



# CONTENTS

	SUBJECT	THEME	LANGUAGE	MY LEARNING GOALS
<b>UNIT 1</b> <b>LET'S DANCE!</b> pages 4-9	PE	Dances	<ul style="list-style-type: none"> <li>• dance expressions (clap your hands, jump, move your hips, run, stamp your feet, stand up, turn around, walk)</li> <li>• folk dance (semba, hoop dance, haka)</li> <li>• Folk dance is a traditional and recreational way to express the culture of a people.</li> <li>• Clap your hands. / Jump. / Move your hips.</li> </ul>	Compare and contrast folk dances around the world
<b>UNIT 2</b> <b>WHAT TIME IS IT?</b> pages 10-15	Math	Quantities and Measurements	<ul style="list-style-type: none"> <li>• daily routines (get up, have breakfast, go to school, have lunch, have dinner, go to sleep)</li> <li>• analogue clock (minute hand – big hand, hour hand – small hand, dash)</li> <li>• digital clock (digits, colon)</li> <li>• 12-hour clock (am / pm) and 24-hour clock</li> <li>• I get up at seven o'clock. / Mary spends 6 hours at school.</li> </ul>	Read and record time using analogue and digital clocks
<b>UNIT 3</b> <b>CLASSIFYING ANIMALS</b> pages 16-21	Science	Life and Evolution	<ul style="list-style-type: none"> <li>• animals (ladybug, cow, goat, duck, mosquito, giraffe, butterfly, zebra, donkey, chicken, sheep, caterpillar, dog, bird, snake, turtle, fish)</li> <li>• animal characteristics and classification: body covering (fur, feathers, scales, shell); place they live (terrestrial, aquatic); physical structure (vertebrates, invertebrates)</li> <li>• Dogs have fur. / The snake has scales. / It is a (carnivore) / an (invertebrate). / It is (terrestrial).</li> </ul>	Describe and compare animals based on specific characteristics
<b>UNIT 4</b> <b>WHERE DOES FOOD COME FROM?</b> pages 22-27	Geography	The World of Work	<ul style="list-style-type: none"> <li>• food (beans, carrots, cookies, French fries, hamburgers, popsicles, onions, pancakes, peppers, potatoes, sandwiches, tomatoes)</li> <li>• crop cultivation, livestock farming</li> <li>• food crops (grains, seeds and nuts, vegetables, fruits, herbs and spices)</li> <li>• animal products (meat, eggs, milk, wool)</li> <li>• What animals do you want to raise? / What plants do you want to cultivate?</li> </ul>	Identify foods that come from nature
<b>UNIT 5</b> <b>MAKE-BELIEVE WORLD</b> pages 28-33	Art	Theater	<ul style="list-style-type: none"> <li>• make-believe actions (fly, do taekwondo, play the guitar)</li> <li>• theater features: visual language (sets, costumes, images, light); sounds (music, noises, voices); body language (gesture, movements, expressions); verbal language (scripts, lines)</li> <li>• A theater is a place where a play is performed.</li> <li>• Sometimes, I pretend I can fly. / My friend likes to pretend he can play the guitar.</li> </ul>	Represent objects and facts through images or texts
<b>UNIT 6</b> <b>IT'S TIME TO RELAX</b> pages 34-39	History	Public and Private Spaces	<ul style="list-style-type: none"> <li>• free time activities (listen to music, play board games, read books, draw, dance, watch TV, play soccer, do puzzles)</li> <li>• public spaces (parks, squares, beaches, museums) and private spaces (houses)</li> <li>• leisure activities in the past and now</li> <li>• She likes listening to music.</li> <li>• ... is a public space. / ... is a private space.</li> </ul>	Understand the difference between public and private spaces

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<b>UNIT 7</b>  <b>WHERE DO YOU LIVE?</b>  pages 40-45	<b>Geography</b>	Our Place in the World	<ul style="list-style-type: none"> <li>places to live (house, castle, apartment, boat, trailer, cave)</li> <li>the country (fields, forests, farms, country houses, crop cultivation, livestock farming)</li> <li>the city (streets, stores, buildings, industry, trade, services, parks, movie theaters, sports complexes)</li> <li>He / She lives in a / an ...</li> <li>There aren't many streets, stores, or factories. / There are many people from different origins.</li> </ul>	Recognize differences between societies
<b>UNIT 8</b>  <b>LISTENING TO MUSIC</b>  pages 46-51	<b>Art</b>	Music	<ul style="list-style-type: none"> <li>instruments (trumpet, violin, drums, recorder, tambourine, guitar, piano)</li> <li>music genres (rock, country, dance, Latin music)</li> <li>Music is an important form of art and culture.</li> <li>I usually listen to music to ...</li> <li>She is playing the ...</li> </ul>	Identify different genres and uses of music
<b>UNIT 9</b>  <b>NUMBER LINE</b>  pages 52-57	<b>Math</b>	Numbers	<ul style="list-style-type: none"> <li>numbers from ten to one hundred</li> <li>number line (straight line, numbers written in order, regular intervals, number sequence, marks)</li> <li>addition and subtraction on a number line (jump spaces forwards, jump spaces backwards, decompose a number, skip count on the number line)</li> <li>There are 60 buses.</li> <li>This number line goes up in 2s / 5s / 10s.</li> <li>How much will she spend? / How many cookies are left?</li> </ul>	Order numbers on a number line and use it for addition and subtraction
<b>UNIT 10</b>  <b>MY COMMUNITY</b>  pages 58-63	<b>History</b>	Where We Live	<ul style="list-style-type: none"> <li>adjectives (big, long, small, old)</li> <li>clothes (hats, pants, shirts, skirts)</li> <li>communities (a traditional community, a community by the sea, a farming community, urban communities)</li> <li>Their traditional clothes are colorful.</li> <li>It's a small / big community.</li> <li>Lobitos is a small town on the north coast of Peru. / It is a very big city.</li> </ul>	Learn about the formation of culture in societies

## ICONS



**LOOK AND DO / LISTEN AND DO**  
Activities to interpret the picture of the unit opener pages



**LISTEN**  
Audio tracks to practice listening skills



**BE**



**THINK**



**LEARN**



**COLLABORATE / COMMUNICATE**



**ACT**