

Scope and Sequence

| Unit | Early Learning Goals | Vocabulary | Language |
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| 1 | <p>To greet and say one's name.</p> <p>To identify and name school objects.</p> <p>To make predictions about a story.</p> | <p>boy, girl, teacher; school objects; cut, paint, glue, color, sing, draw, play, say "hello"</p> | <p>Hello, (Teacher Tom). What's your name? My name's (Alice). What's this? It's a (book). Hello, (Sylvia). What's this? It's a (pencil). What are these? They're (scissors).</p> |
| 2 | <p>To recognize and name body parts.</p> <p>To recognize and name facial features.</p> <p>To name body movements.</p> <p>To listen to a story attentively.</p> | <p>body parts; run, clap, dance, hop, kick, jump, touch, lift, reach</p> | <p>What is this? It's (an arm). Touch your (leg). Open / close your eyes. What's missing? The (nose). I can (jump). What is your favorite action? (Hop!) How many (arms) do you have? (Two.)</p> |
| 3 | <p>To identify and name farm animals.</p> <p>To recognize numbers from 1 to 12.</p> <p>To match numerals to group objects.</p> | <p>barn, chick, cow, duck, farm, goat, hen, horse, rooster, sheep, turkey; numbers 1 to 12</p> | <p>What's this? It's a (cow). A (chick) lives on the farm. What are these? They're (cows). Which animal is different? The (horse). How many animals are there? (One, two, three) (ducks).</p> |
| 4 | <p>To recognize shapes.</p> <p>To name, identify and describe family members.</p> <p>To sequence a story.</p> | <p>shapes; young, old, short, tall, fat, thin; family members</p> | <p>What is it? It's a (square). Is (Grandma) young or old? (She's) old. (Dad) is (tall). I'm tall / short. Is (Grandpa) fat or thin? (He's) (thin).</p> |
| 5 | <p>To identify and name the rooms in the house.</p> <p>To identify and name furniture.</p> <p>To identify the location of objects.</p> <p>To count from 1 to 15.</p> | <p>rooms in the house; furniture; in, on, under, behind, shoe, thirteen, fourteen, fifteen</p> | <p>This is the (kitchen). Where's (dad)? He's in the (living room). What number is this? (Thirteen.) He is behind (Miguel). She is under the table.</p> |
| 6 | <p>To identify and name actions done in the day and at night.</p> <p>To identify clothes to wear in the daytime and at night.</p> <p>To identify and name days of the week.</p> <p>To identify and name numbers from 10 to 18.</p> | <p>actions done in the day and at night; parts of the day; clothes; days of the week; numbers 10 to 18</p> | <p>This is the (sun). It's daytime. I wake up. I (take a shower). Do you (take a bath) in the morning or at night? (At night.) These are (slippers). I wear my (T-shirt) (in the daytime).</p> |
| 7 | <p>To count up to 20.</p> <p>To describe where objects are using prepositions.</p> <p>To identify events in a story.</p> | <p>numbers 1 to 20; prepositions; park words</p> | <p>This is number (19). The (rabbit) is (behind) the (tree). The (girl) is (next to) the (bench). Let's (slide) on the (slide).</p> |
| 8 | <p>To identify and name food and drinks.</p> <p>To identify and associate mealtimes with food and drinks.</p> <p>To express likes and dislikes.</p> <p>To identify missing parts of a story and complete it.</p> | <p>food and drinks; vegetables; fruit; hungry, thirsty, breakfast, dinner, lunch</p> | <p>(Susan), are you (hungry)? Yes. / No. What's for (breakfast)? (Cereal, toast, pancakes.) We eat (breakfast) in the (morning). Do you eat (pancakes) for breakfast, lunch or dinner? For (breakfast).</p> |