

# Scope and Sequence

	Lessons	Early Learning Goals	Vocabulary	Language
Unit 1 I'm Ready for School	1–4	To say <i>hello</i> and <i>good-bye</i> to classmates To say one's name and introduce one's self and friend To identify and describe school objects To review and identify colors and numbers to 5	hello, good-bye, board, poster, shelf, table, chair, book, boy, girl, friend, colors, numbers 1–5, backpack, lunch box, pencil bag, colored pencil, paintbrush	Hello./Good-bye. What's this? It's a (board). This is a (chair). What's his/her name? His/Her name is (Jimmy). What's your name? My name is (Paco). Who's he? He's Jimmy. He's a boy. She's Kelly. She's a girl. What number do you see? One. What color is Kelly's backpack? It's purple. Kelly has a purple backpack. Does Kelly have a (purple) backpack? Yes, she does./No, she doesn't.
	5–8	To identify school supplies and describe their functions To describe school-related activities To say what one likes to do at school To listen to a chant and develop phonemic awareness	cutting, drawing, painting, gluing, coloring, singing, scissors, pencil, paintbrush, crayon, glue stick, colored pencil	What is this (boy) doing? (He's) (cutting). I cut with my scissors. She's painting. I can paint, too. What is he/she doing? He/She is painting. This is a paintbrush. I paint with a paintbrush. Do you like to (draw)? Yes, I do./No, I don't. I like to sing. I don't like to write.
	9–12	To identify, count and write numbers 1–5 To say how old one is as well as another person To identify party-related vocabulary To identify shapes in party objects	numbers 1–5, birthday cake, candles, circle, square, triangle, rectangle, shape, balloons, presents, hats, party	How old are you? I'm (four) years old. How many balloons are there? Let's count. 1, 2, 3, 4. What shape are the balloons? Circles. What color is the circle? Red.
	13–16	To listen to and answer questions about a story To identify classroom objects and members of the family To sequence a story and act it out To understand the importance of taking care of one's school things	mommy, daddy, sister, pencil case, school bus, bed, toy box, sofa, car, in, on, under	Who's she? Mommy. Where is his pencil case? It is under the bed. I have (don't have) a crayon. He is (is NOT) taking care of his school things. Is he taking care of his school things? Yes, he is./No, he isn't.
Unit 2 I Keep My Body Clean	1–4	To identify and count body parts To recognize and sequence numbers 1–10 To count to 10 and trace numbers to 10 To listen to, retell and act out a chant	body, head, shoulder, arm, leg, hand, foot, fingers, knees, toes, eyes, ears, mouth, nose, numbers 1–10, bath	What's this? It's a (leg). What are these? They're (hands). This is my leg. These are my ears. How many ears do you have? I have two ears. What number is this? (Ten.) Show me (four) fingers.
	5–8	To identify and describe grooming items To describe daily grooming routines/actions To follow patterns To understand that we each have our own toothbrush	towel, shampoo, brush, comb, toothbrush, toothpaste, soap, bathroom, sink, toilet, bathtub, bag	Is this a (comb)? Yes, it is./No, it isn't. It's a (towel). Towel, soap, soap... What comes next? I have (don't have) my toothpaste. I need my toothbrush. This is my red toothbrush. What color is your towel?
	9–12	To identify grooming items and grooming actions To associate grooming items with actions To talk about grooming routines and related items To understand the importance of keeping one's body clean	wash my hands, dry my hands, comb my hair, brush my teeth, take a shower, wash my hair, brush my hair	Wash your hands. What is Jimmy doing? He is washing his hands. I brush my teeth with a toothbrush. What do you need to brush your teeth? I need a toothbrush. Does she need a comb? Yes, she does./No, she doesn't.
	13–16	To listen to and answer questions about a story and retell it To talk about one's favorite part of a story To talk about the importance of keeping our body clean	taking a shower, drying off, wash, rinse, dry, bathtub, bubbles, dry off	What is Little Tiger doing? He is taking a bath. What does he need to brush his teeth? He needs a toothbrush and toothpaste. He can brush his teeth by himself. Can you (brush your teeth) by yourself? Is he keeping his body clean? Are Dino's (hands) clean? No.

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Unit 3 At the Park	1–4	To identify park animals and objects To describe what one can see in the park To follow simple instructions To describe the location of an animal	park, bench, flower, bird, butterfly, tree, log, squirrel, rabbit, colors, behind, in front of, on, under, in, next to	I can see a (squirrel). I can see some (flowers). Dino can see a brown squirrel. What can you see in the park? I can see some (red flowers). Can you see a (blue squirrel) in the park? Yes, I can./No, I can't. Where is the squirrel? The squirrel is in front of the tree.
	5–8	To describe what one can see in a park To describe actions children can do together in the park To review colors To review the numbers 1–10 and count up to 10 objects	crawling, walking, sitting, climbing, jumping, running, colors, numbers 1–10	What are they doing? They are running in the park. What is he/she doing? He/She is (running). I am (running), too. Is the green dinosaur climbing? Yes, he is./No, he isn't. He is crawling. How many dinosaurs can you see? I can see (four) dinosaurs.
	9–12	To identify and name playground equipment To describe abilities and say what one can and can't do To say what one likes to do on the playground and describe actions To listen to a chant and follow along	slide down the slide, swing on the swings, play/crawl in the sandbox, climb up the climbing frame, fast, slow, up, down, high, low	Let's slide on the slide. What can she do? She can slide. I can slide, too. I like to slide. Do you like to slide? Color the happy face if you like to slide. Can he slide? Yes, he can./No, he can't. Can you slide? Yes, I can slide./No, I can't slide. What can this little girl do? She can swing (high). He can't slide.
	13–16	To listen to and answer questions about a story and retell it To talk about the importance of having friends and being kind to them	park, swing, slide, climb, sad, dog park, walk, run, play in the sandbox, sit	Can Ana and Mikey swing? Yes, Ana and Mikey can swing. Can Pancho swing? No, Pancho can't swing. How do they feel? How does Pancho feel? What can Dino do? He can crawl. Can Dino crawl on a tree (in a log)? Are the dinosaurs being friendly and kind?

Unit 4 At the Farm	1–4	To identify farms animals To identify and describe the color of farm animals To describe which animals a farmer has and doesn't have	farmer, barn, hen, sheep, duck, turkey, horse, cow, chick, cat, dog	Is it a (duck)? Yes, it is./No, it isn't. What's this? It's a (brown horse). What are these? They are (yellow chicks). What can you see? I can see some (yellow chicks) and a (brown horse). Does the farmer have any (cats) on his farm? Yes, he does./No, he doesn't. How many (cats) does he have? He has (two cats). I have (a brown and white cow).
	5–8	To identify numbers 11 and 12 To count to 12 and sequence the numbers (1-12) To understand the concept of zero	cow, spots, numbers 11 and 12, hen, nest, eggs, chicks, rooster, zero	What number is this? Eleven. How many spots can you see? Let's count. One. Two. Three. ... Eleven. I can see 11 spots. How many eggs are there? There are 10 eggs. Show me number 10. How many chicks do you see? I see 12 chicks.
	9–12	To identify farm animals and farm-related chores To count sets of objects To identify family members and describe their chores To associate farm animals with the products we get from them To listen to and enjoy a chant	collecting eggs, feeding the chickens/horse, milking the cow, shearing the sheep, milk, wool, sweaters, daddy, mommy, brother, sister	What is the mother doing? She is milking the cow. Which animals give us milk? Cows give us milk. Sheep give us wool. We make sweaters with wool. She is shearing the sheep. This is the way she shears the sheep.
	13–16	To listen to and answer questions about a story and retell it To talk about one's favorite part of a story To talk about the importance of helping with chores	dog, puppy, baby cow, naughty, pond, fence, in, on, under, next to, feed the animals	Where is little puppy? He is in the water. Is she helping her mommy collect eggs? Yes. She is helping on the farm. Is she helping on the farm? Yes, she is./No, she isn't.



	Lessons	Early Learning Goals	Vocabulary	Language
Unit 5 Clothes and Weather	1–4	To identify, name and describe clothing (including colors) To sort clothing by singular and plural To name clothing one has and doesn't have To recognize numbers 13–15 and count and sequence them to 15	pants, shorts, socks, (tennis) shoes, t-shirt, sweater, skirt, dress, cap, colors, soccer shirt, thirteen, fourteen, fifteen, closet	What is this? It is a gray sweater. What are these? They are blue pants. Is this a (t-shirt)? Yes, it is./No, it isn't. Are these (tennis) shoes? Yes, they are./ No, they aren't. Does Jimmy have blue pants? Yes, he does./No, he doesn't.
	5–8	To identify and name clothing items To describe what someone is wearing To explore the concept of buying clothing	hat, blouse, jeans, put on, take off	What's he/she wearing? He's/She's wearing a red shirt and blue pants. What are you wearing? I'm wearing jeans. Is Kelly wearing shorts (a skirt)? Yes, she is./No, she isn't. What color is the skirt? It's red.
	9–12	To identify weather symbols and describe weather conditions To identify and name weather-related clothing items To understand how to dress for different weather conditions To listen to and enjoy a chant	sandals, swimsuit, sunglasses, jacket, hat, scarf, mittens, sunny, windy, rainy, snowy, hot, cold, raincoat, boots	Is it hot or cold outside? It's hot outside. It's a hot and sunny day. What's Jimmy wearing? He's wearing a blue swimsuit and red sandals. What's the weather like? It's sunny. Look outside. It's cold and windy. Do we wear a scarf on a cold and windy day? Yes./No.
	13–16	To listen to and answer questions about a story and retell it To understand how to dress according to the weather To say what someone should or shouldn't wear for different weather conditions	fly a kite, ride a bike, splash in puddles, build a snowman, umbrella	What's Bobby doing? He's making a snowman. Do we wear shorts when it's hot and sunny? Yes./No. Put on your sandals. Don't put on your mittens.

Unit 6 I Can Help at Home	1–4	To identify parts of a house and rooms in a house To identify colors and shapes To identify family members To identify common actions done in each room by family members	circle, triangle, square, rectangle, house, door, roof, window, grandma, grandpa, bedroom, bathroom, kitchen, living room, play, eat, read, sleep, cook, watch TV, play video games, drink	What shape is this? It's a (rectangle). What color is the (rectangle)? It's (green). The door is a rectangle. Where's Kelly's mommy? Is she in the bathroom? Yes, she is./No, she isn't. Who's in the living room? Jimmy and his big brother are in the living room. Who's brushing her teeth? Jimmy's mommy is brushing her teeth. What room is this? It's the (bedroom). Who's this? This is Dino's (baby brother).
	5–8	To identify furniture and appliance items and rooms To say which furniture item goes in each room To identify toys and describe their locations To listen to a chant, retell it and act it out	refrigerator, stove, sink, armchair, sofa, TV, toilet, bathtub (tub), sink, bed, dresser, nightstand, teddy bear, sailboat, car, robot, action figure, ball, doll, dinosaur	What's this? It's (a stove). Where does it go? It goes in the (kitchen). Does the (bed) go in the (bathroom)? Yes, it does./No, it doesn't. Where's the (ball)? It's under the (bed).
	9–12	To identify family members and chores To understand that families work together To describe how one helps out at home	wash the dishes, set the table, cook, make the bed, sweep, wash the tub (bathtub), fold the clothes, water the plants, feed the cat, put away the toys	What's Daddy doing? He's washing the dishes. Who's sweeping the floor? Mommy. Is Mommy making the bed? Yes, she is./No, she isn't. I can fold the clothes. Can you fold the clothes? Yes, I can./No, I can't. Do you water the plants at home?
	13–16	To listen to and answer questions about a story and retell it To identify numbers 16–18 To understand the importance of helping at home To understand the importance of respecting things in our home and elsewhere	kick a ball, bubbles, tub, numbers 16–18, boxes, jump on the sofa, watch TV	Don't jump on the sofa! Do you jump on the sofa at home? Yes, I do./No, I don't.? Is he helping at home? Yes, he is. /No, he isn't. He is NOT helping at home.

	Lessons	Early Learning Goals	Vocabulary	Language
Unit 7   Eat Healthy Food	1–4	To identify fruits and vegetables To describes likes and dislikes To identify numbers 19 and 20 and count objects to 20 To describe what someone wants to buy	fruit, watermelon, pineapple, papaya, melon, seeds, inside, outside, numbers 19 and 20, vegetable, onion, peas, potato, cucumber, tomato, broccoli, carrot	A watermelon has seeds. I like watermelon. Do you like watermelon? Yes, I do./No, I don't. What are these? They are peas. This is an onion. Do you like onions? I like broccoli. I don't like potatoes. I want some carrots. Do you have any carrots? How many carrots do you have? I have (three) carrots.
	5–8	To identify food items To understand the need for a shopping list To say which items a store (or Dino) has or doesn't have To understand the importance of eating healthy foods	supermarket, shopping cart, fish, meat, cereal, cheese, bread, chicken, rice, soup, eggs, shopping list, milk, yogurt, apple, juice, healthy plate, water	We need cereal. Put the cereal in the cart. Does Dino have yogurt in his cart? Yes, he does./No, he doesn't. Dino has chicken in his cart, but he doesn't have bread in his cart. What do they need? They need milk. Does the store have milk? Yes, it does./No, it doesn't.
	9–12	To identify parts of the day (morning, afternoon, evening) To identify breakfast, lunch and dinner foods and describe what someone has/doesn't have for meals To identify place settings/tableware To identify ingredients that go into chicken soup	morning, afternoon, evening, breakfast, lunch, dinner, milk, toast, juice, grapes, sandwich, pear, meat, fish, spoon, knife, fork, plate, glass, napkin	I eat (breakfast) in the (morning). What's Jimmy eating? He's eating cereal and fruit. What does Kelly have in her lunch box? She has yogurt. Does she have grapes? No, but she has watermelon. What do you want for (dinner)? Put the chicken in the pot.
	13–16	To identify characters in a story To listen to and answer questions about a story and retell it To understand the importance of eating healthy foods To identify foods as healthy or unhealthy	apples, oatmeal, fish, junk food, cookies, french fries, pizza, healthy (unhealthy) foods, soda, donut	What does Stacey have for lunch? She has broccoli. What's this? It's pizza. Is it healthy? Yes, it is./No, it isn't. These are cookies. Are they healthy? Yes, they are./No, they aren't. It's soda. It's unhealthy. They are peas. They are good for you
Unit 8   Plants Grow	1–4	To understand what a plant is and identify the parts To associate vegetables with parts of plants To describe likes and dislikes	roots, stem, leaves, flower, lettuce, celery, orange, seeds	What's this? It's a (stem). What are these? They are (roots). What's missing? Are these (roots)? Yes, they are./No, they aren't. Is this (the flower)? Yes, it is./No, it isn't. A carrot is a root.
	5–8	To understand that plants grow from seeds To identify the parts of a plant and sequence its life cycle To identify what plants need to grow To listen to and retell a chant	first, then, next, finally, pot, soil, plant, seed, water, put, grow, watch, sprout, air, ground, watering can, sunshine, sun	Dino is planting a seed. First, put some soil in the pot. (Then, ..., Next, ... Finally, ...) Watch the plant grow. First, the roots come out. (Then, ... Next, ... Finally, ...) The flower has seeds. Dino can plant the seeds. What do plants need to grow? Plants need (soil) to grow.
	9–12	To understand that plants grow To compare objects by height and say which is taller or shorter To learn to measure items with paper clips To recognize numbers to 20 To role-play having a flower shop	tall, short, same, different, taller, shorter, measure, paper clip, numbers 1–20, colors	Kelly has a tall/short plant. It has (doesn't have) a flower. They are different. Short flower, tall flower, what comes next? Describe the flowers. I see a (short, yellow) flower. The (yellow) flower is shorter/taller than the (purple) flower. How tall is the (yellow) flower? It's (four) paper clips tall. Which flower is taller, the (red) flower or the (yellow) flower? The (yellow) flower is taller than the (red) flower.
	13–16	To listen to and answer questions about a story and retell it To identify feelings and identify how characters are feeling To identify vegetables and say what plants need to grow To understand the importance of taking care of plants	happy, sad, scared, angry, sick, excited, plant a tree, water the plants, walk on the flowers, plant a seed, weed the garden	How does Peter feel? He feels excited. Is Dino taking care of his tree? Yes, he is. He is putting the tree in the soil. /No, he isn't. He is NOT taking care of his plants.