

# Scope and Sequence

		Early Learning Goals	Vocabulary	Language
Unit 1 My School	Lessons 1-4	To say hello and greet each other by name To say good-bye To present people To identify gender To learn about school To hold a book, turn the pages and find pictures	hello, good-bye, boy, girl, teacher, school, book	<i>Hello, (Jimmy). Good-bye (Kelly). What's your name? I'm (Dino). I'm a (boy / girl). This is (name). He's / She's a (boy / girl). It's a book. My book.</i>
	Lessons 5-8	To recognize, identify and describe school objects To listen to a chant and retell parts of it To sort school objects by category	crayon, table, chair, classroom, book, backpack, teacher, school, boy, girl	<i>It's a crayon. My crayon. There's a table in my classroom. Is it a crayon? Yes. / No. It's a book.</i>

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Unit 2 My Face	Lessons 1-4	To recognize and say the parts of the face on yourself and on others To recognize the color red To recognize and draw the number 1	eyes, face, mouth, nose, red, one	<i>My (eyes). Kelly's (nose). What color is it? Red. It's (red). One. Is this your (nose)? Yes. / No. This is Jimmy's (nose). This is my (nose).</i>
	Lessons 5-8	To identify when something is missing To recognize someone using symmetry To sort parts of the face by category To understand the meaning of a story	eyes, nose, mouth, face, ears, hair	<i>My (eyes). My (hair). Who is it? It's (name). What are these? (Eyes.) What is this? It's a (mouth). Is this your (nose)? Yes. / No.</i>

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Unit 3 My Family	Lessons 1-4	To identify family members To identify <i>mommy, daddy, brother and sister</i> To sort family members by category To predict what is in a story To recognize the color blue	family, mommy, daddy, sister, brother, baby, blue	<i>This is (Mommy). This is my family. Who is it? It's (Daddy). This is my brother. I have a (brother / sister). Do you have a (brother / sister)? (His / Her) name is (name). What color is it? It's blue.</i>
	Lessons 5-8	To recognize and draw the number 2 To identify grandma and grandpa To review family members To review numbers To use artwork to support meaning To personalize a story	two, left, right grandma, grandpa, mommy, daddy, baby, one, two, brother, sister, family	<i>Two. Who is it? It's (Grandma). This is (Grandma / Grandpa). How many do you see? One. / Two. Do you have a (family member)? Yes. / No.</i>

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Unit 4 My Lunch	Lessons 1-4	To identify fruit To associate numerals with numbers To recognize the color orange To recognize a circle To recognize and draw the number 3	apple, banana, orange, circle, three, left, right	<i>It's a banana. It's an apple. Do you like (oranges)? I like / don't like (oranges). What color is it? It's orange. Is it (blue)? What shape is it? It's a circle. Does (Jimmy) like (oranges)?</i>
	Lessons 5-8	To identify and associate numbers and numerals To trace over sensory numbers To identify food and drink To categorize items To identify the odd one out in a line To understand how fruit grows on trees	one, two, three, seeds, milk, juice, sandwich, lunch box, apple, banana, orange	<i>What number is it? Three. How many are there? (Three.) What are these? Seeds. What is it? (Milk. / A banana.) Do you like (milk / bananas)? Yes. / No. I like / don't like milk. Eat. Drink. Is it (milk)? Yes. / No.</i>

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<b>Unit 5</b>	<b>My Toys</b>			
	Lessons 1-4	To identify toys To recognize the color green To recognize a square	toys, ball, car, teddy bear, robot, doll, building blocks, green, square	<i>What is it? It's a (toy). (Two) toys. What color is it? Green. Is it (color)? Yes. / No. What shape is it? Square. Is it a (shape)? Yes. / No. It's a (shape). What are they? They're (building blocks).</i>
Lessons 5-8	To identify toys To associate the numeral with a number of objects To count up to three objects To identify colors and shapes To sort by colors To make a mask	ball, doll, car, building blocks, teddy bear, robot, toys, one, two, three, square, circle, green, blue, red, orange	<i>What is it? It's a (toy). How many (toys) does (Dino) have? He / She has (one toy). What is your favorite toy? (A car.) What shape is it? It's a (square). What color is it? It's (blue).</i>	

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<b>Unit 6</b>	<b>My Pet</b>			
	Lessons 1-4	To identify pets To review colors and shapes To recognize the color yellow To recognize a triangle	dog, cat, turtle, ears, eyes, nose, one, two, yellow, triangle, circle, square	<i>What is it? It's a (dog). Do you have a (pet)? Yes. / No. What color is it? It's yellow. What shape is it? It's a (triangle). It's a (green) (triangle).</i>
Lessons 5-8	To recognize and draw the number 4 To identify more pets To review shapes, colors and pets To identify pet noises and actions To count from 1 to 4 To sort pictures according to groups	four, left, right, bird, fish, rabbit, dog, cat, turtle, one, two, three, four, circle, square, triangle, yellow, red, blue, orange, green	<i>What is it? It's a (bird). Do you like (rabbits)? Yes. / No. Where is the (rabbit)? In the (red) (circle). How many (cats) are there? There are (three) (cats).</i>	

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<b>Unit 7</b>	<b>My Clothes</b>			
	Lessons 1-4	To identify clothing To describe clothes using colors To say what someone is wearing To recognize a rectangle and other shapes To recognize and draw the number 5	shoes, shorts, skirt, sweater, t-shirt, pants, socks, rectangle, five, up, down, colors, shapes, numbers	<i>What is it? It's a (skirt). What color is it? It's (orange). What color are they? (Green.) What is he / she wearing? He is wearing (blue pants) / (a green sweater). What shape is it? It's a (rectangle).</i>
Lessons 5-8	To review shapes and colors To describe items of clothing using colors To associate the numeral with a number of objects To count up to five objects To talk about what people are wearing To take part in a survey	shoes, shorts, skirt, sweater, t-shirt, pants, socks, colors, shapes, numbers	<i>What are they? (Shoes.) How many (sweaters) are there? (Five sweaters.) I'm wearing (a red skirt.) Where are the (shoes)? In the (green rectangle). My sock is (yellow). It has (blue squares).</i>	

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<b>Unit 8</b>	<b>The Weather</b>			
	Lessons 1-4	To identify a sunny (cloudy, rainy, windy) day To identify clothing to wear in different weather	sun, sunny, cloud, cloudy, rainy, windy, umbrella, boots, clothes, colors, shapes	<i>How's the weather? It's (sunny). What is it? It's the sun. What color is the sun? Yellow. The sun is yellow. Dino wears a sweater on windy days.</i>
Lessons 5-8	To identify different types of weather To review shapes and colors To associate the numeral with a number of objects To count up to five objects To talk about what people are wearing To take part in a survey	rainbow, sun, sunny, cloud, cloudy, rainy, windy, umbrella, boots, colors, shapes, numbers	<i>What color is it? It's (orange). It's a (blue circle). What shape is this? It's a (circle). How's the weather today? It's (sunny) today.</i>	

