

# Contents



Chapter	Vocabulary	Story	CLIL	Song and Spelling	
<b>Welcome</b> <i>page 4</i>	I bought some old comics. I'm going to look at the science book stand now. How much are the cookies? I have \$10.	Food Story genres			<i>Welcome Back, Everyone!</i>
<b>1</b> <b>Around the World</b> <i>page 8</i>	Was there a swimming pool? Yes, there was. Were there many people? Yes, there were.  There aren't many children on the swings. There isn't much time left. I need a few ideas. We always have a lot of ideas.	Countries and languages Amusement park rides	<b>Where's Claire?</b> 	<i>History:</i> the Ferris wheel	<i>Fun for Everyone</i> compound nouns
<b>2</b> <b>At the Doctor's</b> <i>page 18</i>	You should stay at home for three days. You shouldn't go to school.  Could you walk? I could walk.  I couldn't play soccer or baseball for a long time.	Common sicknesses Accidents and injuries	<b>Lulu's Sick Day</b> 	<i>Social sciences:</i> strange medicines	<i>Oh, No! What Happened?</i> <i>-ir, -ur, -er</i>
<b>3</b> <b>Our Solar System</b> <i>page 28</i>	Earth is more interesting than the other seven planets. Neptune is the farthest from the Sun. Saturn is the most beautiful planet.  When the moon goes in front of the Sun, there is an eclipse. If you look at the Sun, it can damage your eyes.	Adjectives for planets Space	<b>Planetary Checkup</b> 	<i>Science:</i> meteors and asteroids	<i>In the Solar System</i> multi-syllabic words
<b>4</b> <b>Going to the Movies</b> <i>page 38</i>	I've seen every movie in town. We haven't met Justin Drake.  Have you seen <i>Valley of the Vampires</i> yet? No, I haven't seen it yet. Yes, I've already seen it.	Movie genres Movie professions	<b>The House at the End of the Road</b> 	Art: how animated movies are made	<i>We're Making a Movie!</i> endings for jobs: <i>-or, -er, -ist</i>
<b>5</b> <b>Communication</b> <i>page 48</i>	People made the first cave paintings 30,000 years ago. We've discovered a lot about life then because of cave paintings.  Have you seen Miguel? When did he send the message?	Forms of communication Written communication and invention verbs	<b>The Secret of Keyhole Island</b> 	<i>History:</i> Julius Caesar	<i>We Communicate</i> double letters



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<b>6</b> <b>Fun and Fantasy</b> page 58	Whose cloak is this? This cloak is mine/yours/hers/his/theirs/ours.  When I opened my eyes, I saw my dog. When I rubbed his nose, he disappeared.	Dressing up props Story verbs	<b>Aladdin</b> 	Science: real-world magic	<i>The Magic Ring</i> <b>g and j</b>
<b>7</b> <b>Clues and Crimes</b> page 68	What were you doing at 2 o'clock yesterday? I was working in my classroom. Was he wearing a tie? No, he wasn't wearing a tie.  I was talking on the phone when he took the laptop.	Clothes and accessories Clues and crimes	<b>Whodunit?</b> 	Science: using fingerprints and footprints to solve crimes	<i>There Was a Crime in Town Today</i> <b>ue, ew, ou, and oo</b>
<b>8</b> <b>Celebrations</b> page 78	The person who arrives first brings a special gift. The Chinese New Year is a festival that is in January or February.  That's the locker where I put the cake. Birthdays are when you invite friends and celebrate.	Celebrations and traditions Celebration verbs	<b>Thor and the Stolen Hammer</b> 	Social sciences: sky lanterns	<i>It's Time to Celebrate</i> <b>ea and ee</b>
<b>9</b> <b>My Achievements</b> page 88	Have you ever climbed a tree? Yes, I have. / No, I haven't.  I've never run a marathon, but I'd like to. I've never flown in a helicopter. I'm too scared!	Personal achievements Wider-world achievements	<b>Kakapo Adventure</b> 	Math: calculating percentages	<i>There are a lot of Things I Want to Do</i> difficult words
<b>Grammar Reference</b> page 98	Chapters 1-9 Grammar Review and Sentence Makers				

## Competencies



Activities that encourage children to accept responsibility and reflect on the consequences of lifestyle choices.

Activities that develop societal understanding and identification of children's own circumstances in a wider context.

Activities that develop critical thinking skills to reflect upon, manipulate, process, and interpret information.

Activities that foster learner autonomy, and allow children to demonstrate and put into practice learning strategies.

Activities that promote interpersonal and collaborative skills, develop teamwork, and allow children to express opinions and ideas.

