

Scope and Sequence

Unit	Title	Topics and Themes	Communication Objectives
1	People at School	people and places at school; colors; numbers	identify people who work at school and what they do; name places in school; describe location; count objects and recognize numbers: <i>0–5</i> ; identify and name colors
2	I Am Healthy	healthy habits; parts of the body; action words; colors; shapes	identify healthy habits; identify parts of the body; count objects and recognize numbers: <i>1–10</i>
3	Making Toys	toys; materials for making toys	identify art materials and toys; describe size: <i>big, small</i> ; express wants; make polite requests; recognize and sequence numbers: <i>1–15</i>
4	Our Community	people in the community; places where people work; work people do	identify people in the community; identify places where people work; tell what community workers do; count and recognize numbers: <i>1–20</i>
5	Let's Go to the Farm	people and places on a farm; farm animals; farm products; times of day	identify people, animals, and places on a farm; identify farm products and where they come from; understand and use times of day: <i>morning, afternoon, night</i> ; recognize and sequence numbers: <i>0–20</i>
6	What People Wear	clothing; clothes people wear to work; colors and sizes of clothing items	identify clothing items; identify clothes people wear to work; make polite requests
7	At the Restaurant	people and things found in restaurants; food courses or categories of food	identify people and things found in restaurants; categorize food items into courses; express likes and dislikes; order food items from a menu
8	Let's Go Somewhere	places people travel; kinds of transportation; sequence of actions; travel activities	identify places people travel and kinds of transportation; talk about travel activities; use sequence words: <i>first, then, last</i> ; recognize speech that can be represented with print
9	Going Camping	camping items and activities; safe outdoor behavior; colors; shapes	identify camping items and activities; talk about safe outdoor behavior; understand sequence of events; use comparative adjectives: <i>shorter, longer</i>

Language Objectives	Learning Strategies and Skills	Content Connections
ask and answer questions with <i>what, where</i> and <i>who</i> ; use <i>upstairs, downstairs</i> , and <i>outside</i> ; use prepositions: <i>in, on, under, next to</i> ; use the simple present tense	use prior knowledge; use mime and gesture for meaning; use songs, chants, and games to learn words and sentences; practice psychomotor skills; practice fine motor skills	Art; Language Arts; Math; Music
answer <i>yes/no</i> questions; use action words; use the simple present and present progressive tenses; review the names of shapes and colors	use prior knowledge; use mime and gesture for meaning; use songs, chants, and games to learn words and sentences; practice psychomotor skills; practice fine motor skills	Art; Language Arts; Math; Music; Science
ask and answer questions with <i>what</i> ; use the simple present and present progressive tenses; use verbs: <i>have, make, use, and want</i>	use prior knowledge; use mime and gesture for meaning; use songs, chants, and games to learn words and sentences; practice psychomotor skills; practice fine motor skills	Art; Language Arts; Math; Music
ask and answer questions with <i>who, what, and where</i> ; use the simple present tense; review prepositions of location: <i>in, on, in front of, under, next to, behind</i>	use prior knowledge; use mime and gesture for meaning; use songs, chants, and games to learn words and sentences; practice psychomotor skills; practice fine motor skills	Art; Language Arts; Math; Music
ask and answer questions with <i>what, who, and where</i> ; answer questions with <i>yes/no</i> ; use the simple present tense; use prepositions of location: <i>behind, in, in front of, next to, on, under</i>	use prior knowledge; use mime and gesture for meaning; use songs, chants, and games to learn words and sentences; practice psychomotor skills; practice fine motor skills	Art; Language Arts; Math; Science; Music
ask and answer questions with <i>what</i> and <i>how many</i> ; use the simple present and present progressive tenses; recognize and use comparative adjectives: <i>big, bigger</i>	use prior knowledge; use mime and gesture for meaning; use songs, chants, and games to learn words and sentences; practice psychomotor skills; practice fine motor skills	Art; Language Arts; Math; Music
answer questions with <i>yes/no</i> ; use the simple present tense; use descriptive adjectives: <i>short, long</i> ; read simple sight words; read rebus sentences; write initial <i>a, c, f, m, and s</i>	use prior knowledge; use mime and gesture for meaning; use songs, chants, and games to learn words and sentences; practice psychomotor skills; practice fine motor skills	Art; Language Arts; Math; Music
ask and answer questions with <i>what</i> and <i>where</i> ; use the simple present and present progressive tenses; read simple sight words and labels; read rebus sentences	use prior knowledge; use mime and gesture for meaning; use songs, chants, and games to learn words and sentences; practice psychomotor skills; practice fine motor skills	Art; Language Arts; Music
understand and use sequence words: <i>first, then, last</i> ; use the simple present and present progressive tenses; recognize the past tense of regular verbs; sound out words to read and write; read and write simple sight words	use prior knowledge; use mime and gesture for meaning; use songs, chants, and games to learn words and sentences; practice psychomotor skills; practice fine motor skills	Art; Language Arts; Math; Music