer, nurse, tie my shoes, play an instrument, speak English, whistle a tune, use a smartphone, do a cartwheel	Who was ...? What did ...? Could you ...? Yes, I could. / No, I couldn't.	I follow the rules.	ART: Brilliant Musicians Project: Fact file	Long *i*	Simple past: auxiliaries and modals (could)	Speaking: Respond to questions on familiar topics with simple phrases and sentences.
Unit 6 **In the Forest** pages 84–97	owl, wolf, deer, rabbit, fox, snail, beetle, raccoon, loud, scary, pretty, strong, tall, strange	Comparatives with *-er* Superlatives with *-est*	I take care of the environment.	NATURAL SCIENCE: Deep-Sea Animals Project: Ecosystems game	Long *o*	Adjectives: comparative form	Reading and Writing: Read and understand some short, simple stories about familiar topics with the help of pictures.
Our Shared World Comic strip: Becoming a Wildlife Photographer / Global Citizenship: *Take positive action in the community,* pages 98-99							
Unit 7 **Outdoor Fun** pages 100–113	exciting, boring, dangerous, easy, difficult, fun, snowboarding, sailing, rock climbing, golfing, skydiving, scuba diving	Comparatives with *more* Superlatives with *most*	I keep trying.	HEALTH: Be Safe Outdoors Project: Safety guidelines	Long *o*	Adjectives: superlative form	Speaking: Tell a very simple story with the help of pictures.
Unit 8 **Summer Vacation** pages 114–127	feed my hamster, make my bed, find my swimsuit, clean my room, pack my suitcase, help my parents, go to a water park, learn to surf, look for seashells, sell lemonade, stay in a hotel, visit family	I have to ... Do you have to ...? What are you going to do? I'm going to ... What's he/she going to do? He's/She's going to ...	I take care of my pets.	SOCIAL STUDIES: Pet Sitters Project: Ad for a pet sitter	Long vowels	Future: *to be going to* affirmative, negative, and interrogative	Reading and Writing: Write short, simple phrases and sentences about pictures and familiar topics.
Our Shared World Magazine article: Istanbul: Kedi City / Global Citizenship: *Recognize different features from a variety of global cultures,* pages 128-129							
Grammar Practice pages 130–133							

Scope & Sequence

Share 5 with Friends!

Unit	Vocabulary	Language	Reading (Values)	Writing	CLIL	Word Study	Review	Exam Practice
Welcome to Shareville! pages 4-5								
Unit 1 **Adventure Camp** pages 10-23	build a shelter, ride on a zipline, sleep in a tent, go hiking, go mountain biking, cook on a campfire, go horseback riding, go canoeing; jump on a trampoline, go climbing, play table tennis, play badminton, play volleyball, make jewelry, go ice skating, go bowling	What did you do? We went climbing. Did you play outside every day? Yes, we did / No, we didn't.	I care about fair play. ***Reading skills:*** Visual aids	**Review**	SOCIAL STUDIES: How to prepare for emergencies while camping Project: Camping emergency kit	*–ed* endings	Simple past tense conjugation of verbs: regular and irregular	Listening: Understand simple spoken descriptions of objects, people, and events.
Unit 2 **Happy Memories** pages 24-37	go snorkeling, eat ice cream, build a snowman, have a party, have a picnic, build a sandcastle, sunbathe, learn to ski; perform on stage, tell jokes, do gymnastics, play the drums, sing in a band, act in a play, watch the show	What were you doing? I was ... Was he ...? No, he wasn't Were you ...? Yes, I was.	We share our experiences. ***Reading skills:*** Predicting	**Picture Description**	HEALTH: Mental health and healthy lifestyle Project: Lifestyle journal	*/ar/* versus */er/*	Past progressive: interrogative, affirmative, and negative	Speaking: Ask basic questions about everyday topics.
Our Shared World Fact file: Haleakalā National Park / Global Citizenship: *Take positive action in the community*, pages 38-39								
Unit 3 **Daily Life** pages 40-53	buy groceries, walk the dog, study for a test, take out the trash, buy a present, play chess, read the newspaper, watch the news; go online, listen to the radio, read blog posts, read magazines, download an app, look at a screen	A man was walking his dog when it ran into the street. What were you doing when ...?	I can help others. ***Reading skills:*** Topic sentence	**News story**	HISTORY: History of the Internet Project: Timeline	*/or/*, */ar/*, and */er/*	Past progressive + *when*, affirmative and negative	Reading and Writing: Understand simple written descriptions of objects, people, and events.
Unit 4 **Stay Healthy!** pages 54-67	have a headache, feel good, have a sore throat, have a cold, have a stomach ache, have a toothache, feel sick, have a fever; flu, symptoms, temperature, cough, lie down, medicine, pharmacy	What's the matter? I have a stomach ache. I don't feel good. What should I do? You should / shouldn't ...	I show my friends that I care for them. ***Reading skills:*** Informal language	**Formal email**	NATURAL SCIENCE: Viruses and Bacteria Project: How to stay healthy poster and/or video	Syllables	Modal *should*: interrogative, affirmative, and negative	Listening: Understand simple conversations on everyday topics.
Our Shared World Personal narrative: A Healthy Day A World Away / Global Citizenship: *Engage with ideas about healthy living through exercise*, pages 68-69								
Unit 5 **Cook Well, Eat Well!** pages 70-83	flour, butter, sugar, jelly, salt and pepper, honey, olives, strawberries, mushrooms; cup, teaspoon, tablespoon, knife, bowl, fork, plate, glass	There are too many ... There aren't enough ... There's too much ... There isn't enough ...	I can choose food responsibly. ***Reading skills:*** Topic sentence	**Food diary**	MATH: Measurements Project: Recipe poster or video	Word Stress	Countable and uncountable nouns	Speaking: Give simple descriptions of objects, pictures, and actions.
Unit 6 **Outer Space** pages 84-97	satellite, spaceship, the moon, planet, comet, space station, solar system, telescope; bright, enormous, heavy, light, wide, far, near	(not) as ... as How big is Jupiter? How far is it from the sun? How heavy is it?	I can put myself in others' shoes. ***Reading skills:*** Skimming	**Informal email**	ART: Space photography Project: Planet fact file	long and short */oo/*	Comparative and superlative forms	Reading and Writing: Read and understand short texts, even if some words are unkown.
Our Shared World Food blog: Planet Protectors / Global Citizenship: *Engage with ideas about healthy living through diet*, pages 98-99								
Unit 7 **High-Tech Future** pages 100-113	flying car, robot worker, 3D printer, drone, hoverboard, VR headset, jetpack, electric bike; skyscrapers, green buildings, energy, smart homes, automatic, driverless cars, inventions, travel	will / won't Will we have robots? Yes, we will. Will I have to clean my room? No, you won't.	I can recognize the purpose of a text. ***Reading skills:*** Headings	**User guide**	TECHNOLOGY: The future of green buildings Project: Design a green building	/ô/ sound	Future with *will*: affirmative, negative, and interrogative	Listening: Understand simple conversations on everyday topics.
Unit 8 **Changing Planet** pages 114-127	ocean, shark, jellyfish, crab, octopus, coral reef, dolphin, whale; save the environment, waste, turn off lights, electricity, save, reuse, recycling bins	What will happen to the oceans? They'll be warmer. Small fish won't have a home. When we turn off our computers, we save electricity.	I can take action in my community. ***Reading skills:*** Tense review	**Interview Dialogue**	SOCIAL STUDIES: Carbon Footprint Project: Infographic with ideas for reducing carbon footprint	*/ear/* sounds	*Wh–* questions with *will*	Speaking: Tell short, simple stories using pictures or own ideas.
Our Shared World Science-Fiction comic: Welcome to the Future! / Global Citizenship: *Compare and contrast own opinion with others*, pages 128-129								
Grammar Practice pages 130-133								

Scope & Sequence

Unit	Vocabulary	Language	Reading (Values)	Writing	CLIL	Word Study	Review	Exam Practice
Welcome to Shareville! pages 4-9								
Unit 1 **We're All Different!** Pages 10-23	curly hair, straight hair, wavy hair, beard, mustache, bald, eyebrows, bangs; belt, gloves, necklace, scarf, tie, bracelet, purse, sunglasses	What does she look like? She has (long hair). She looks like her mom. who, that	We all look different. ***Reading skills:*** Scanning	**Descriptive paragraph**	NATURAL SCIENCE: Human genome Project: Inherited traits graph	Prefixes *un-* and *re-*	Order of adjectives	Listening: Understand simple conversations on everyday topics.
Unit 2 **People We Know** Pages 24-37	quiet, confident, smart, friendly, kind, funny, athletic, patient; quietly, patiently, slowly, well, badly, quickly, loudly	What's he like? He's funny. / He isn't athletic. She's good at all sports. I'm not (very) good at bowling.	We're all unique. ***Reading skills:*** Key words	**Personal profile**	SOCIAL STUDIES: Female role models Project: Fact file	Suffixes *-ful* and *-ly*	Adjectives and adverbs	Reading and Writing: Understand simple, short stories containing narrative tenses.
Our Shared World Story: *The Lesson* / Global Citizenship: *Identify a problem and provide a solution*, pages 38-39								
Unit 3 **Around Town** Pages 40-53	bakery, bank, fire station, theater, museum, post office, police station, stadium; turn left, turn right, go straight, go past (the school), walk along (the river), walk across (the road), go over (the bridge), turn around	Where's the ...? It's (across from) the bank. How do I get to ...? First, ... Then ... Don't take (Station Road).	My community is special. ***Reading skills:*** Capital letters	**Travel brochure**	HISTORY: Cusco Project: Ancient city poster	Compound words	Prepositions of place	Speaking: Give simple descriptions of objects, pictures, and actions.
Unit 4 **Be Creative!** Pages 54-67	plastic, cloth, gold, wood, wool, paper, clay, leather; sweet, delicious, horrible, sour, hard, soft, expensive	What's it made of? It's made of clay. What does it smell/taste/feel like? It smells/tastes/feels ...	I am creative. ***Reading skills:*** Skimming	**Descriptive paragraph**	ART: Recycled fashion Project: Recycled fashion design	Comparatives, superlatives, and *s* sounds	Sense verbs and adjectives	Reading and Writing: Understand simple written descriptions of objects, people, and events.
Our Shared World Article: *The Invisible Invader* / Global Citizenship: *Take positive action in the community*, pages 68-69								
Unit 5 **Awesome Experiences** Pages 70-83	explore a rainforest, hold a snake, fly in a hot-air balloon, sleep in the desert, go on a safari, climb a volcano, ride a camel, see the pyramids, meet a famous person; eagles, moose, polar bears, snow leopards, jaguars, sloths, ostriches, kangaroos	Have you (ever) met a famous person? Yes, I have. / No, I haven't. I've never ..., but I've ...	We all have unique experiences. ***Reading skills:*** Questioning	**Advertisement**	NATURAL SCIENCE: Climbing volcanoes Project: Poster and game	Endings *-s* and *-es*	Present perfect and past participles	Listening: Understand simple dialogues on everyday topics.
Unit 6 **Party Time!** Pages 84-97	send invitations, choose the music, decorate the yard, make a costume, organize the games, buy the prizes, prepare the party food, borrow chairs; neighborhood, be a volunteer, be a tutor, collect the mail, water the plants, tidy the yard, trash can, work together	Have you made your costume yet? No, I haven't made it yet. / Yes, I've already made it. I've known her for five years. I've known her since I was seven.	We all celebrate in different ways. ***Reading skills:*** Opening and closing an invitation	**Party invitation email**	SOCIAL STUDIES: Festivals around the world Project: Festival poster	Prefixes *pre-* and *mid-*	Present perfect affirmative, negative, and interrogative	Speaking: Talk briefly about activities done in the past.
Our Shared World Email: *My awesome summer trip* / Global Citizenship: *Identify distinguishing features of a variety of global cultures*, pages 98-99								
Unit 7 **At the Movies!** Pages 100-113	a science fiction movie, a superhero movie, a documentary, a comedy, an adventure movie, a musical, a drama, a mystery; interesting, frightening, excellent, surprising, unusual, amusing	You said you didn't like musicals. I told you musicals were good!	I enjoy different entertainment. ***Reading skills:*** Punctuation	**Report of an interview**	ART: Stop-motion animation Project: Stop-motion movie	suffixes *-y* and *-less*	Reported speech in the present	Reading and Writing: Write simple descriptions of objects, pictures, and scenes.
Unit 8 **School's Out!** Pages 114-127	make a yearbook, go to a graduation ceremony, win an award, get a certificate, pass final exams, buy a school sweatshirt, go to the end-of-year party, work hard; bored, interested, lonely, worried, pleased, brave, proud	If I have enough money, I'll buy one. Where will you go if it's rainy?	I celebrate my achievments. ***Reading skills:*** Descriptions	**Yearbook entry**	HEALTH: SMART goal Project: Vision board	Contractions	First conditional affirmative, negative, and interrogative	Speaking: Tell short, simple stories using pictures or own ideas.
Our Shared World Comic:*The End-of-Year Talent Show* / Global Citizenship: *Compare and contrast own opinion with others*, pages 128-129								
Grammar Practice pages 130–133								