

Scope & Sequence

Unit 1: Time for School

Grammar and Functional Language	Vocabulary		Functions
<p>Imperatives Sit down. Stand up. Take out your pencil.</p> <p>Verb to be What's this? It's a pencil. Is it a pencil? Yes, it is. / No, it isn't.</p> <p>Indefinite Articles A pencil. An eraser.</p> <p>How many...? How many pencils are there? Three.</p> <p>Functional Language Good morning. Good-bye. How are you? I'm fine, thank you. What's your name? My name's (Sue). Let's play ball!</p>	<p>Verbs write, read, listen, sit down, stand up, close, open, take out, put away, play, go</p> <p>School Supplies and Objects pencil, pen, crayon, notebook, book, eraser, ruler, pencil case, glue stick, schoolbag, table, chair, clock, desk, computer, tablet, boy, girl, teacher, day, morning, name, friend, kitten, ball, school</p>	<p>Numbers 1-10</p> <p>Possessive Pronouns my, your, his, her</p>	<ul style="list-style-type: none"> • Introducing yourself • Exchanging greetings • Identifying school supplies and objects • Counting school supplies and objects
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> • Visual-Spatial Intelligence • Interpersonal Intelligence 	<p>Cross-Curricular Content Math</p>	<p>Values Welcoming new people</p>	<p>Phonics Alphabet review</p>
<p>Skills Developing reading comprehension strategies. Listening and drawing, describing. Comparing objects. Developing writing skills: spelling.</p>			

Unit 2: Let's Celebrate!

Grammar and Functional Language	Vocabulary		Functions
<p>Verb to be It's a cake. They're balloons. What color is the balloon? It's red. What color are the candles? They're blue.</p> <p>How old + verb to be How old are you? I'm six. We're eight. How old is he? He's seven. How old are they? They're two.</p> <p>Singular and Plural Nouns One candle. Two candles.</p> <p>Functional Language Let's share. Let's take turns.</p>	<p>Party Activities play a game, eat cake, blow out the candles, open presents, do a puzzle, share, take turns, say thank-you</p> <p>Party Objects candle, cake, balloon, piñata, present, party hat, streamer, card, cupcake</p>	<p>Toys game, teddy bear, blocks, puzzle, doll, car</p> <p>Colors red, orange, yellow, green, blue, purple, pink</p> <p>Numbers 1-10</p> <p>Words with A bat, alligator, cat, rat, arrow, ant, astronaut</p>	<ul style="list-style-type: none"> • Identifying objects and colors • Describing the color of objects • Asking about age • Saying your age • Making suggestions
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> • Visual-Spatial Intelligence • Interpersonal Intelligence 	<p>Cross-Curricular Content Social Studies Math</p>	<p>Values Giving meaningful gifts</p>	<p>Phonics Short <i>a</i> sound</p>
<p>Skills Developing reading comprehension strategies. Listen and circle. Developing writing skills: singular and plural forms.</p>			

Unit 3: Home, Sweet Home!

Grammar and Functional Language	Vocabulary		Functions
<p>Demonstrative Pronouns (this / these) This is my dad. These are my sisters.</p> <p>Verb to be + this...? Is this a table? Yes, it is. / No, it isn't.</p> <p>Where + verb to be (singular) Where's Dad? He's in the kitchen. Is Mom in the bedroom? Yes, she is. / No, she isn't. Are you in the bathroom? Yes, I am. / No, I'm not.</p> <p>Prepositions of Place (in, on, under) The cat is in the drawer. It's on the chair. It's under the bed.</p> <p>Present Simple A pet needs love.</p>	<p>Family Members mom, dad, sister, brother, baby, grandma, grandpa, grandparents, grandmother, grandfather, mother, father, twins, parents</p> <p>Rooms in a House kitchen, bedroom, bathroom, living room, dining room, hallway</p> <p>Furniture sofa, chair, table, bookcase, lamp, bed, dresser, fridge, stove, shower, sink, toilet, armchair, closet, drawer</p>	<p>Pets and Their Needs dog, cat, rabbit, hamster, water, food, exercise, love</p> <p>Prepositions of Place in, on, under</p>	<ul style="list-style-type: none"> Identifying family members Identifying rooms in a house and furniture Describing the location of persons and objects Identifying pets and their needs
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> Kinesthetic Intelligence Visual-Spatial Intelligence 	<p>Cross-Curricular Content Social Studies</p>	<p>Values Table manners</p>	<p>Phonics Short e sound</p>
<p>Skills Developing reading comprehension strategies. Developing writing skills: labeling photos.</p>			

Unit 4: In the Garden

Grammar and Functional Language	Vocabulary		Functions
<p>Demonstrative Pronouns (this / these) What's this? It's an orange. What are these? They're bananas. Are these onions? Yes, they are. / No, they aren't.</p> <p>Indefinite Articles A peach. An orange.</p> <p>Prepositions of Place (next to, between, in front of, behind) Where are the carrots? The carrots are next to the corn.</p> <p>There is / There are There is one flower. There are three ladybugs. How many bees are there? Are there any butterflies? Yes, there are. / No, there aren't.</p> <p>Present Simple A plant needs the sun.</p>	<p>Fruits & Vegetables apple, orange, banana, peach, pear, cherry, watermelon, carrot, fig, peaches, grapes, strawberries, onion, tomato, potato, beet, cucumber, pumpkin, radish</p> <p>Nature flower, seed, sprout, vine, grass</p> <p>Bugs bee, butterfly, ladybug, ant, spider, snail</p> <p>Verbs need, grow</p>	<p>Prepositions of Place next to, between, in front of, behind</p> <p>Plant Needs water, soil, sun</p> <p>Numbers 11-15</p> <p>Words with I fig, igloo, insects, fish, in, pink, six, is, it</p>	<ul style="list-style-type: none"> Identifying fruits and vegetables Identifying bugs and objects in nature Describing the life cycle of a plant Describing the position of objects Counting to 15
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> Naturalistic Intelligence 	<p>Cross-Curricular Content Science</p>	<p>Values Healthy eating habits</p>	<p>Phonics Short <i>i</i> sound</p>
<p>Skills Developing reading comprehension strategies. Developing writing skills: descriptive writing.</p>			

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Unit 5: People all Around

Grammar and Functional Language	Vocabulary		Functions
<p>Imperatives Touch your head. Clap your hands.</p> <p>Verb to be She is short.</p> <p>Present Simple I have brown eyes. He has red hair.</p> <p>Present Continuous What are you wearing? I'm wearing a gray sweater and blue pants. What's she wearing? She's wearing a white dress.</p> <p>Adjective Order Long brown hair.</p>	<p>Verbs have, wear, need</p> <p>Parts of the Body body, head, arm, leg, eye, hair, hand, foot/feet, ear, nose, mouth, finger, toe, knee, elbow, nose</p> <p>Adjectives big, small, long, tall, short</p> <p>Colors brown, black, blond, red, green, blue</p>	<p>Clothing shirt, pants, skirt, dress, socks, hat, shoes, sweatshirt, sweater, shorts, T-shirt, jacket</p> <p>Words with O dog, box, doll, clock, orca, orange, octopus, ostrich</p>	<ul style="list-style-type: none"> Identifying parts of the body Identifying colors Describing people Describing what someone is wearing Describing personal needs
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> Logical-Mathematical Intelligence Verbal-Linguistic Intelligence 	<p>Cross-Curricular Content Social Studies & Art</p>	<p>Values Valuing differences</p>	<p>Phonics Short o sound</p>
<p>Skills Developing reading comprehension strategies. Developing writing skills: adjective order and descriptive writing.</p>			

Unit 6: Down on the Farm

Grammar and Functional Language	Vocabulary		Functions
<p>Demonstrative Pronouns This is a cat. That is a duck. These are cows. Those are chicks.</p> <p>Demonstrative Adjectives These cows are big and fat. Those cows are small and thin.</p> <p>Imperatives Everybody wake up.</p> <p>Present Continuous What's the dog doing? It's playing in the mud. What are the ducks doing? They're swimming in the pond.</p> <p>Possessive Adjectives Is this your cow? No, that cow is big and brown. My cow is small and black.</p> <p>Functional Language It's 6 o'clock. Time to eat dinner.</p>	<p>Farm Animals cow, horse, sheep, goat, duck, cat, dog, mouse/mice, hen, chick, kitten, puppy, lamb</p> <p>Places on a Farm barn, mud, field, pond</p> <p>Adjectives big, small, fat, thin, clean, dirty, white, brown</p>	<p>Verbs play, sleep, eat, drink, swim, wake up, clean, milk the cow, feed, go to bed, live</p> <p>Meals breakfast, lunch, dinner</p> <p>People farmer, children</p>	<ul style="list-style-type: none"> Identifying farm animals and their babies Identifying places on a farm Describing animals Describing the activities of animals Telling time and describing routines
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> Visual-Spatial Intelligence Naturalistic Intelligence 	<p>Cross-Curricular Content Social Studies</p>	<p>Values The importance of farms</p>	<p>Phonics Short u sound</p>
<p>Skills Developing reading comprehension strategies. Developing writing skills: describing your daily routine.</p>			

Unit 7: A Picnic in the Park

Grammar and Functional Language		Vocabulary		Functions	
<p>Present Continuous What are you doing? I'm playing soccer. We're drinking lemonade. What's he doing? He's riding a bike. What are they doing? They're reading.</p> <p>Verb to be I'm tired. We're hungry. Are you thirsty? Yes, I am. / No, I'm not.</p> <p>Present Simple (like) I like cookies. I don't like tomatoes. He likes cookies. She doesn't like milk. Do you like pizza? Yes, I do. / No, I don't.</p>		<p>Food & Drinks ice cream, chicken, cookie, cheese, sandwich, cake, grape, pizza, tomatoes, chocolate, lemonade, fish, milk, soda</p> <p>Action Verbs play (soccer), eat, drink, walk (the dog), ride (a bike), read, run, climb (a tree), fly (a kite), swim</p> <p>Adjectives to Describe Feelings happy, sad, mad, tired, hungry, thirsty</p>		<p>Numbers 16-100</p> <p>Words with SH / CH cheese, shoe, chocolate, shirt, chick, shh, chair, church, sheep, shark, shorts</p>	<ul style="list-style-type: none"> Counting to 100 Describing emotions Talking about likes and dislikes
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> Interpersonal Intelligence Linguistic Intelligence 		<p>Cross-Curricular Content Math</p>	<p>Values Learning to share</p>	<p>Phonics Beginning sounds: <i>sh</i> and <i>ch</i></p>	
<p>Skills Developing reading comprehension strategies. Developing writing skills: using contractions.</p>					

Unit 8: All About Me!

Grammar and Functional Language		Vocabulary		Functions	
<p>Present Simple (have) I have a bat. I don't have a mitt. Do you have a bike? Yes, I do. / No, I don't.</p> <p>Present Simple (want) I want a bike. I want some tennis shoes.</p> <p>Verb can I can jump rope. I can't swim. Can you ride a bike? Yes, I can. / No, I can't.</p> <p>Functional Language My favorite sport is soccer. My favorite color is blue. I'm first!</p>		<p>Action Verbs play soccer, swim, dance, ride, climb, jump, run, ski, kick, throw, catch, play the piano, sing</p> <p>Sports tennis, cycling, swimming, soccer, basketball, football, baseball, running</p> <p>Equipment football, soccer ball, baseball, basketball, tennis racket, bat, mitt, bike, helmet, scooter, skis, jump rope, tennis shoes, water bottle, uniform, skates</p>		<p>Ordinal Numbers first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth</p> <p>Words with T / TH three, ten, table, tablet, thin, thick, tomato, thumb, tree, thirsty, third</p>	<ul style="list-style-type: none"> Writing e-mails
<p>Multiple Intelligences</p> <ul style="list-style-type: none"> Logical-Mathematical Intelligence Bodily-Kinesthetic Intelligence 		<p>Cross-Curricular Content Math P.E.</p>	<p>Values Being a good friend</p>	<p>Phonics Beginning sounds: <i>t</i> and <i>th</i></p>	
<p>Skills Developing reading comprehension strategies. Developing writing skills: writing an e-mail.</p>					