

Scope and Sequence



	Week	Objectives	Vocabulary
Unit 1 My School	1	Giving and recognizing one's name: <i>What's your name? My name's (David).</i> Greetings and saying farewell: <i>Hello. Goodbye.</i> Identifying oneself as a boy or girl: <i>I'm a girl.</i> Identifying objects that are the same: <i>They are the same.</i>	<i>Hello, goodbye, boy, girl, teacher, same, stand up, sit down</i>
	2	Identifying school objects: <i>This is a poster.</i> Recognizing objects that are the same and recognizing differences in objects. Carrying out commands: <i>Point to the table.</i>	<i>Poster, board, chair, table, book, crayon, same, different.</i>
	3	Identifying colors: <i>What color is this? It's red.</i> Identifying school objects: <i>What's this? It's a blue table.</i>	<i>Red, yellow, blue, chair, table, book, crayon.</i>
	4	Identifying school objects and colors: <i>What's this? It's a backpack. What color is it?</i> Talking about personal belongings. Sorting objects.	<i>Backpack, pencil, glue stick, scissors, book, table, chair, dot, crayon; colors.</i>
Unit 2 My Face	5	Identifying facial features: <i>This is (Timmy)'s face. What's this? It's an eye.</i>	<i>Open, close, eyes, nose, mouth, ears, face, hair, head.</i>
	6	Describing feelings: <i>Make a happy face. Is Annie happy or sad? She's happy.</i>	<i>Happy, sad, angry, face, car, doll, boy, girl</i>
	7	Identifying numbers: 1, 2. Counting: 1, 2; <i>How many boys do you see? One.</i>	<i>One, two, boy, girl, teacher, clap, children; school objects; facial features.</i>
	8	Identifying numbers: 1, 2. Identifying feelings: <i>She's happy.</i>	<i>Monster, one, two, happy, sad, angry, walking, stomping, hopping.</i>
Unit 3 My Body	9	Identifying body parts: <i>What's this? It's an arm. This is the head.</i> Counting: 1, 2; <i>How many hands does Humpty Dumpty have? Two.</i> Identifying the color green: <i>What color is it? Green.</i>	<i>Eyes, nose, mouth, ears, head, arm, hand, foot, leg; numbers: 1, 2.</i>
	10	Identifying body parts: <i>I touch my nose.</i> Identifying oneself in the mirror. Matching front to back.	<i>Boy, girl, mirror, head, nose, toes, count, wave, wiggle, hands, high, low, front, back; parts of the body.</i>
	11	Expressing ability: <i>He can run. What can Timmy do?</i> Identifying playground equipment: <i>What's this? It's a swing.</i>	<i>Run, jump, hop, swing, slide, climbing frame, hopscotch.</i>
	12	Describing abilities and inabilities: <i>He can climb. He can't swing.</i> Identifying numbers: 1-3. Counting: 1-3.	<i>Girl, boy, monkey, climb, jump, swing, sit, slide, hop, run, fast, slow, up, down, high, low, tree, climbing frame, jump rope, swing, bench, bed; numbers: 1-3.</i>
Unit 4 My Family and Me	13	Identifying family members: <i>Who's he? Daddy.</i> Identifying different kinds of family: <i>This is Timmy's family.</i>	<i>Mommy, daddy, mother, father, sister, brother, baby, grandma, grandpa, family, children; numbers: 1-3.</i>
	14	Distinguishing between old and young: <i>Is Grandpa old or young? Old.</i> Expressing likes: <i>I like to read with my grandma.</i> Identifying daily activities.	<i>Mother, father, sister, brother, baby, grandma, grandpa, walk, go to the park, go to the movies, read stories, eat, make cookies, young, old, gingerbread man.</i>
	15	Identifying parts of a house: <i>What's this? It's a door.</i> Identifying colors and shapes: <i>It's a blue triangle.</i> Counting: 1-3.	<i>House, door, roof, window, tree, flowers, red, yellow, blue, green, circle, triangle, square, rectangle; numbers: 1-3.</i>
	16	Identifying family members. <i>Who's she? Mother.</i>	<i>Mother, father, sister, brother, gingerbread man, fox, river, cookie, run, swim.</i>

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Unit 5 Delicious Food	17	Identifying fruit: <i>This is an apple.</i> Identifying colors: <i>What color is the apple? Red. I like to eat fruit.</i> Counting: 1–4. Understanding the concept of <i>one more</i> : <i>Now draw one more.</i>	Fruit, healthy, apple, pear, banana, orange, grapes, apple tree, smile, shake; colors; numbers; 1–4.
	18	Identifying foods and drinks: <i>This is a donut.</i> Understanding that some foods and drinks promote good dental health.	Sweets, donut, lollipop, soda, candy, cookie, tooth, toothbrush, toothpaste, apple, carrot, water, milk.
	19	Identifying lunch snacks and drinks. Expressing likes and dislikes: <i>I like yogurt. I don't like carrots.</i>	Lunch, lunch box, pear, cookie, sandwich, carrot, water, bottle, juice, milk, yogurt, apple, banana, pear, orange, grapes.
	20	Identifying fruit, colors and sizes: <i>What's this? It's a banana. Is it big or small? Big.</i> Counting: 1–4.	Bat, hungry, big, small, banana, orange, apple, pears; numbers 1–4; colors.
Unit 6 Fun Toys	21	Identifying toys: <i>What's this? A ball. Is it a toy? Yes.</i> Understanding the concept of big and small: <i>Is it big or small? Small.</i> Reviewing shapes: <i>What shape is this? Triangle.</i>	Toy, ball, robot, car, doll, teddy bear, toy box, apple, banana, big, small, pink, purple, triangle, circle, square, table.
	22	Identifying toys and colors: <i>What's this? It's a dinosaur. What color is it? Green.</i> Describing wants: <i>What does Timmy want? An action man. What do you want?</i> Identifying <i>big</i> and <i>small</i> : <i>Is it big or small? Big.</i> Following a pattern: <i>What comes next?</i>	Dinosaur, train, clown, boat, action man, monster, doll, robot, ball, teddy bear, big, small, red, blue, yellow, green, orange, purple; parts of the body.
	23	Introducing prepositions: <i>Where's the red robot? It's in the box.</i> Identifying furniture.	In, on, under, toy box, red, purple, orange, pink, drawer, bed, chair, table, shelf; toys.
	24	Identifying toys. Counting: 1–5.	Girl, bed, five, monster, clown, robot, doll; numbers: 1–5.
Unit 7 Wonderful Pets	25	Identifying pets: <i>What are these? They're cats.</i> Counting: 1–5. Expressing wants: <i>What pet do you want? A hamster.</i> Distinguishing between <i>same</i> and <i>different</i> : <i>Circle the dog that looks the same.</i>	Cats, fish, dogs, rabbits, pet store, bird, turtle, hamster, pets, same, different; colors.
	26	Expressing belonging: <i>Do you have a pet? I have a turtle.</i> Associating animals with their homes: <i>Whose home is this? A dog's.</i>	Pet, dog, cat, turtle, hamster, rabbit, fish, bird, home, bed, toy box, table, shelf, in, on, under, mother; colors.
	27	Associating mother pets with their babies: <i>This is a mother cat. These are kittens.</i> Counting, recognizing, and tracing numbers: 1–5. Identifying animal movements: <i>The baby rabbit hops.</i>	Kitten, fish, mother cat, mitten, puppy, baby rabbits, baby birds, hop, fly, swim, run, dresser, drawer, bed, toy box, chair, shelf, in, on, under; colors; numbers: 1–5.
	28	Understanding that pets have needs and that we have to take care of them. Associating pets with pet food: <i>My cat says, "meow." She drinks her milk.</i>	Dog, cat, fish, bird, rabbit, hamster, water, food, bed, home, drinks, swims, vet, bath, feeding, carrot, cage, cleaning, bone, birdseed.
Unit 8 My Garden	29	Identifying things in nature: <i>What is it? It's an ant.</i> Reviewing colors, prepositions, and patterns.	Grass, plant, flower, leaf, butterfly, caterpillar, ladybug, bee, worm, ant, in, on, under, beehive; colors.
	30	Recognizing numbers: 1–5. Reviewing shapes: <i>What shape are the spots?</i>	Flower, ladybug, ant, caterpillar, worm, butterfly, spider, spider web, spots; shapes; numbers: 1–5; colors.
	31	Distinguishing between <i>long</i> and <i>short</i> : <i>Point to the long caterpillar.</i> Reviewing length and color.	Long, short, worm, snake, caterpillar, centipede, butterfly, ant, leaf, grass, spider web, flower; colors.
	32	Identifying numbers: 1–5. Identifying insects and actions.	Giant, boy, grass, walking, marching, running, creeping, ant, worm, ladybug, careful, bigger, smaller, squish, anthill; numbers: 1–5.