

# Skyrocket Scope and Sequence

## Level 1

|                                | Unit                        | Vocabulary                                  | Structures and Language  |
|--------------------------------|-----------------------------|---|--|
| <b>1</b>                       | <b>At School</b>            | Classroom Objects<br>The Alphabet<br>Colors | <b>Greetings</b> <i>Hi! Hello! What's your name? My name's (Sandra). / I'm (Raúl).</i><br><b>Identifying objects</b> <i>What's this? It's a (pen). Is this your (book)? Yes, it is. / No, it isn't. Are these your (pencils)? Yes, they are. / No, they aren't.</i>  |
| <b>2</b>                       | <b>Meet the Family</b>      | Family                                      | <b>Identifying family</b> <i>This is my (mother). Her name's (Jane). She's my (sister). Her name's (Sally). Who is he? Who are they? They're my (brothers).</i><br><b>Questions, affirmative and negative answers</b> <i>Is (she) your (sister)? Yes, (she) is. / No, (she) isn't.</i>   |
| <b>3</b>                       | <b>Birthdays and Toys</b>   | Numbers<br>Toys                             | <b>Age</b> <i>How old are you? I'm (six).</i><br><b>Identifying objects</b> <i>What is it? / What are they? It's a (doll). / They're (marbles). Are they (cars)? Yes, they are. Is it a (teddy bear)? No, it isn't. It's a (ball).</i><br><b>Talking about numbers</b> <i>How many (cars)? One, two, three, four, five (cars).</i> |
| <b>Review Units 1, 2 and 3</b> |                             |   |  |
| <b>4</b>                       | <b>Home Sweet Home</b>      | Furniture<br>Rooms                          | <b>In and around the house</b> <i>Where's (mother)? She's in the (kitchen).</i><br><b>Prepositions of place</b> <i>Where's my (doll)? It's on the (bed) / under the (chair) / in the (toy box).</i>  |
| <b>5</b>                       | <b>Buddy Body</b>           | Parts of the Body                           | <b>Describing the body</b> <i>What is it? What are they? This is your (hand). These are your (eyes). I have (a green nose). He has (one eye).</i><br><b>Have</b> <i>I have two legs. I don't have (green eyes). It has four legs. It doesn't have a nose.</i>  |
| <b>6</b>                       | <b>All Kinds of Animals</b> | Animals<br>Animal Body Parts                | <b>Have</b> <i>He has a cow and a horse. It has a tail. Birds have feathers. Do sheep have claws? No, they don't.</i>  |
| <b>Review Units 4, 5 and 6</b> |                             |   |  |
| <b>7</b>                       | <b>Clothes for All</b>      | Clothes<br>Actions                          | <b>Talking about clothes</b> <i>What are you wearing? I'm wearing a (uniform). What's he wearing? He's wearing (blue jeans), a (red T-shirt) and (brown shoes). Is he wearing a (cap)?</i><br><b>Requests and commands</b> <i>Put on a (sweater), please. Take off your (socks). Could you iron/wash my (shirt)?</i>               |
| <b>8</b>                       | <b>Games We Play</b>        | Games (Actions)<br>Games (Nouns)<br>Actions | <b>Actions in progress</b> <i>He's doing a puzzle. Are they playing tag? Yes, they are. What are you doing? I'm eating a snack.</i>  |
| <b>9</b>                       | <b>Yummy Food!</b>          | Food and Drinks                             | <b>There is / There are</b> <i>There is an (apple). There are (oranges). Is there any (fruit)? Are there any (pears)?</i><br><b>Have</b> <i>I have (rice). I have (carrots).</i>   |
| <b>Review Units 7, 8 and 9</b> |                             |   |  |

| Listening                            | Reading                    | Phonics                        | Project                 | Spelling Practice (PB) |
|--------------------------------------|----------------------------|--------------------------------|-------------------------|------------------------|
| Alphabet Song<br>Spelling            | Identifying colors         | Capitals and lowercase letters | Making a bulletin board | Classroom Objects      |
| Identifying colors<br>Family members | Identifying family members | Initial sounds                 | Making a family tree    | Family                 |
| Following commands                   | Sequencing a story         | Short vowel sounds             | Playing games with toys | Numbers<br>Toys        |

**Skyrocket to Literature *A Birthday Present***

|  |   |                             |                                     |   |
|--|---|-----------------------------|-------------------------------------|---|
| Identifying and placing furniture<br>Prepositions of place | Answering <i>Yes / No</i> questions     | Long vowel sounds           | Making a book                       | House<br>Furniture                        |
| Recognizing parts of the body                              | Identifying parts of the body<br>Colors | Short and long vowel sounds | Making a robot                      | Parts of the Body                         |
| Identifying animals  | Identifying animals' body parts         | Consonant blends: <i>r</i>  | Following steps to make a bird mask | Pets<br>Farm Animals<br>Animal Body Parts |

**Skyrocket to Literature *Bill's and Harry's Pets***

|  |   |                                    |  |         |
|--|---|------------------------------------|--|---------|
| Following actions<br>Recognizing clothes | Identifying clothes for different activities        | Consonant blends: <i>l</i>         | Having a fashion parade                | Clothes |
| Identifying games<br>Following actions   | Identifying true or false                           | Initial digraphs:<br><i>ch, th</i> | Explaining and playing games           | Actions |
| Identifying food and drinks              | Identifying and sequencing ingredients for a recipe | Initial digraphs:<br><i>wh, sh</i> | Talking about snacks (and eating them) | Food    |

**Skyrocket to Literature *Bill and Harry Visit the Farm***

# Skyrocket Scope and Sequence

## Level 2

| Unit                           |                     | Vocabulary  | Structures and Language  |
|--------------------------------|---------------------|---|--|
| 1                              | The Animal Kingdom  | Animals   | <b>Can / can't</b> Can it (fly)? Yes, it can. / No, it can't. A (lion) can (run). It can't (fly).<br><b>Present continuous</b> The (giraffes) are (eating leaves). The (lion) is (sleeping).<br><b>Numbers</b> How many (gorillas)? (Three.)   |
|                                |                     | Animal Body Parts<br>Actions                        |  |
| 2                              | We All Like This    | Colors  | <b>Like / don't like</b> I like (apples). I don't like (bananas). My friend likes (apples). (He) doesn't like (carrots).<br><b>Have</b> Do you have a (strawberry) in your basket? Yes, I do. / No, I don't.<br><b>Describing color</b> They're (red). It's (yellow).                                      |
|                                |                     | Fruits and Vegetables                               |  |
| 3                              | In My Neighborhood  | Places  | <b>There is / are</b> There are (two schools). There isn't a (bank).<br><b>Prepositions</b> The (museum) is next to the (park). The (movie theater) is across from the (museum). The (bank) is between the (school) and the (movie theater). The (park) is behind the (school).                            |
|                                |                     | Professions   |  |
| <b>Review Units 1, 2 and 3</b> |                     |   |  |
| 4                              | Everyday Activities | Time  | <b>Time</b> What time is it? It's eight thirty.<br><b>Present simple</b> I eat breakfast at (seven thirty). What time do you (take a shower)? She gets up at (seven o'clock). What time does (Burt) go to bed?   |
|                                |                     | Actions   |  |
| 5                              | Our Belongings      | Family Members                                      | <b>Demonstrative adjectives</b> this, that, these, those; Those are my (scarves).<br><b>Whose and possessive 's</b> Whose (cap) is this? It's (Rick)'s.  |
|                                |                     | Clothes and Accessories                             |  |
| 6                              | The Four Seasons    | Seasons   | <b>Present simple, affirmative</b> They (build snowmen) in December.<br><b>Present simple, negative</b> They don't (drink hot cocoa) in summer.<br><b>Present simple, interrogative</b> Does (George) go to the (beach)? Yes, he does. / No, he doesn't.<br><b>Talking about the weather</b> It's (sunny). |
|                                |                     | Weather<br>Actions<br>Months of the Year            |  |
| <b>Review Units 4, 5 and 6</b> |                     |   |  |
| 7                              | On Vacation         | The Amusement Park                                  | <b>There is / are</b> There is a (roller coaster). There are some (games).<br><b>There aren't</b> There aren't any (animals).<br><b>Some / any</b> There are some (animals). There aren't any (bear cubs).<br><b>Adjective + noun order</b> Those are (beautiful birds).                                   |
|                                |                     | The Beach<br>The Mountains<br>The Zoo<br>Adjectives |  |
| 8                              | Community Workers   | Places  | <b>Present simple</b> The chef works in a restaurant. He wears (an apron). A nurse (takes care of people).<br><b>Question words</b> Who is (he)? What does (he) do? Where does (he) work? What does (he) wear? What does (he) use? What time does (he) go to bed?  |
|                                |                     | Occupations<br>Clothes and Accessories<br>Actions   |  |
| 9                              | Having Fun          | Hobbies   | <b>Expressing likes</b> She enjoys (playing tennis). I like (reading).<br><b>Inviting and offering</b> Let's (play soccer). Would you like (to come with us)? Would you like (an orange)?<br><b>Accepting and declining</b> I'd love to. / No, thanks. / Not now, thanks.                                  |
|                                |                     | Weather   |  |
| <b>Review Units 7, 8 and 9</b> |                     |   |  |

| Listening                                    | Reading                        | Writing            | Project                   | Spelling Practice (PB) |
|--|--------------------------------|--------------------|---------------------------|------------------------|
| Identifying and coloring                     | <i>True / False</i> statements | Alphabetical order | Reciting a rhyme          | Animals                |
| Identifying and circling the correct picture | Underlining likes and dislikes | Nouns and verbs    | Making a survey           | Fruits and Vegetables  |
| Identifying and numbering the pictures       | Choosing the correct picture   | Adjectives         | A map of the neighborhood | Places                 |

**Skyrocket to Literature *A New Home*, parts 1 and 2**

|                         |                       |                                |                    |                         |
|-------------------------|-----------------------|--------------------------------|--------------------|-------------------------|
| Connecting the pictures | Identifying the times | Identifying sentences          | Making a graph     | Actions                 |
| Identifying suitcases   | Completing ads        | Types of sentences             | Making a catalogue | Clothes and Accessories |
| Labeling a calendar     | Labeling pictures     | Connectors:<br><i>and, but</i> | Making a poster    | Seasons<br>Actions      |

**Skyrocket to Literature *A New Home*, parts 3 and 4**

|   |   |                      |                               |  |
|---|---|----------------------|-------------------------------|--|
| Identifying activities                              | Tracing a route                               | Building sentences 1 | Creating a picture book       | Adjectives                                       |
| Connecting people, clothes, time, place and vehicle | Choosing and circling<br>Completing schedules | Building sentences 2 | Making a community of workers | Professions<br>Places<br>Clothes and Accessories |
| Understanding conversations                         | Answering <i>Wh</i> -questions                | Order of events      | Inviting friends              | Hobbies  |

**Skyrocket to Literature *A New Home*, parts 5 and 6**

# Skyrocket Scope and Sequence

# Level 3

|                                | Unit                           | Vocabulary  | Structures and Language  |
|--------------------------------|--------------------------------|---|--|
| 1                              | <b>A Picnic in the Country</b> | City<br>Country<br>Food                                   | <b>Quantifiers</b> <i>There's a lot of (food). There are a lot of (ants). There's a little (trash). There are a few (flowers).</i>   |
| 2                              | <b>Down on the Farm</b>        | Farm Animals<br>Actions<br>Farm Tools<br>Days of the Week | <b>Present simple</b> <i>What does (he) do on (Wednesday morning)? Does (compost) come from (animal waste)? Lucy (milks the cow).</i><br><b>Prepositions of place</b> <i>on the (roof) / next to the (tree) / behind the (tractor) / between the (fence) and the (road)</i><br><b>Giving directions</b> <i>Go over the (bridge) / down the (hill) / around the (park) / across the (train track) / along this (avenue) / up the (hill)</i> |
| 3                              | <b>Going Places</b>            | Stores and Places<br>Days of the Week<br>Ordinal Numbers  | <b>Present simple with frequency adverbs</b> <i>Families (eat) and often (laugh). In the (library), (children) always (learn) and (read). At the (toy store), we never (leave without a toy). I sometimes (go there).</i>  |
| <b>Review Units 1, 2 and 3</b> |                                |   |  |
| 4                              | <b>Fun Time on the Rides</b>   | Rides and Attractions<br>Food                             | <b>Present continuous</b> <i>Who's drinking (soda)? He's eating a (hotdog). They're riding on the (merry-go-round).</i><br><b>Likes and dislikes</b> <i>I like (ice cream). I don't like the (Ferris wheel).</i>   |
| 5                              | <b>Puppet Fun</b>              | Puppets<br>Verbs  | <b>Present simple</b> <i>He (plays) the (music). They (paint) the (scenery).</i><br><b>Present continuous</b> <i>They're (climbing) the (tree). She's (coming).</i>  |
| 6                              | <b>Party Time!</b>             | Party Items<br>Food                                       | <b>Was/were</b> <i>It was (great). They were (amazing). There was a (bounce house). There were (streamers). There wasn't a (swimming pool). There weren't any (games). Was there a (clown)? Were there (masks and hats)?</i><br><b>Accepting and declining invitations</b> <i>Sorry, I can't go to your party because (I'm going with my family to visit an uncle). Thank you for inviting me to your party, I would love to go.</i>       |
| <b>Review Units 4, 5 and 6</b> |                                |   |  |
| 7                              | <b>Music Is Their Life</b>     | Musical Instruments<br>Verbs in Past Simple               | <b>Past simple</b> <i>The Smith family loved (music). They spent (all their money on musical instruments). He played (his harmonica for a while). They didn't have (any money).</i>  |
| 8                              | <b>Famous Explorers</b>        | Explorer's Equipment<br>Verbs in Past Simple              | <b>Yes/No questions in past simple</b> <i>Did she (go to the moon)? Did they (fly across the ocean)?</i><br><b>Wh- questions in past simple</b> <i>What did (Jacques Cousteau) explore? Where did he (work)? How many (movies did he make)? When did he (die)? Who did (Amelia Earhart travel with)?</i>   |
| 9                              | <b>Reading Fables</b>          | Fable Characters<br>Verbs in Past Simple                  | <b>Verbs followed by infinitive</b> <i>He stopped to rest. He planned to buy (a new house). You deserve to have (the silver and gold axes, too).</i><br><b>Verbs followed by gerund</b> <i>He suggested (having a race). (The tortoise and the hare) started running together. He felt like sleeping.</i>  |
| <b>Review Units 7, 8 and 9</b> |                                |   |  |

| Listening           | Reading                        | Writing                | Project            | Spelling Practice (PB) |
|---------------------|--------------------------------|------------------------|--------------------|------------------------|
| Identifying animals | Choosing a story's title       | Personal pronouns      | Making a model     | City<br>Country        |
| Drawing routes      | Answering <i>Wh-</i> questions | Articles: <i>a, an</i> | Making a catalogue | Farm Animals           |
| Drawing toys        | Identifying the floor number   | Action verbs           | Making a scrapbook | Stores and Places      |

**Skyrocket to Literature *Dobbin and Dancer*, parts 1 and 2**

|                          |                                |                         |                          |                     |
|--------------------------|--------------------------------|-------------------------|--------------------------|---------------------|
| Completing announcements | Answering <i>Wh-</i> questions | Base form of verbs      | Making a painting        | Rides<br>Food       |
| Sequencing a dialogue    | Matching columns               | Subjects and predicates | Putting on a puppet show | Verbs               |
| Circling differences     | Labeling pictures              | Types of sentences      | Learning jokes           | Food<br>Party items |

**Skyrocket to Literature *Dobbin and Dancer*, parts 3 and 4**

|   |  |                  |                                |                      |
|---|--|------------------|--------------------------------|----------------------|
| Identifying <i>same</i> or <i>different</i> | Completing sentences                             | Writing commands | Taking part in a class concert | Musical instruments  |
| Completing information                      | Answering multiple choice questions              | Auxiliary verbs  | Making a poster                | Explorer's equipment |
| Sequencing a story                          | Identifying <i>fact</i> and <i>fiction</i> texts | Punctuation      | Acting out a fable             | Fable characters     |

**Skyrocket to Literature *Dobbin and Dancer*, parts 5 and 6**

# Skyrocket Scope and Sequence

## Level 4

|                                | Unit                             | Vocabulary  | Structures and Language   |
|--------------------------------|----------------------------------|---|---|
| 1                              | Away on Vacation                 | Health<br>Medicine<br>Places                                    | <b>Expressing sickness</b> <i>I have a (stomachache). I need (some medicine).</i><br><b>Should / shouldn't</b> <i>She should (drink a lot of water). He shouldn't (go in the sun). What should (I) do?</i>  |
| 2                              | Shipwrecked!                     | Weather<br>Survival Tools<br>Verbs in the Past                  | <b>Expressing purpose</b> <i>I used the (binoculars) to (see the island). We needed the (string) for (fishing).</i><br><b>Past simple with last and ago</b> <i>We planned our trip (six months) ago.</i>  |
| 3                              | Missing Person                   | Physical Description<br>Verbs in Present Participle             | <b>Past continuous, affirmative</b> <i>What were you doing at (three o'clock)? I was (riding my bike).</i><br><b>Past continuous, negative</b> <i>He wasn't (hiding under the bed).</i>   |
| <b>Review Units 1, 2 and 3</b> |                                  |   |   |
| 4                              | Normal or prodigy?               | Verbs<br>Learning Styles  | <b>Abilities in the past</b> <i>When Mozart was (three) years old, he could (play the piano).</i><br><b>Lack of abilities in the past</b> <i>He couldn't (tie his shoelaces).</i>   |
| 5                              | International Youth Competitions | Sports<br>Adverbs and Adjectives<br>Countries and Nationalities | <b>Comparing actions with short adverbs</b> <i>(Dimitri) ran faster than (Oscar).</i><br><b>Comparing people with short adjectives</b> <i>(Simon) is taller than (Mike).</i>  |
| 6                              | Arts Festival                    | Arts and Artists<br>Adjectives                                  | <b>One-syllable adjectives: superlatives</b> <i>The (biggest) jazz band has (56 musicians).</i><br><b>Two-syllable adjectives ending in -y</b> <i>It's the (happiest) moment of our lives.</i>  |
| <b>Review Units 4, 5 and 6</b> |                                  |   |   |
| 7                              | Good Old Times                   | Gadgets and Appliances  | <b>Habits in the past: used to</b> <i>The family used to (listen to music on the radio). Where did you use to (go to camp)? Did you use to (like going to school)?</i>  |
| 8                              | Superhero Academy                | Clothes<br>Special Abilities                                    | <b>Going to future based on evidence</b> <i>The car is going to (hit the children in the park)! Who's going to (save her)? What's going to happen?</i>  |
| 9                              | Fun at Summer Camp               | Activities<br>Outdoor Equipment<br>Nature                       | <b>Going to future for plans and intentions—statements</b> <i>We're going to (go sailing). We aren't going to (go fishing).</i><br><b>Going to future for plans and intentions—questions</b> <i>What are we going to do today? Are we going to (sleep in tents)? No, we aren't going to (sleep in tents).</i> |
| <b>Review Units 7, 8 and 9</b> |                                  |   |   |

| Listening            | Reading                          | Writing              | Project                        | Spelling Practice (PB) |
|----------------------|----------------------------------|----------------------|--------------------------------|------------------------|
| Identifying pictures | Predicting                       | Types of sentences   | Making a vacation brochure     | Health and Medicine    |
| Completing notes     | Scanning                         | Making sentences     | Making a Past-Tense verb table | Survival Tools         |
| Completing a text    | Main idea and supporting details | Completing sentences | Making a picture story         | Physical Description   |

**Skyrocket to Literature *New Horizons*, parts 1 and 2**

|                       |                      |                     |  |                  |
|-----------------------|----------------------|---------------------|--|------------------|
| Completing pictures   | Compare and contrast | Expanding sentences | Researching programs for children with special talents | Verbs            |
| Completing a schedule | Mind maps            | Improving sentences | Making comparisons                                     | Sports           |
| Ordering a dialogue   | Chronological order  | Writing sentences   | Acting a scene from a movie                            | Arts and Artists |

**Skyrocket to Literature *New Horizons*, parts 3 and 4**

|                          |                    |                    |                                    |                                 |
|--------------------------|--------------------|--------------------|------------------------------------|---------------------------------|
| Completing a song        | Classification     | Organizing ideas   | Making a survey                    | Gadgets and Appliances          |
| Ordering a picture story | Cause and effect   | Writing paragraphs | Doing research on real-life heroes | Special Abilities<br>Clothes    |
| Drawing a route on a map | Facts and opinions | Writing paragraphs | Designing summer camp games        | Outdoor Equipment<br>Activities |

**Skyrocket to Literature *New Horizons*, parts 5 and 6**

# Skyrocket Scope and Sequence

## Level 5

|                                | Unit                             | Vocabulary  | Structures and Language   |
|--------------------------------|----------------------------------|---|---|
| 1                              | <b>We All Dream at Night</b>     | Sleeping Habits<br>Verbs                                    | <b>Interrupted past</b> <i>We were (talking) when I (started floating). I was (standing in front of a swimming pool) when I (realized I had my pajamas on).</i><br><b>Questions</b> <i>What do you dream about? I dream about (cats).</i>                                   |
| 2                              | <b>Sea Creatures</b>             | Sea Creatures<br>Adjectives                                 | <b>Comparatives</b> <i>The seal show is more (exciting) than the family program. (Mandarinfish) are more (colorful).</i><br><b>Superlatives</b> <i>What is the most (enormous) sea mammal? The seals do the most (amazing) tricks in the show.</i>                          |
| 3                              | <b>Friends and Acquaintances</b> | Personality<br>Adjectives<br>Past Participles               | <b>Present perfect with ever</b> <i>Have you ever (been camping)? I've (been camping) in the rain forest. Daniel has (eaten lychees). Javier hasn't (seen pictures of Australia). They've both (been camping).</i>  |
| <b>Review Units 1, 2 and 3</b> |                                  |   |   |
| 4                              | <b>Helping the Environment</b>   | Environmental Issues<br>Materials and Other Items           | <b>Will for predictions</b> <i>The river will (be polluted). There won't be any (fish or animals) in it.</i><br><b>Will for promises</b> <i>I will (ride my bike to school).</i><br><b>Will for offering help</b> <i>I'll (repair it).</i>                                  |
| 5                              | <b>Fashion in the Future</b>     | Fabrics<br>Technology                                       | <b>Could for future possibilities</b> <i>(Clothing) that could (change color). (Rosie) could (use a hat made from hemp).</i><br><b>May and might for future possibilities</b> <i>They may (have microchips). They might (change color). (TV) might not (exist anymore).</i> |
| 6                              | <b>Creepy-Crawlies</b>           | Insects' Body Parts<br>Insects and Other Animals<br>Adverbs | <b>Adverbs of movement</b> <i>Ants can run (quickly). Praying mantis wait (patiently). Dragonflies hold their bodies (diagonally or vertically) to stay cool. You're working too (slowly).</i>  |
| <b>Review Units 4, 5 and 6</b> |                                  |   |   |
| 7                              | <b>Lessons in Science</b>        | Actions<br>States of Matter and Water<br>Magnets            | <b>Zero conditional</b> <i>If you (heat water to 100°C), it (boils). If you put the (south pole) of a magnet near the (south pole) of another magnet, they (repel) each other.</i>  |
| 8                              | <b>Healthy Bodies</b>            | Health<br>Professionals<br>Food Groups<br>Keeping Healthy   | <b>First conditional</b> <i>If you (breathe deeply before a situation that makes you nervous), you will (feel more relaxed). If you (exercise), your brain will (get more oxygen).</i>  |
| 9                              | <b>Around the World</b>          | Sense Verbs<br>Countries<br>Tastes<br>Musical instruments   | <b>Expressing similarities</b> <i>(Okra) looks like (lady's fingers). (It) feels like (cucumber). What do (spring rolls) taste like? (Incense) smells like (flowers). (The Lion Dance) sounds like (thunder).</i>   |
| <b>Review Units 7, 8 and 9</b> |                                  |   |   |

| Listening                         | Reading                          | Writing             | Project                              | Dictionary Skills (PB)                  |
|-----------------------------------|----------------------------------|---------------------|--------------------------------------|---|
| Identifying words and pictures    | Skimming                         | Writing sentences   | Making a dictionary of dream symbols | Scavenger Hunt 1<br>Alphabetical order  |
| Identifying items on a list       | Scanning                         | Expanding sentences | Doing research about a sea creature  | Scavenger Hunt 2<br>Number of syllables |
| Identifying incorrect information | Main idea and supporting details | Improving sentences | Making a friendship bracelet         | Scavenger Hunt 3<br>Correct spelling    |

**Skyrocket to Literature Connections, parts 1 and 2**

|                      |                      |                     |                                      |                                 |
|----------------------|----------------------|---------------------|--------------------------------------|---------------------------------|
| Completing a picture | Compare and contrast | Combining sentences | Making recycled paper                | Scavenger Hunt 4<br>Guide words |
| Specific information | Cause and effect     | Organizing ideas    | Organizing a futuristic fashion show | Correct labeling                |
| Completing a table   | Summarizing          | Outlining           | Making spinners                      | Writing adverbs                 |

**Skyrocket to Literature Connections, parts 3 and 4**

|                       |                         |                    |                         |                             |
|-----------------------|-------------------------|--------------------|-------------------------|-----------------------------|
| Word stress           | Note taking             | Writing paragraphs | Doing an experiment     | Classifying nouns and verbs |
| Sentence stress       | Contextual clues        | Prewriting         | Having a healthy picnic | Definitions                 |
| Rhythm and intonation | Appreciating literature | An e-mail          | Making music            | Classifying                 |

**Skyrocket to Literature Connections, parts 5 and 6**

# Skyrocket Scope and Sequence

## Level 6

|                                | Unit                       | Vocabulary   | Structures and Language  |
|--------------------------------|----------------------------|--|--|
| 1                              | The Movie Studios          | The Movies<br>Parts of a Story                             | <b>Present perfect with just</b> <i>The boy has just opened the box and a creature is coming out.</i><br><b>Present perfect with for</b> <i>The suit has been in the museum for six years.</i><br><b>Present perfect with since</b> <i>It's been in our collection since 1967.</i> |
| 2                              | People Next Door           | Professions<br>Characteristics<br>Past Participle of Verbs | <b>Present perfect</b> <i>I've lived in England. She's opened a dance school.</i><br><b>Past simple</b> <i>He went to the Philippines. We didn't know.</i><br><b>Descriptions</b> <i>He's very smart. He looks like a police officer.</i>  |
| 3                              | Lifesaving Jobs            | Professions<br>Actions<br>Time Expressions                 | <b>Reported commands</b> <i>They told us to go outside. The principal told the parents not to worry.</i><br><b>Instructions in case of emergencies</b> <i>Stay calm. Do not stop to take anything.</i>   |
| <b>Review Units 1, 2 and 3</b> |                            |  |  |
| 4                              | International Exchange     | Countries<br>Languages<br>Adjectives<br>Animals            | <b>Reported speech</b> <i>She said there was no air conditioning. Ronald said that he missed his dog.</i><br><b>Expressing preference</b> <i>I want to go... I prefer... I would like to live...</i>   |
| 5                              | It's in the News           | The Media<br>Object Pronouns                               | <b>Object pronouns</b> <i>In her letter Sally asked him to do the same at her school. Do you like her?</i>   |
| 6                              | Crafty Hobbies             | Hobbies  | <b>Passive voice in the present</b> <i>Colored paper is folded into different shapes.</i><br><b>Following instructions</b> <i>Mix the flour and the milk together to make a thin paste. Dip the pieces of newspaper into the paste.</i>  |
| <b>Review Units 4, 5 and 6</b> |                            |  |  |
| 7                              | Inventions and Discoveries | Discoveries<br>Inventions<br>Verbs                         | <b>Passive voice in the past</b> <i>Denim was invented by accident. The tombs were found by Howard Carter.</i><br><b>Describing objects</b> <i>It is a chariot. It is made of wood. It was used to transport objects.</i>  |
| 8                              | Our Ailing Planet          | Ecology<br>Geography                                       | <b>Second conditional</b> <i>If we recycled newspapers at home, we would save 25 million trees each year.</i>  |
| 9                              | A Legend                   | Legends<br>Maps  | <b>Relative pronouns</b> <i>He was a tall young man who was not afraid of anything. He had sharp blue eyes that saw everything. Heorot was a great hall where warriors went in the evenings.</i>   |
| <b>Review Units 7, 8 and 9</b> |                            |  |  |

| Listening           | Reading          | Writing       | Project                                       | Dictionary Skills (PB)                 |
|---------------------|------------------|---------------|---|--|
| Correcting mistakes | Summarizing      | Narrative     | Drawing a picture story                       | Scavenger Hunt 1<br>Alphabetical order |
| A quiz              | Note taking      | Descriptions  | Interviewing a neighbor                       | Scavenger Hunt 2<br>Abbreviations      |
| Filling in forms    | Contextual clues | Short stories | Making a first aid kit and a first aid manual | Scavenger Hunt 3<br>Guide words        |

**Skyrocket to Literature *The Hall of Legends, parts 1 and 2***

|                          |                              |          |                              |                                      |
|--------------------------|------------------------------|----------|------------------------------|--------------------------------------|
| Mistakes in a rap        | Drawing conclusions          | Messages | Presenting a foreign country | Scavenger Hunt 4<br>Crossword puzzle |
| Specific information     | Facts and details            | Letters  | Making a class newspaper     | Identifying spelling mistakes        |
| Marking pieces of advice | Similarities and differences | Reports  | Making an illustrated guide  | Correct spelling                     |

**Skyrocket to Literature *The Hall of Legends, parts 3 and 4***

|  |                         |                           |                           |                 |
|--|-------------------------|---------------------------|---------------------------|-----------------|
| Labeling and identifying parts of a tomb | Making inferences       | Researching               | Inventing a machine       | Synonyms        |
| Verses and pictures in a rap             | Appreciating literature | Using reference materials | Making a plastic bag kite | Definitions     |
| Multiple choice options                  | Critical thinking       | Story elements            | Memorizing a legend       | Phonetic script |

**Skyrocket to Literature *The Hall of Legends, parts 5 and 6***