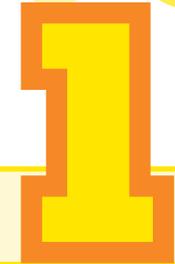


# Scope and Sequence



	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: <i>1, 2.</i> Counting: <i>1, 2; How many boys do you see? One.</i>	<i>One, two, boy, girl, teacher, clap, children; school objects; facial features.</i>
	8	Identifying numbers: <i>1, 2.</i> 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: <i>1, 2; 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: <i>1-3.</i> Counting: <i>1-3.</i>	<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: <i>1-3.</i>	<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>

# Scope and Sequence

	Week	Objectives	Vocabulary
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.

# Scope and Sequence

# 2

	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

# Scope and Sequence

	Week	Objectives	Vocabulary
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>

# Scope and Sequence



	Week	Objectives	Vocabulary
<b>Unit 1</b> <b>I Am Special</b>	<b>1</b>	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
	<b>2</b>	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
	<b>3</b>	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
	<b>4</b>	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
<b>Unit 2</b> <b>Animals Everywhere!</b>	<b>5</b>	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
	<b>6</b>	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
	<b>7</b>	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
	<b>8</b>	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
<b>Unit 3</b> <b>Family Fun</b>	<b>9</b>	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
	<b>10</b>	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
	<b>11</b>	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
	<b>12</b>	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
<b>Unit 4</b> <b>My Community</b>	<b>13</b>	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
	<b>14</b>	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
	<b>15</b>	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
	<b>16</b>	Learning to tell the time. <i>What time is it? It's eleven o'clock.</i> Helping at school.	Numbers: 9–12

# Scope and Sequence

	Week	Objectives	Vocabulary
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