

Scope and Sequence



	Week	Objectives	Vocabulary
Unit 1 I Am Special	1	Developing a self-concept. <i>Is she a boy or a girl? She's a girl.</i> Describing personal characteristics. <i>She has long, red hair.</i>	Boy, girl, teacher, blond, red hair, eyes, name, long, short, curly, straight
	2	Naming the days of the week. <i>Today is Monday.</i> Identifying rooms. <i>Where is he? He's in the library.</i> Describing likes and dislikes. <i>Do you like to paint? No. I like singing.</i> Identifying recreational activities. <i>He's reading a book.</i>	Monday, Tuesday, Wednesday, Thursday, Friday, classroom, computer lab, playground, library, reading, working, painting, running, coloring, singing, writing, like, don't like
	3	Naming locations. <i>What's this? It's a restaurant.</i> Describing actions. <i>What's she doing? She's riding her bike.</i>	Cinema, restaurant, park, toy store, weekend, Saturday, Sunday, coloring, eating, riding a bike, watching TV, reading, running, swimming
	4	Describing physical characteristics and abilities. Understanding that it takes hard work and practice to learn a new skill. Understanding the importance of respecting other children.	Girl, special, hair, eyes, amazing, exercise, leg, ride a bike, twirl around, swim, tie your shoe, read a book, write your name, speak English, hair, colors, respect, raccoon
Unit 2 Animals Everywhere!	5	Identifying zoo animals. <i>What's this? It's a lion.</i> Describing locations. <i>The lion is in front of the rock.</i>	Lion, zebra, giraffe, hippo, elephant, snake, crocodile, behind, in front of, next to, between
	6	Identifying sea animals and plants. <i>What are these? Sea turtles.</i> Identifying numbers and colors. <i>How many sea turtles are there? Eight.</i>	Colors; numbers: 1–10; crab, whale, octopus, sea turtle, starfish, shark, dolphin, sea
	7	Identifying forest animals. <i>What's this? It's a squirrel. A squirrel lives in the forest.</i> Identifying actions. <i>Is the squirrel sleeping? No. The squirrel is climbing a tree.</i>	Squirrel, deer, fox, rabbit, raccoon, bear, bird, fox, flying, climbing, eating, hopping, standing, sleeping, sitting
	8	Describing and comparing animal characteristics. <i>Which animal is different? The lion. Why? It doesn't have spots.</i> Understanding the importance of respecting animals and their habitats.	Big, small, tall, short, long, neck, tail, ears, legs, plain, stripes, spots, dots
Unit 3 Family Fun	9	Identifying family members. <i>This is Lisa's family.</i> Comparing sizes. <i>Is the aunt tall or short? She's tall.</i>	Sister, brother, aunt, uncle, cousin, mom, dad, grandma, grandpa, fat, thin, tall, short, taller, shorter, thinner, fatter
	10	Understanding that living things grow. <i>A puppy is a living thing. Does a puppy grow?</i> Making comparisons: young and old. <i>Who's older? The mother or the baby?</i>	Puppy, book, plant, rock, baby, pencil, chick, boy, man, living thing, nonliving thing, grow, woman, old, young
	11	Associating things babies and children use. <i>Who uses a rattle? A baby or a boy?</i> Describing actions. <i>The father is feeding the baby.</i> Expressing abilities. <i>What can Danny do? Danny can run.</i>	Rattle, baby clothes, crib, bottle, robot, T-shirt, bed, glass, run, crawl, draw, scribble, girl, boy, child, cut, ride a bike, tie her shoe, drive a car, play with blocks, jump rope
	12	Making size comparisons. <i>They saw three bowls. Point to the big bowl.</i> Understanding that we can now do many things for ourselves. <i>He can tie his shoe.</i>	Big, medium, small, bowl, spoon, chair, bed, get dressed, take a shower, brush teeth, brush hair, tie shoe
Unit 4 My Community	13	Identifying community workers and their tools. <i>She's a trash collector. Trash collectors collect trash.</i>	Trash collector, mail carrier, firefighter, police officer, uniform, trash can, badge, mailbag, hose, police car, garbage truck, whistle, mail truck, letters, fire truck
	14	Identifying community workers and their tools. <i>Who uses these tools? A nurse.</i> Understanding and describing what community workers do. <i>She's a nurse. A nurse helps the doctor.</i>	Receptionist, nurse, doctor, dentist, dental floss, shot, pills, toothpaste, Band-Aid, tongue depressor, medical bag, stethoscope, computer, telephone, appointment
	15	Associating workers with their workplaces. <i>Where does the baker work? In a bakery.</i>	Hospital, police station, fire station, post office, bank, toy store, bakery, school, restaurant, nurse, doctor, police officer, firefighter, mail carrier, teacher, waitress, baker, cashier, banker, dentist
	16	Learning to tell the time. <i>What time is it? It's eleven o'clock.</i> Helping at school.	Numbers: 9–12

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Unit 5 Staying Healthy	17	Identifying the parts of the body. <i>What's this? Neck. Touch your neck.</i> Counting: 1–10. <i>How many fingers do you have? Ten. I have ten fingers.</i> Distinguishing between left and right. <i>This is my right hand. This is my left foot.</i>	Shoulder, elbow, leg, foot, arm, neck, knee, hand, fingers, head, eyes, nose, toes, mouth, ears, back, feet, right, left
	18	Identifying and recognizing healthy habits. <i>Cover your mouth when you sneeze.</i> Describing how one feels. <i>He's hungry.</i> Expressing needs. <i>What does he need? He needs a sandwich.</i>	Dress right, wash hands, take a shower, eat healthy food, brush teeth, go to bed early, comb hair, exercise, hungry, thirsty, tired, sick, cold, hot
	19	Counting: 1–15. <i>How many children are at school today? Fifteen.</i> Describing feelings and conditions related to health. <i>I have a stomachache.</i> Describing how one feels. <i>She has a cold. She has a fever.</i>	Knee, tummy, head, ankle, elbow, fever, hurt, cough, cold, stomachache, sore throat, sick, medicine, broken arm; numbers: 1–15
	20	Expressing feelings. <i>How does this dinosaur feel? Nervous.</i> Being safe at home.	Happy, sad, nervous, angry, excited
Unit 6 Let's Save the Earth!	21	Identifying elements of nature. <i>This is the land. We live on the land.</i> Describing where plants and animals live: land, air, and water. Classifying objects: natural and man-made. <i>It's a tree. Is it natural or man-made?</i>	Natural, man-made, tree, mountain, bike, bear, flower, air, ball, carrot, butterfly, paper, sky, sun, cloud, water, rock, pond, frog, bee, bird, deer, fish, the Earth, land
	22	Describing polluted land, air, and water. <i>There is litter on the ground.</i> Understanding the concepts of wasting and saving water. <i>She is saving water.</i> Giving solutions: saving energy. <i>Turn the TV off.</i>	Pollution, land, air, water, litter, brushing teeth, taking a shower, watering plants, washing the car, TV, light, refrigerator, wasting, saving
	23	Sorting items. <i>What's this? A newspaper. Is it paper? Yes.</i> Understanding how to recycle and reuse. <i>Recycling helps the Earth.</i>	Tree, newspaper, soda can, wooden chair, toilet paper roll, plastic, trash can, paper, book, pencil, reuse, glue, ribbon, bottle, box, bottle cap, recycle, aluminum
	24	Understanding that we share the planet and that we must take care of it. Describing what we can do to take care of the world. <i>Don't throw trash on the ground.</i> Understanding the importance of sharing. <i>Are they sharing? Yes. / No.</i>	Tree, mountain, bees, trash, swim, river, play, ocean, climb, run, forest, world, share, book, doll, sandwich, crayon, block, car; numbers: 11–20
Unit 7 My Five Senses	25	Identifying the five senses. Identifying objects by sight. <i>I see with my eyes.</i> Identifying objects by touch: soft, hard, smooth, and rough. <i>How does it feel? Soft.</i>	See, hear, taste, smell, touch, eyes, ears, tongue, nose, hands, popcorn, soda, dog, elephant, hard, soft, smooth, rough, rabbit, pillow, chair, table, rock, brush, shell
	26	Identifying objects by smell: good and bad. <i>Does it smell good or bad? Bad.</i> Identifying objects by taste: sweet, sour, and salty. <i>How does it taste? Sweet.</i>	Smell, nose, flower, cookies, trash, car, smoke, sweet, sour, salty, candy, lollipop, cake, salt, potato chips, popcorn, lime, lemonade, grapefruit, donut, sugar
	27	Identifying sounds: loud and soft. <i>Is it a loud sound or a soft sound? A loud sound.</i>	Lion, mouse, fire truck, loud, soft, whisper, baby crying, bee buzzing, bell ringing, piano, drum, violin, tambourine, trumpet, maracas
	28	Understanding the importance of caring for others. <i>Little Red Riding Hood cares about Grandma. She has a basket of food. She has a card for her.</i>	Basket, Grandma, wolf, woodsman, eyes, ears, teeth, see, hear, eat, friend, stranger, sick, card, get well, care
Unit 8 Going Places	29	Identifying vacation spots and vehicles. <i>You can go to the beach. It's an airplane.</i> Reading and analyzing a graph. <i>How many airplane tickets were sold? Twelve.</i>	Travel agency, theme park, beach, mountains, airplane, boat, train, bus, ship, car, tickets, house
	30	Identifying clothing for different types of weather. <i>What's this? A beach towel.</i> Sequencing events. Describing events in the past tense. <i>She stayed in a hotel.</i>	Beach towel, sweater, sun hat, boots, shorts, gloves, flip flops, swimsuit, floaties, scarf, dress, coat, suitcase, taxi, sunscreen, beach ball, airport, airplane, bus, hotel, pool, beach, restaurant, sandcastle, swam, ate, built, stayed
	31	Describing events and locations. <i>Danny's family is camping. They're in the mountains.</i> Sequencing events: <i>first, then, next, finally.</i>	Camping, mountains, tent, flashlight, boat, lake, campfire, marshmallow, hot dog, bucket, forest, sleeping bag, first, next, then, finally, swim, fish, picnic
	32	Following rules when traveling.	Grandma, airplane, airport, suitcase, car, walked, played, baked, listened, watched, looked