

Scope and Sequence

Unit	Early Learning Goals	Vocabulary	Language
1	To greet and say one's name. To identify and name school objects. To make predictions about a story.	<i>boy, girl, teacher; school objects; cut, paint, glue, color; sing, draw, play, say "hello"</i>	<i>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).</i>
2	To recognize and name body parts. To recognize and name facial features. To name body movements. To listen to a story attentively.	<i>body parts; run, clap, dance, hop, kick, jump, touch, lift, reach</i>	<i>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.)</i>
3	To identify and name farm animals. To recognize numbers from 1 to 12. To match numerals to group objects.	<i>barn, chick, cow, duck, farm, goat, hen, horse, rooster, sheep, turkey; numbers 1 to 12</i>	<i>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).</i>
4	To recognize shapes. To name, identify and describe family members. To sequence a story.	<i>shapes; young, old, short, tall, fat, thin; family members</i>	<i>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).</i>
5	To identify and name the rooms in the house. To identify and name furniture. To identify the location of objects. To count from 1 to 15.	<i>rooms in the house; furniture; in, on, under, behind, shoe, thirteen, fourteen, fifteen</i>	<i>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.</i>
6	To identify and name actions done in the day and at night. To identify clothes to wear in the daytime and at night. To identify and name days of the week. To identify and name numbers from 10 to 18.	<i>actions done in the day and at night; parts of the day; clothes; days of the week; numbers 10 to 18</i>	<i>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).</i>
7	To count up to 20. To describe where objects are using prepositions. To identify events in a story.	<i>numbers 1 to 20; prepositions; park words</i>	<i>This is number (19). The (rabbit) is (behind) the (tree). The (girl) is (next to) the (bench). Let's (slide) on the (slide).</i>
8	To identify and name food and drinks. To identify and associate mealtimes with food and drinks. To express likes and dislikes. To identify missing parts of a story and complete it.	<i>food and drinks; vegetables; fruit; hungry, thirsty, breakfast, dinner, lunch</i>	<i>(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).</i>