

# Explore Our World Level 2 Scope and Sequence

## Units 1-8

<b>Unit 0</b>	<b>My family:</b> aunt, cousin, dad, grandma, grandpa, me, mom, sister, uncle	<b>Classroom language:</b> Be quiet! Close your book. Go to the board. Hold up your card. Open your book.	Raise your hand. Take out your crayons. Work in a group. Work with a partner.	<b>Subject pronouns:</b> <i>I, You, He, She,</i> <i>It, We, You, They</i>	<b>Possessive adjectives:</b> <i>my, your, his, her,</i> <i>its, our, your, their</i>	<b>Numbers:</b> one (1) to twenty (20)
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Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Value
1 Animal Friends	<ul style="list-style-type: none"> <li>animals</li> <li>animal actions</li> </ul>	<ul style="list-style-type: none"> <li>name animals</li> <li>talk about what animals can do</li> <li>describe a favorite animal</li> </ul>	a cat a chicken a cow a dog a duck a goat a horse a sheep a turtle	Present progressive, third person plural <i>What are the horses doing?</i> <i>They're running.</i> <i>Are the sheep sleeping?</i> <i>No, they aren't.</i> <i>Are they eating?</i> <i>Yes, they are.</i>	climb crawl fly see swim	<i>Want</i> + infinitive; first, second, and third person singular <i>Do you want to ride the goat?</i> <i>No, I don't.</i> <i>What do you want to do?</i> <i>I want to ride the horse.</i> <i>What does Anna want to do?</i> <i>She wants to see the ducks.</i>	<b>Song:</b> "Animals" <b>The Sounds of English:</b> /d/as in <i>dog</i>	Animal Babies	<b>Value:</b> Be good to animals. <b>Caption:</b> Give your pet food and water. <b>Question:</b> Are you good to animals? What do you do?
2 Fun in Class	<ul style="list-style-type: none"> <li>classroom activities</li> <li>classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>say what people are doing</li> <li>say when I use classroom objects</li> <li>show where things are</li> </ul>	coloring counting cutting drawing erasing gluing talking	Present progressive, first person plural <i>What are you doing?</i> <i>We're counting crayons.</i>	glue a marker a notebook a paintbrush scissors	<i>Are there ...? / There are / There aren't</i> <i>Are there any markers on the desk? No, there aren't.</i> <i>Are there any markers in the closet? Yes, there are.</i>	<b>Song:</b> "Our Classroom" <b>The Sounds of English:</b> /k/ as in <i>counting</i>	Paper Art	<b>Value:</b> Be neat. <b>Caption:</b> Put away your things. <b>Question:</b> Are you neat at school and at home? What do you do?
3 Boots and Bathing Suits	<ul style="list-style-type: none"> <li>clothes</li> <li>weather</li> </ul>	<ul style="list-style-type: none"> <li>talk about the weather</li> <li>talk about my clothes</li> <li>say when it is hot or cold</li> </ul>	a bathing suit boots cloudy cold hot a raincoat rainy sunny	<i>What's + noun + like?</i> <i>It's ...</i> <i>What's the weather like?</i> <i>It's rainy.</i>	a coat jeans shorts sneakers an umbrella	Imperatives <i>It's cold. Put on your coat.</i> <i>It's hot. Take off your jacket.</i> <i>It's rainy. Don't forget your umbrella.</i>	<b>Song:</b> "Hot or Cold?" <b>The Sounds of English:</b> /r/ as in <i>rainy</i>	Snow Animals	<b>Value:</b> Dress for the weather. <b>Caption:</b> What's the weather like? Look. Put on the right clothes. <b>Question:</b> How do you dress for the weather?
4 Fun in the Sun	<ul style="list-style-type: none"> <li>outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>name games and activities</li> <li>say what I like and don't like to do outside</li> </ul>	fly a kite jump rope play a game play baseball play basketball play soccer ride a bike	<i>Like + infinitive</i> <i>Do you like to play baseball? Yes, I do.</i> <i>It's fun.</i> <i>Do you like to jump rope? No, I don't.</i> <i>It's boring.</i> <i>What do you like to do?</i> <i>I like to play baseball.</i> <i>What do they like to do?</i> <i>They like to swim.</i>	bounce a ball catch a ball play tag throw a ball watch a game	<i>Let's + verb</i> <i>Let's throw a ball.</i> <i>Ok. What fun!</i> <i>Let's bounce a ball.</i> <i>No, thanks.</i>	<b>Song:</b> "Outside" <b>The Sounds of English:</b> /ʌ/ as in <i>sun</i>	A Big Ball of Fun	<b>Value:</b> Be a good sport. <b>Caption:</b> Play by the rules. Be fair and take turns. Have fun! <b>Question:</b> Are you a good sport?

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5 Inside Our House	<ul style="list-style-type: none"> <li>furniture</li> <li>household objects</li> </ul>	<ul style="list-style-type: none"> <li>name furniture</li> <li>name household objects</li> <li>say where things are</li> </ul>	a bookcase a rug a shower stairs a stove a table a tub	Prepositions <b>above</b> <b>behind</b> <b>in front of</b> <b>between</b> <b>next to</b> <b>under</b>	a door a phone a refrigerator a sink a window	Subject pronoun agreement with <i>it, they</i> <i>Where is the phone?</i> <i>It's in the kitchen.</i> <i>Where are the lamps?</i> <i>They're in the living room.</i>	Song: "My House" The Sounds of English: /eɪ/ as in <i>table</i>	Fun Houses	<b>Value:</b> Help at home. <b>Caption:</b> Help your family. Help with the chores. <b>Question:</b> How can you help at home?
6 Day by Day	<ul style="list-style-type: none"> <li>daily routines</li> </ul>	<ul style="list-style-type: none"> <li>talk about what I do every day</li> <li>talk about when I do things</li> <li>name parts of the day</li> </ul>	brush my teeth eat breakfast eat dinner eat lunch get dressed get up go to bed go to school play with friends	Telling the time: exact hour <b>What time is it?</b> <i>It's 1:00.</i> <i>It's one o'clock.</i> <b>When do you get up?</b> <i>At 7:00.</i> <i>At seven o'clock.</i> <b>When does he go to bed?</b> <i>At 9:00.</i> <i>At nine o'clock.</i>	at night in the afternoon in the evening in the morning	Adverbs of frequency: <i>always, every day, never</i> <i>What do you do every day?</i> <i>I always play with my sister.</i> <i>What does your brother do on Saturday?</i> <i>He sleeps! He never gets up before 10:00.</i>	Song: "Day by Day" The Sounds of English: /g/ as in <i>go</i>	A Day in the Space Station	<b>Value:</b> Be on time. <b>Caption:</b> Don't be late. Plan your day. <b>Question:</b> How can you be on time?
7 How Are You?	<ul style="list-style-type: none"> <li>feelings</li> <li>emotions</li> </ul>	<ul style="list-style-type: none"> <li>say how people look</li> <li>talk about how people feel</li> <li>talk about what people are doing</li> </ul>	angry bored hungry scared surprised thirsty tired	<i>How are you?</i> <i>I'm (+ adjective)</i> Describe how a person looks <b>How are you?</b> <i>I'm OK.</i> <i>I'm fine.</i> <i>I'm great.</i> <i>He looks bored.</i> <i>No, he's tired.</i> <i>She looks happy. Yes. It's her birthday.</i>	crying frowning laughing smiling yawning	Regular and irregular plurals <i>parent/parents</i> <i>person/people</i> <i>child/children</i>	Song: "Emotions" The Sounds of English: /aɪ/ as in <i>tired</i>	Fabulous Faces	<b>Value:</b> Be kind. <b>Caption:</b> Help your friends and family. Be kind to other people. <b>Question:</b> Are you kind? What do you do?
8 Awesome Animals	<ul style="list-style-type: none"> <li>animals</li> <li>animal abilities</li> <li>animal characteristics</li> </ul>	<ul style="list-style-type: none"> <li>identify animals</li> <li>describe animals</li> <li>tell what animals can and can't do</li> </ul>	a giraffe a hippo hop a kangaroo a lion a panda a penguin swing a tiger a zebra	Express ability with <i>can/can't</i> <b>Can a penguin swim?</b> <i>Yes, it can. A penguin can swim.</i> <b>Can penguins fly?</b> <i>No, they can't.</i> Penguins can't fly.	big teeth colorful feathers a long trunk sharp claws a short tail	Simple present, subject-verb agreement <b>Does a tiger have sharp claws?</b> <i>Yes, it does.</i> <b>Does a tiger have a trunk?</b> <i>No, it doesn't.</i> <b>Do tigers have sharp claws?</b> <i>Yes, they do.</i> <b>Do tigers have trunks?</b> <i>No, they don't.</i>	Song: "Awesome Animals" The Sounds of English: /i:/ as in <i>zebra</i>	Two Big Birds	<b>Value:</b> Respect animals. <b>Caption:</b> It's important to respect animals. Be kind and gentle. <b>Question:</b> How can we respect animals?