

Scope and Sequence

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| | Week | Objectives | Vocabulary |
|--|-----------|---|---|
| Unit 1 Back to School | 1 | Identifying school objects. <i>What's this? A crayon.</i> Following directions. <i>Pick up your green crayon. Trace around the board.</i> Identifying school locations and objects. <i>Where does the table go? In the classroom.</i> | door, board, poster, table, chair, boy, girl, teacher, name, friend, shelf, lunch box, backpack, classroom, toilet playground, bathroom, drinking fountain, climbing frame |
| | 2 | Recognizing and describing colors. <i>What color is it? Orange.</i> Counting: 1–5. <i>What number is this? Five.</i> | backpack, lunch box, pencil case, pencil, crayon, scissors, glue stick, marker, paintbrush; colors |
| | 3 | Identifying shapes. <i>What shape is this? Triangle.</i> Identifying, counting, and writing numbers: 1–5. | triangle, circle, square, rectangle, candles, cake, birthday, party, hats, balloons, presents; numbers: 1–5 |
| | 4 | Describing physical characteristics and abilities. Describing school-related activities. <i>I like to paint at school.</i> | draw, paint, glue, write, cut, color, wave, pencil, crayon, glue stick, scissors, paintbrush |
| Unit 2 Food and Meals | 5 | Identifying food. <i>What's in the blue cart? Fish, milk, eggs.</i> Understanding what a shopping list is. Counting: 1–6. <i>What number is this? Six.</i> | fish, meat, eggs, cereal, cheese, bread, chicken, yogurt, supermarket, shopping cart, milk, bananas, spaghetti, rice, juice, shopping list, potato, onion, carrot, cucumber, bean, tomato, vegetables; numbers: 1–6 |
| | 6 | Identifying tableware. <i>What's this? It's a fork.</i> Identifying and classifying food. Expressing needs and desires. <i>What do you want to drink? I want milk, please.</i> | placemat, napkin, plate, fork, spoon, knife, glass, menu, dessert, milk, water, juice, lemonade, cake, ice cream, donut, meat, potato, salad, chicken, spaghetti, hot dog, hamburger, pizza, soup |
| | 7 | Identifying foods and meals. <i>I eat eggs for breakfast.</i> Associating different foods with each meal. Identifying parts of the day. <i>When does Mary eat breakfast? In the morning.</i> Identifying healthy and unhealthy foods. <i>What are these? Potato chips. Are they healthy? No.</i> | breakfast, lunch, dinner, eggs, toast, cereal, hot dog, pancakes, sandwich, pizza, meat, chicken, fish, apple, water, carrots, potato chips, beans, potato, morning, afternoon, evening, soda, donut, cake, lemonade, watermelon, cucumber, milk, juice, banana |
| | 8 | Counting: 1–6. <i>What number is this? Six.</i> Describing likes and dislikes. <i>David, do you like broccoli? Yes, I do.</i> | pear, chicken, corn, onion, carrots, rice, soup, pot, hot, stir, potatoes, green beans, broccoli; numbers: 1–6 |
| Unit 3 Home Sweet Home | 9 | Identifying family members and rooms. <i>What's this? Bedroom.</i> Describing locations. <i>Where's Mommy? She's in the kitchen.</i> Identifying actions. Identifying household items. <i>What does Mary have? Toilet paper.</i> | bedroom, bathroom, living room, kitchen, mommy, mother, father, daddy, sister, brother, grandma, grandpa, playing, taking a bath, eating, watching TV, sleeping, toilet paper, teddy bear, remote control, food |
| | 10 | Identifying furniture and rooms. <i>Does a stove go in the kitchen? Yes.</i> Identifying and counting numbers: 1–7. <i>What number is this? Seven.</i> Identifying toys. <i>Point to the teddy bear.</i> Describing prepositions. <i>Put the robot on the box. Where's the robot? It's on the box.</i> | stove, refrigerator, sink, table, chairs, toilet, bed, bathtub, lamp, sofa, TV, seven, rooms, bedroom, kitchen, living room, bathroom, toy box, ball, teddy bear, car, doll, robot, action man, train, boat |
| | 11 | Understanding that the family works together. <i>Can you pick up your toys? Yes.</i> Identifying family members and chores. <i>Daddy is washing the dishes.</i> Describing who does which chores in one's family. | washing the dishes, sweeping the floor, feeding the dog, making the bed, picking up the toys, setting the table |
| | 12 | Identifying chores. Requesting and offering to help. | hen, dog, cat, duck, wash the dishes, pick up toys, make breakfast/the bed/cookies, sleep, eat, drink, play, help, sweep the floor, take out the trash, water the plants |
| Unit 4 Taking Care of My Body | 13 | Identifying body parts. <i>What's this? Head.</i> Identifying actions. <i>What's David doing? He's jumping.</i> | head, shoulder, knee, toes, leg, arm, hand, foot, jumping, exercise, running, climbing, hopping; colors |
| | 14 | Identifying grooming items. <i>What's this? It's a toothbrush.</i> Counting: 1–8. <i>What number is this? Eight.</i> Identifying actions. <i>What's Mary doing? She's brushing her teeth.</i> | toothbrush, soap, brush, toothpaste, towel, comb, shampoo, sponge, brush teeth, comb hair, wash hands, wash hair; numbers: 1–8 |
| | 15 | Describing parts of the day and daily routines. <i>She's getting out of bed.</i> Identifying parts of the day. <i>When do you take a shower? In the morning.</i> | day, night, sun, moon, stars, morning, afternoon, evening, eat breakfast, get out of bed, take a bath, take a shower, get dressed, comb your hair, sleep, brush your teeth, wash your hands, exercise |
| | 16 | Distinguishing between real and make-believe. <i>Can cats brush their hair? No.</i> Identifying and sequencing numbers: 1–8. <i>What comes after two? Three.</i> | mother, boy, doctor, nurse, lady, alligator purse, soap, water, bathtub, throat, silly, naughty, turtle, real, make-believe, sink, toilet, mirror, toothbrush, towel, fly, run, brush hair/teeth, wash face, swim; numbers: 1–8 |

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| Unit 5 The Farm | 17 | Identifying farm animals and their body parts. <i>What's this? It's a cow.</i> Identifying farm animals and related objects. <i>This is a pig. What's missing? The tail.</i> Describing locations. <i>Which animal is behind the barn? The cow.</i> | <i>pig, horse, chick, sheep, duck, goat, cow, hen, farmer, tail, beak, wing, legs, barn, haystack, fence, behind, in front of</i> |
| | 18 | Identifying numbers and counting: 1–9. <i>What number is this? Nine.</i> | <i>scarecrow, bird, pig, sheep, duck, chick, hen, nest; numbers: 1–9</i> |
| | 19 | Identifying farm-related chores. <i>This is the way we milk the cows.</i> Identifying vegetables. <i>Is it a carrot? No, it isn't. Is it an onion? Yes, it is.</i> Associating animals with the products we get from them. <i>Eggs come from hens.</i> | <i>milk the cows, collect the eggs, feed the animals, shear the sheep, vegetable garden, basket, carrot, tomato, potato, onion, lettuce, cucumber, corn, hen, chicken, milk, sweater, wool, butter, yogurt, cheese</i> |
| | 20 | Identifying and describing farm animals. <i>I'm a big fat pig.</i> Describing locations. <i>Where's the horse? It's behind the fence.</i> | <i>duck, horse, sheep, pig, chick, play, big, little, rooster, cat, cow, goat, on top of, in front of, behind, barn, mud puddle, haystack, fence</i> |
| Unit 6 Colorful Clothes | 21 | Identifying items of clothing. <i>What color are Mary's socks? They're red.</i> Describing locations. <i>Where is Mary's dress? On the bed.</i> Describing what someone is wearing. <i>She's wearing a yellow blouse and a red skirt.</i> | <i>cap, dress, shirt, sweater, pants, shoes, T-shirt, blouse, skirt, socks, jacket, in, on, under, lunch box, dresser, floor, bed, closet; colors</i> |
| | 22 | Identifying numbers and counting: 1–10. <i>What number is this? Ten.</i> Identifying colors and shapes. <i>What shape is the button? Square.</i> Following a pattern. <i>Red, blue, yellow. What comes next? Red.</i> | <i>bear, buttons, dots, stripes, pajamas, circle, square, big, small, triangle, rectangle, patterns, holes; numbers: 1–10; colors</i> |
| | 23 | Describing weather conditions. <i>What's the weather like? It's sunny.</i> Identifying items of clothing for weather. <i>Do we wear a coat when it's hot or cold? Cold.</i> | <i>jacket, mittens, scarf, pants, (tennis) shoes, (sun) hat, T-shirt, shorts, sandals, coat, swimsuit, pajamas, sweater, sunglasses</i> |
| | 24 | Describing the weather and what someone is wearing. <i>He's wearing a red swimsuit.</i> Expressing preferences. <i>What's Mary's favorite kind of weather? Rainy.</i> | <i>swimsuit, sandals, jacket, sunglasses, pants, sweater, hat, visor, dress, raincoat, boots, scarf, coat, mittens, sun, cloud, wind, raindrops, snowflake, sunny, windy, rainy, snowy, weather, tie my shoes, button my pajamas, zip my jacket, put on my shirt, get dressed</i> |
| Unit 7 Living Things Grow | 25 | Understanding that plants grow from seeds. <i>We are planting tiny seeds.</i> Sequencing the life cycle of a plant. <i>Take a little seed. Put it in the ground. Water it.</i> Identifying what plants need to grow. <i>What do seeds need to grow? They need soil.</i> | <i>seeds, hole, planting, soil, water, pot, ground, sun, air, sunshine, grow, plants, need, watering can, wheelbarrow</i> |
| | 26 | Identifying parts of a plant. <i>What's this? It's a stem.</i> Counting seeds and identifying numbers: 1–10. Associating vegetables with parts of plants. <i>A carrot is a root.</i> | <i>flower, stem, leaves, roots, plant, watermelon, orange, papaya, peas, seeds, stem, vegetables, lettuce, celery, carrot, broccoli, corn; numbers: 1–10</i> |
| | 27 | Making comparisons in height. <i>Is Mary's flower tall or short? Tall.</i> Learning to measure with paper clips. <i>How tall is the red flower? Two clips tall.</i> | <i>tall, short, flower, tree, taller, shorter, measure, clip; colors: purple, yellow; numbers: 1–6</i> |
| | 28 | Following directions. <i>Point to box number 1.</i> Making comparisons in height. <i>Who is the tallest? The giant.</i> | <i>Jack, mother, man, money, ax, giant, beanstalk, trees, tallest, shortest, flowers</i> |
| Unit 8 Around Town | 29 | Identifying neighborhood locations. <i>What's this? It's a park.</i> Identifying parts of a house. Identifying and sequencing numbers: 1–10. | <i>family, house, park, restaurant, bank, school, store, playground, neighborhood, apartment, door, window, roof, street; numbers: 1–10</i> |
| | 30 | Identifying stores. <i>This is a toy store.</i> Associating items with stores. <i>Where can I buy a dog? In the pet store.</i> Identifying which item doesn't belong. | <i>toy store, pet store, office supply store, clothing store, grocery store, bookstore, flower store, doll, ball, boat, car, teddy bear, robot, cat, rabbit, bird, dog, pencil, paper, crayons, markers, coat, skirt, dress, T-shirt, blouse, pants, shorts, socks, book, flower, bread, apple, eggs, shopping bag</i> |
| | 31 | Identifying vehicles. <i>What's this? It's a motorcycle.</i> Listening and following directions. <i>Take the taxi to the toy store.</i> Talking about traffic safety. <i>We wear seat belts in the car.</i> | <i>car, truck, school bus, bus, bicycle, bike, motorcycle, taxi, van, park, bank, school, helmet, crosswalk, traffic light</i> |
| | 32 | Describing a sequence of events. | <i>clothing store, grocery store, shoe store, bank, manager, saleswoman, puppy, park, playground, climbing, running</i> |