

Trailblazer

STARTER

spark

STUDENT RESOURCES

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SPARK PLATFORM

1 Get your **Course Key**: _____.



Teacher-led: Ask your school or teacher.



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2 Scratch off to get your **Access Code**.

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Trailblazer on the Cover **Beetle on a mushroom**

Description: A beetle crosses the forest floor, climbing over mushrooms.

Location: Balkan Mountains, Bulgaria

Trailblazer Facts: Like other insects, beetles are necessary for the health of the planet. They form the bottom of the food chain, supporting all life on Earth. Beetles blaze a trail of nutrients as they move through soil, pollinating the world's flowers and fruit crops and spreading seeds.

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STARTER

Trailblazer

Mary Roulston



Scope and Sequence



1

How do we make friends?

pages 2-21

2

What do we do in school?

pages 22-43

▶ Trails to Explore

Greetings
Feelings

School Things
Colors

Curricular Connection

Social Studies

Social Studies

Multiple Literacies

VISUAL Recognize feelings in an image
GLOBAL Use greetings to develop relationships
SOCIAL Express feelings
TEXTUAL Use pictures to understand feelings;
Use pictures to understand relationships

VISUAL Connect an image to your own experience
GLOBAL Recognize features of schools
SOCIAL Show curiosity and try new things
TEXTUAL Show curiosity about texts; Use pictures to identify places in a story

New Words

friend, child, teacher, hello, high five, hug, wave, goodbye, fist bump, shake hands
brave, boy, girl, frightened, happy, nice, sad, scary, woman, man

book, desk, backpack, crayon, paint, pen, pencil, pencil case, one, two, three, four, five gray, red, blue, green, orange, pink, purple, yellow, tablet, board

Phonics

Alphabet A-Z
Alphabet a-z (lowercase)

Dd and *Tt*
Bb and *Pp*

Reading

Nonfiction: *Hello, children!*
Genre: Informational text
Fiction: *The Brave Monster*
Genre: Fantastical Fiction

Nonfiction: *School Things*
Genre: Informational text
Fiction: *Let's go on a color hunt!*
Genre: Realistic Fiction

▶ Grammar

Am and *Is*
Are

Questions with *Is* and *Are*
Questions with *What*

Listening

Conversations about greetings
Strategy: Listen for Greetings
Description of a person
Strategy: Listen for Descriptions

Conversations about school things
Strategy: Listen for Numbers
Presentation about classroom technology
Strategy: Listen for Order

▶ Speaking

Strategy: Introductions

Strategy: Ask Questions

Project

Make a Name Card

Make a Poster

Friends and School
Review Units 1 and 2



3

What's in a home?

pages 44–63

Rooms
Furniture

Social Studies

VISUAL Identify what you like in an image
GLOBAL Recognize that there are different types of homes
SOCIAL Recognize feelings
TEXTUAL Identify similarities; Understand stories from pictures

apartment, yard, house, bathroom, bedroom, dining room, kitchen, living room, door, window bed, chair, table, clock, fridge, sink, sofa, TV, angry, tired

Aa and Ee
Mm and Nn

Nonfiction: *The Upside-Down House*
Genre: Informational text
Fiction: *A Noisy Night*
Genre: Realistic Fiction

There is
There are

Descriptions of homes
Strategy: Listen for Details
Descriptions of feelings
Strategy: Listen for Feelings

Strategy: Describe a Place

Make a Shoebox Room

4

How do we have fun?

pages 64–85

Outdoor Fun
Fun with Toys

Social Studies

VISUAL Identify people in an image
GLOBAL Cooperate with others
SOCIAL Express preferences
TEXTUAL Recognize real texts and stories; Find words that rhyme

ball, playground, slide, bike, boat, sandbox, skateboard, swing, big, small blocks, teddy bear, doll, car, game, kite, robot, train, six, seven, eight, nine, ten

Cc and Ss
Ii and Uu

Nonfiction: *Awesome Playgrounds*
Genre: Informational text
Fiction: *Let's play!*
Genre: Poetry

This and That
My, Your, His, Her, and Our

Description of a playground
Strategy: Listen for Size
Conversation about toys
Strategy: Listen for Numbers

Strategy: Use Words that Describe

Make a Card Game

Home and Fun
Review Units 3 and 4

Scope and Sequence



5

What's your family like?

pages 86–105

6

Where do animals live?

pages 106–127

▶ Trails to Explore

People
Appearances

In the Wild
At Home

Curricular Connection

Social Studies

Life Science

Multiple Literacies

VISUAL Describe relationships between people in an image
GLOBAL Help others
SOCIAL Identify others' feelings
TEXTUAL Reading direction; Identify similarities and differences

VISUAL Describe your own feelings about an image
GLOBAL Appreciate animals
SOCIAL Identify feelings about animals
TEXTUAL Things we know; Make connections

New Words

grandma, grandpa, family, dad, mom, brother, sister, baby, son, daughter
black, eye, hair, blond, brown, white, long, short, tall, curly

crocodile, elephant, hippo, giraffe, lion, monkey, panda, tiger, plant, meat
bird, cat, pet, dog, fish, mouse, rabbit, snake, spider, lizard

Phonics

Aa and Oo
Ll and Rr

Gg and Hh
Ff, Vv, and Ww

Reading

Nonfiction: *Families*
Genre: Informational Text
Fiction: *Where's my mom?*
Genre: Comic Story

Nonfiction: *Ask the National Geographic Explorers!*
Genre: Informational Text
Fiction: *Felix Wants a New Pet*
Genre: Realistic Fiction

▶ Grammar

Have and *Has*
Questions with *Have*

Like
Questions with *Like*

Listening

Descriptions of families
Strategy: Listen for the Speaker
Conversation about a family member
Strategy: Listen for Descriptions

Conversation about wild animals
Strategy: Listen for True or False
Conversation about pets
Strategy: Listen for Likes

▶ Speaking

Strategy: Talk about Family

Strategy: Express Likes and Dislikes

Project

Make a Family Tree

Make an Animal Poster

Family and Animals
Review Units 5 and 6



7

How do we move?

pages 128–147

Our Bodies
Our Abilities

Life Science

VISUAL Identify actions in an image
GLOBAL Make connections between people and animals
SOCIAL Identify things to learn
TEXTUAL Make predictions; Retell a story

climb, dance, fly, swim, arm, hand, leg, foot, clap, stomp
jump, throw, catch, learn, play, ride a bike, run, walk, basketball, soccer

Kk and Qq
Xx and Zz

Nonfiction: *I can move!*
Genre: Informational Text
Fiction: *Lexi to the Rescue*
Genre: Fantastical Fiction

Can
Questions with Can

Instructions for actions
Strategy: Listen for Instructions
Conversation about abilities
Strategy: Listen for Yes/No Answers

Strategy: Give Instructions

Do a Skills Showcase

8

What do we do every day?

pages 148–169

At Home
School Days

Social Studies

VISUAL Connect an image to your own life
GLOBAL Recognize how people are similar and different
SOCIAL Follow a routine or schedule
TEXTUAL Guess words from pictures; Make predictions

morning, afternoon, evening, get up, brush my teeth, take a shower, watch TV, go to bed, half past, o'clock
go to school, have recess, have lunch, have circle time, have class, go home, do homework, have dinner, eleven, twelve

Jj and Yy
CVC Words and Simple Sentences

Nonfiction: *Irene Yee's Day*
Genre: Informational Text
Nonfiction: *The Robot Teacher*
Genre: Comic Story

Daily Routines
Questions about Daily Routines

Description of routines at home
Strategy: Listen for Times
Description of routines on school days
Strategy: Listen for Times

Strategy: Describe a Routine

Make a Picture Planner

Bodies and Routines
Review Units 7 and 8

1

How do we make friends?

LOOK

1. What do you see?
2. How many children are there?
3. **VISUAL LITERACY** How do they feel? Check (✓).



LISTEN

1. Listen and imagine. 🎧 1.1
2. What do you hear? Listen and repeat. 🎧 1.1

WATCH

1. Watch the video. ▶ 1.1
2. Watch the video again. Say one thing you see ▶ 1.1



Trails

in This Unit



Greetings

- **READ** about greetings.
- **LISTEN** and do actions for "Hello!"
- **TALK** and ask, "What's your name?"



Feelings

- **READ** about a new friend.
- **LISTEN** to descriptions of people.
- **MAKE** a name card.

◀ **Friends sit in a tree in Kendari, Indonesia.**

Greetings

Vocabulary

A **NEW WORDS**
Listen and look.
Listen and say. 🔊 1.2

B Listen and point.
🔊 1.3



friend



child

teacher



hello



high five



hug



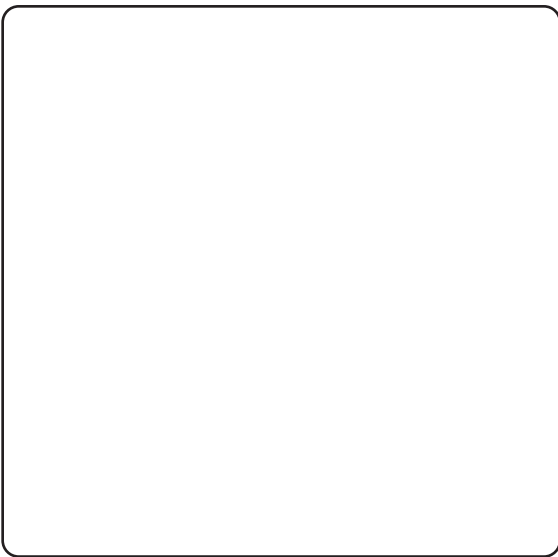
wave



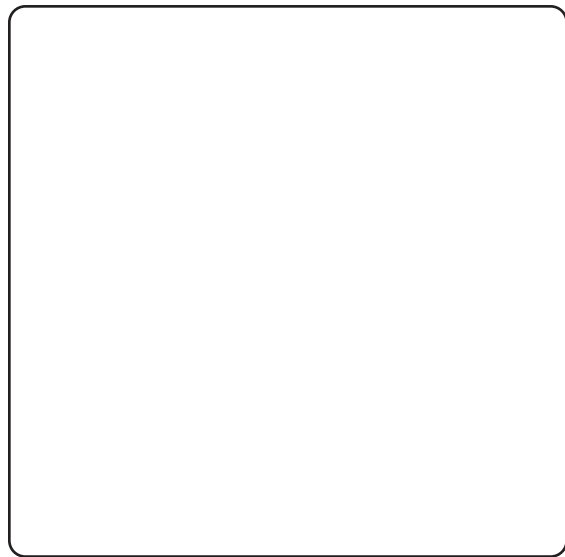
goodbye

C Listen and draw. 🔊 1.4

1.



2.



D Work with a friend. Act and guess.

Alphabet

E Listen and repeat. 🔊 1.5

Aa Bb Cc Dd Ee Ff Gg
Hh Ii Jj Kk Ll Mm Nn
Oo Pp Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz

F Circle the letters in your name.

Reading Strategy Use Pictures to Understand Feelings

G Look and draw 😊, 😐, or ☹️.

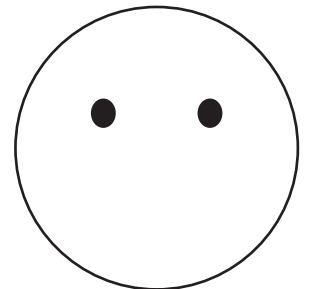
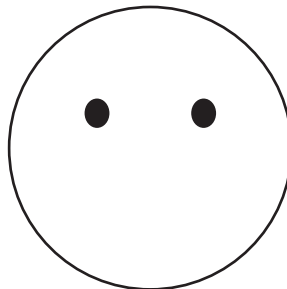
1.



2.



3.



A Before you read, look. How do the children feel?

Circle.



B Look and listen. 🔊 1.6

Hello, children!

1 Hello, children!
Time for class.
I'm the **teacher**.

2 Hello! He's a **friend**.
She's a friend. **Wave!**

3 Hello! She isn't a teacher.
She's a **child**. **High five!**



- 4 She isn't a teacher.
She's Mom.
Goodbye, Mom. Hug!



Comprehension

A Rate *Hello, children!* Circle.



B Look and match.

1.



2.



3.



a.



b.



c.



C Listen and act out the text. 1.6

D GLOBAL LITERACY Choose your favorite greeting. Check (✓).



E How do you say "Hello?" Point or act.

Grammar *Am* and *Is*

A Listen and repeat. 🔊 1.7 Watch. ▶ 1.2

Hi, hello. What's your name?
Hello, hello! My name is Do.
I'm Sofia. I'm Barasa.
She's Isabel, and he's Hassan.
Then there's me. My name is Li!



B **GRAMMAR IN USE** Listen and check (✓). 🔊 1.8



C Listen and circle. Say. 🔊 1.9

1.



2.



D Play a game: *What's your name?*

Listening

A Look. What do you see?

B NEW WORDS

Listen and look.

Listen and say. 🔊 1.10

C Listen and circle. 🔊 1.11



fist bump



shake hands



D LISTEN FOR GREETINGS Listen again and do the actions. 🔊 1.11

E Listen and play: *Simon Says*.

Speaking

A INTRODUCTIONS

Watch. Watch again
and repeat ▶ 1.3

B Play the game.



Start

Hello!

What's your
name?

What's
your
name?

What's
your
name?

End

How do we
make
friends?

Say "Hello" to
your friend.

Feelings

Vocabulary

A NEW WORDS

Listen and look.

Listen and say. 🔊 1.12

B Listen and point.

🔊 1.13



brave



boy

girl



frightened



happy



nice



sad



scary

C Look and match. Say.



D Work with a friend. Describe a photo in **B**. Guess.

She's a girl. She's frightened.