Making the world more

Purposeful Effective

5

Strong

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DES, English

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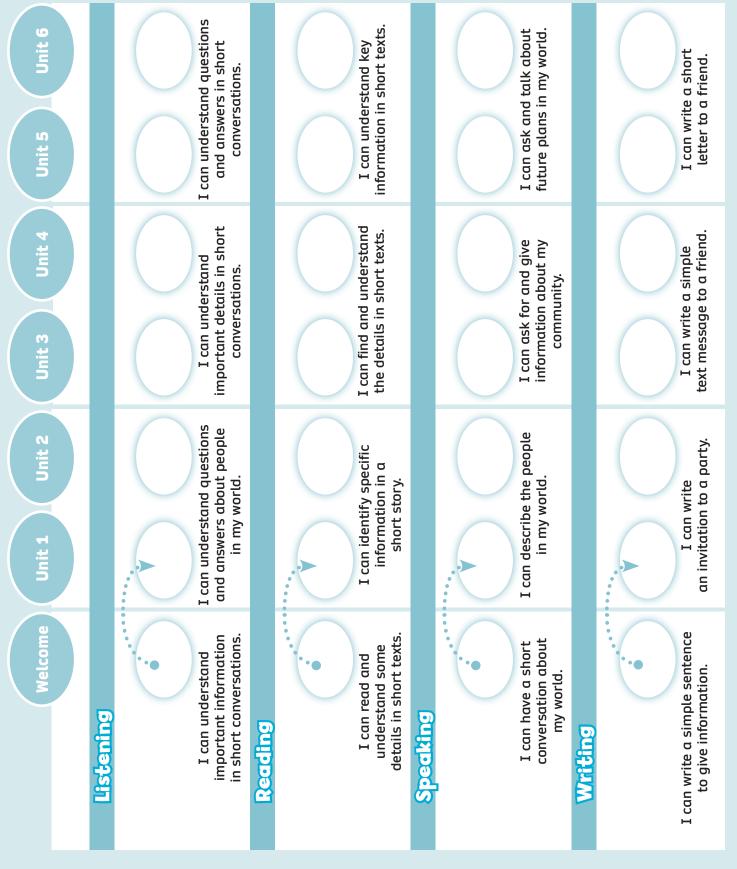


Scope and sequence	2
Welcome	4
1 Who are we?	10
2 Let's use it again!	20
Review Units 1 and 2	30
3 City of the future	32
4 Food for everyone!	42
Review Units 3 and 4	52
5 Help our oceans!	54
6 Let's play together!	64
Review Units 5 and 6	74
Goodbye	76
Celebrations	78
Future skills	82
Grammar	88
The Rise and Shine Museum Trail	94



				Glo	bal		
	Vocabulary	Grammar			enship	Project	
to the Rise and Shine Museum	People and things in a museum: app, camera, exhibit, museum, museum director, phone Dates: 1st–31st Months: January–December	We have (cameras). We can (take pictures). We like/don't like (science books Do you like (soccer)? Yes, I do./No, I don't.	Appreciating history:). An article			A museum trail card	
원 Who are we?	Features: beard, big eyebrows, blond, curly, freckles, mustache, ponytail, smile, straight, wavy (hair) Special things: blanket, bracelet, coin, drum, earrings, necklace	What does she look like? She has (curly hair). She doesn't have (a ponytail). , What does he have? He has (a drum). Does he have (a drum)? Yes, he does./No, he doesn't.			things: ften, nes	A poster about a friend	
2 Let's use it again! Review 1 All about us	Everyday things: bowl, box, cup, flower pot, jacket, plate, purse, rug, shelf, sweater Materials: glass, metal, paper, plastic, rubber, wood	I like/don't like this/that (bowl). I like/don't like these/those (pla Whose (boxes) are these/those? These/Those (boxes) are mine/y hers.	ates). huge, little, ? pretty, ugly		tle,	An exhibit of upcycled things	
E City of the future	Places in a city: amusement park, art gallery, hotel, mall, market, restaurant, skating rink, stadium, swimming pool, theater Activities: go on a ride/shopping/to a restaurant, visit an exhibit, watch a game/a show	I like/love going to the (market) because it's (fun). I don't like going to the (theater) because it's (boring). What do you like doing? Do you like (watching a show)? Yes, I do./No, I don't.		Appreciate your city: boring, clean, dirty, lovely		A new city	
Food for everyone! Review 2 Our community	Food: apples, beans, flour, grapes, honey, lemons, pineapples, potatoes, rice, sugar Containers and quantities: bag, bottle, box, cup, glass, piece	There's some (rice) and a lot of There isn't any (bread). There are a lot of (potatoes) and (pineapples). Are there any (apples)? Is there Yes, there is/are. No, there isn't/	ind some re any (rice)? food: cake, fries, lemonade, smoothie		A no- waste menu		
5 Help our oceans!	Ocean animals: crab, dolphin, jellyfish, octopus, seahorse, seal, shark, snail, starfish, whale Take care of the ocean: clean the oceans, have a beach clean-up, make a movie, pick up trash, recycle trash, tell people	The sharks are (swimming). They aren't (jumping). What are they doing? They're (making a movie). Are they (picking up trash)? Yes, they are./No, they aren't.		Our oceans: dangerous, great, safe, terrible		A play about helping the oceans	
C Let's play together! Review 3 Our world	Sports: do gymnastics/track and field, go snowboarding/swimming, play badminton/baseball/basketball/ field hockey/table tennis/volleyball Sporting activities: bounce/hit/throw a ball, jump hurdles, run/win a race	I'm going to (play table tennis). I'm not going to (do gymnastics) What are you going to do? Are you going to (do gymnastics) Yes, I am./No, I'm not.	going to (do gymnastics). badl re you going to do? slow going to (do gymnastics)?		Unusual sports: badly, quickly, slowly, well		
Goodbye	Goodbye from the Rise and Shine Museum			Pronu	nciation		
Celebrations	Museum Takeover Day, World Food Day, International Day of Forests, Museum Open Day		Unit 1 /k/, /g/ Unit		Unit 4 /a	/aʊ/, /ɪ/	
	Work with others, Respect others, Oral communication, Responsibility, Empathy, Being open-minded		11			/wəz/, /waːz/ /θ/, /ð/	





3)

Bloome to the Rise and Shine Museum



Vocabulary At the museum



Marco

Song

It's the Rise and Shine Museum. Come on! Let's explore! It's the Rise and Shine Museum. Exhibits on every floor!

We have tablets, We have the app, We can go online, We can use the map!

Chorus

Exhib

Zoe

We have cameras, We have phones, too, We can take pictures, We can make videos, too!

Chorus

Lesson 2

Read and sing.
 Listen and circle true (T) or false (F).
 T/F 2 T/F 3 T/F 4 T/F 5 T/F

3 Make sentences about the picture.

Hugo

Grammar

We have cameras. We can take pictures.

take pictures use the map go online

I can Shine!

What do you have? What can you do? We have pens. We can write stories!

I can talk about things we have and actions we can do.

Song and structures We have (cameras). We can (take pictures).

Lesson 3

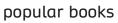


Listen, point, and say. What things can you see in the story?



important pictures





fun games

special toys



Listen or watch. What's inside the cupboard?

3 Read the story again. Then write.

- Marco wants to put a ______ in the time capsule.
- 2 Sofia wants to put a _____ in the time capsule.
- Sofia sees games and
 _____ in the very big room.



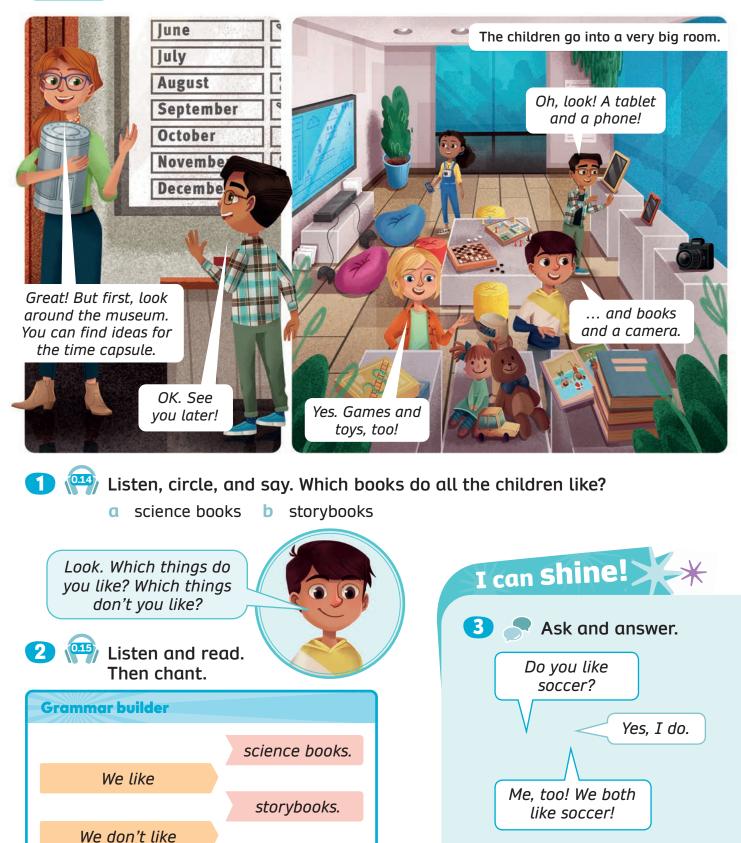
Auseum Auseum





6





museums.

I can talk about things we like and don't like.

Lesson 5



2

Look and number.





Listen and read. Check () the best heading.

- Closing a time capsule
-) Opening a time capsule
- Closing and opening a time capsule

3 Read and circle the correct answers.

- 1 There are *pictures / video games* and a newspaper inside the time capsule.
- 2 Tina is *opening / closing* the time capsule today.
- 3 The time capsule is 31 / 50 years old.
- 4 Miss Brown's first name is *Kate / Tina*.

Work in groups. Agree on two things to put inside your class time capsule.

1970, Chicago

Hi! I'm Kate Brown. It's August 31st. Today is an exciting day! We're closing our class time capsule. There are some pictures and today's newspaper inside!



Kate Brown, 1970

Today, Chicago

Hi, my name is Tina. Today, it's September 1st. We're opening our class time capsule. It's 50 years old! Time capsules help us learn about the past. Our teacher, Miss Brown, is helping us.

There's an old newspaper inside. We can take it to the museum! There are also some old pictures of the class. The children have books, pens, and pencils. We have books, pens, and pencils in our classroom, too!

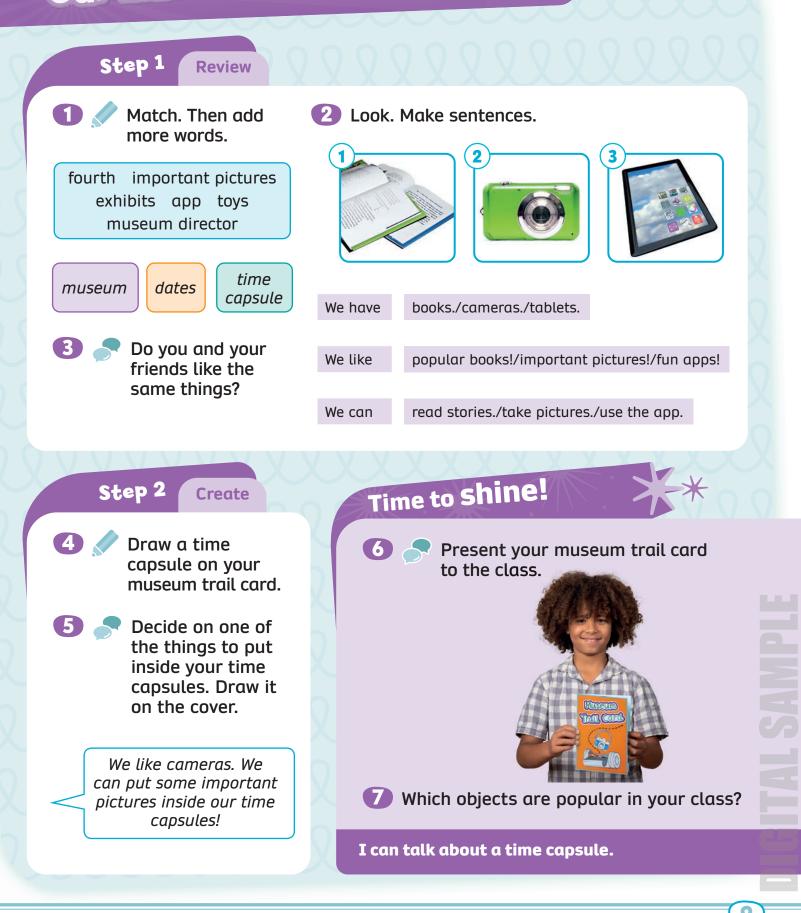


Look, Tina! Can you see that girl in the picture? That's me! This is my time capsule! I'm very happy to see it again!

Kate Brown, today



Our museum trail cards







Wonder

but different!

ine 🍂

Build

irow

Shine

Song

We're all different! We have different names, We're all different! But we're all the same!

What does he look like, That boy over there? He doesn't have glasses, He has straight, black hair!

10

4

Chorus

What does she look like, That girl over there? She doesn't have freckles, She has curly, brown hair!

Chorus

What does he look like? That man over there? He doesn't have a beard, He has wavy, black hair! *Chorus*

4

1 🚥 🔨 Read and sing.

2 Listen, find, and write the number.

3 Make sentences about people in the picture.

2() 3(

Grammar

Lesson 2

What does he/she look like?

He has straight, black hair and green eyes. He doesn't have freckles.

She has curly, brown hair and brown eyes. She doesn't have a ponytail.

I can shine!

What does your family look like? Ask and answer.

mother father sister brother aunt uncle grandfather grandmother

What does your brother look like?

11

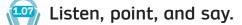
He has curly, brown hair and brown eyes but he doesn't have a beard!

I can ask and answer about what people look like.

Song and structures What does he/she look like? He/She has... . He/She doesn't have...



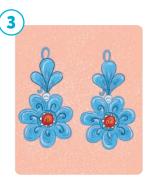




2



bracelet





necklace

9

drum



coin

- blanket
- 2 Look at the story. What things can you see? Write.

6

I can see _____



This exhibit is about special *people / things*.



12)





 4 Read again. Circle true (T) or false (F).
 1 Sofia hears a piano. T / F
 2 Hugo smells chocolate. T / F
 3 Eva's special thing is her necklace. T / F

- 4 Eva can't find her special thing.
- 5 Socks helps the children find the bracelet.



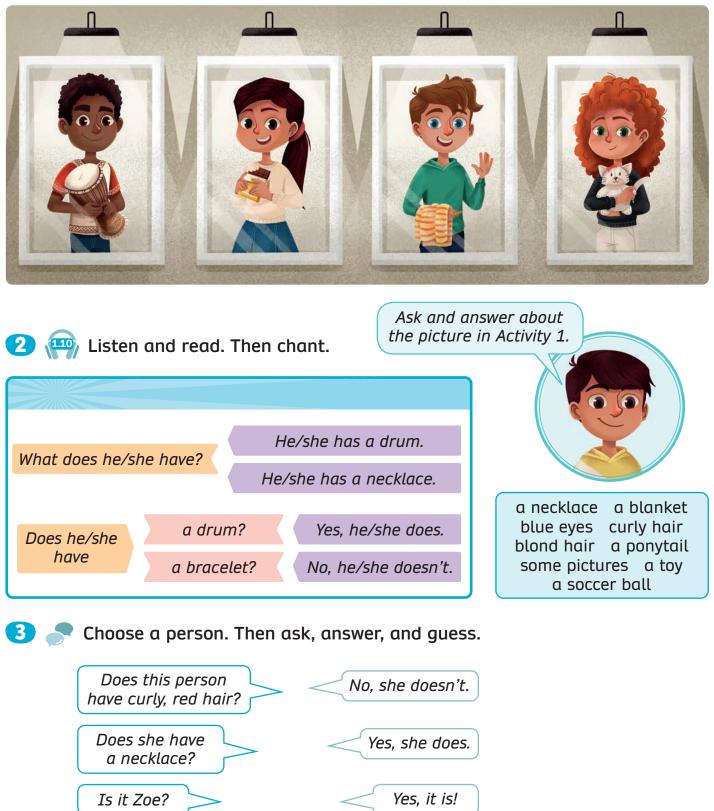
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Lesson 4



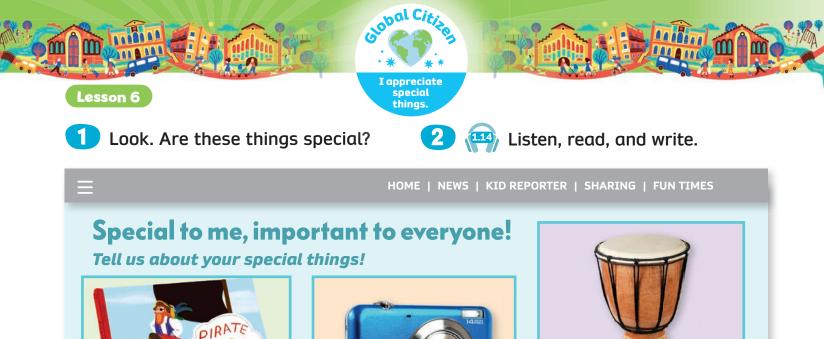
14)

1 What's Zoe's favorite thing in the exhibit?



Structures What does he/she have? He/She has (a drum).





are special to me! I love stories. This is my favorite book. It's about a pirate! He has a red mustache and a long, curly beard! I think books are important to everyone. We can learn new things from books.

TALES

Ewa, 9, Russia

A



is special to me! I **never** forget my camera when I go out! I take a lot of pictures and I **often** make videos of my friends. It's fun! I think cameras are important to everyone. They can take pictures. They can also make videos about special days.

Tom, 10, United States

B

Which thing in Activity 2 do you think is important to everyone?

C

is special

to me! I **always** play it on

special days! I think music

is important to everyone.

Sometimes people play

music when they're happy.

They can play music when

they're sad, too.

Gabriel, 9, Nigeria

3 Read again and circle.

- 1 Ewa lives in *Russia / the United States*.
- 2 She has a favorite book about a *pirate / drum*.
- 3 Tom makes videos of his *special days / friends*.
- 4 Gabriel plays *soccer / a drum* on special days.
- 5 People play *music / games* when they're happy or sad.

Listen. Which thing from Activity 2 don't they talk about?

5 👜 Listen again and write.

coin cameras necklace books
Sara thinks that ______ are important to everyone.
Pierre thinks that ______ are important to everyone.

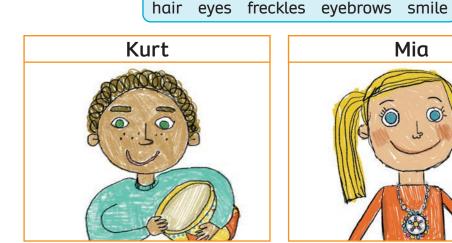
- 3 Sara's special thing is a _____.
 4 Pierre's special thing is a _____.
- 4 Pierre's special thing is a _____



My special people

Step 1 **Review**

Look. What do Kurt and Mia look like? Are you the same or different?



Kurt has curly, brown hair. I have curly, brown hair, too! We're the same!

Mia 0

Mia doesn't have freckles. I have freckles. We're different!

Look again. What are Kurt and Mia's special things? What's your special thing?

What can we say when we don't understand someone? Write.

4 Is your special thing important to everyone? Watch and listen.

My special thing is my camera. I think cameras are important to everyone because they can take pictures of special days.

> My special thing is my bracelet. Bracelets aren't important to everyone but this is special to me!

(18)



Time to shine!

🕐 🧢 Present your friend to the class.

create an All About Us exhibit.

This is my friend Ben. He has straight, brown hair and big, green eyes. We're the same because I have brown hair, too. But Ben doesn't have freckles or a ponytail. His special thing is his favorite book!



10 What new facts do you know about your class?

I can talk about people in my class and their special things.

19





2 🚧 Listen again. Which words do you hear? Circle.

flower pot cup strawberries storybook octopus turtle field hockey basketball pineapple art gallery mustache smile

76 Goodbye



Song

It's the Rise and Shine Museum. Come on! Let's explore! It's the Rise and Shine Museum. Exhibits on every floor!

We love visiting the museum. We always see interesting things. We do a lot of different activities. We act, we play, we sing!

Chorus

But it's time to say goodbye now. Goodbye Eva and Socks, too. Goodbye, goodbye, children. And goodbye, goodbye to you!

Chorus

Test your progress with English Benchmark Young Learners

3 🛺 🔨 Read and sing.

Ask and answer.

4

Who's your favorite character in Rise and Shine?

I like Marco because he's funny and smart.

Which is your favorite unit?

I like Unit 5 because I love our oceans!

I can shine!

5 Choose four more things to put inside your time capsule. Tell the class.

I'm going to put a book about sharks inside my time capsule. I think sharks are great!

I'm going to put a soccer ball inside my time capsule. I love playing soccer!

Museum Takeover Day

1 clean the museum 2 welcome visitors **3** cook in the museum cafe 4 work as a tour guide 5 help in the museum store 6 plan an exhibit 5 Plan your own Museum Listen and circle. What's for lunch Takeover Day. today? 1 pasta 2 pizza 3 potatoes Our Museum Takeover Day 2 👜 Listen and point. Then listen and say. Start - 9:00 a.m. Clean the museum - José 3 👜 Listen, read, and write. Then say. Work as a tour guide - Mariam Welcome visitors - Irem It's Museum Takeover Day. Help in the museum store - Davide Children _____ ____ everything! Finish - 4:00 p.m. We help, we _ we clean, we _ And then, of course, we 4 Make a Museum Takeover Day I'm going to work as a tour leaflet. Draw and write. quide! What do you want to

do on Museum Takeover Day?



Work with others

Listen, read, and circle. Does Sara like working with Jack? Sara does / doesn't like working with Jack.



Yes, please! I can't do this

question.

Reflect How can your friends help you?

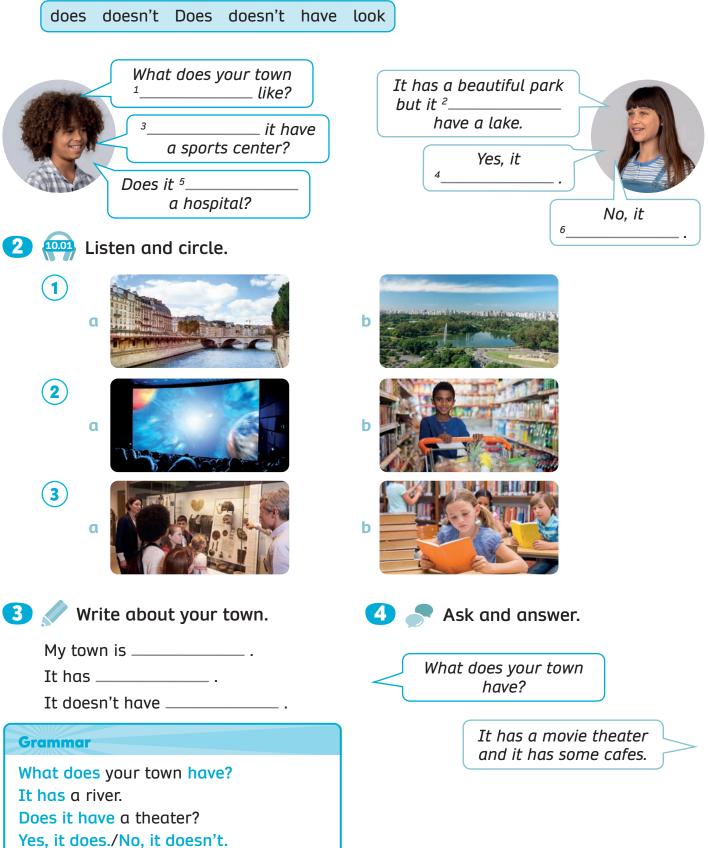
Useful language

What can I do? How can I help you? Let's work together/think of some ideas. Should we work together?

82



Read and complete.



(88)

The Rise and Shine Museum Trail

START

SI

22nd

Say the dates!

2nd

31st

13th

. :.

What is he/she going to do? What isn't he/she going to do?

What are they doing?

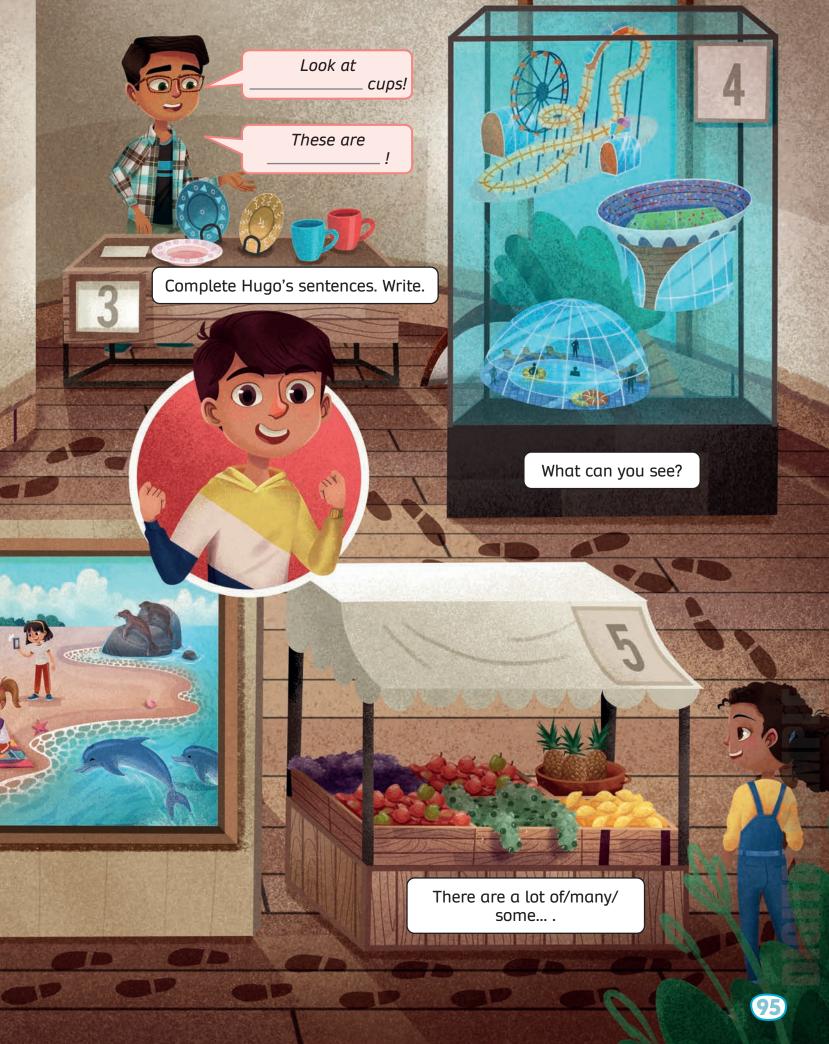
2

What does she look like?

94

6 (6)

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