










# Scope and Sequence

Big Question	Story and Literacy	Vocabulary	Language	Values	Concept	Speaking	Cross-curricular	Numeracy	Project
 <b>What do you like to do at school?</b>	<i>My Favorite Thing</i> Sounds and letters <b>book</b> /b/, <b>house</b> /h/, <b>mouse</b> /m/, <b>sad</b> /s/, <b>teacher</b> /t/ What does Betty like to do at school?	<i>paint, draw, color, cut, glue, pencil, marker, paintbrush, glue stick, scissors, listen to stories, play with friends, clean up, eat lunch, sing songs</i>	<i>I (draw) with (a pencil). What do you like to do? I like to (clean up).</i>	Cleaning up the classroom	Expressing color preferences	Practice asking for permission at school <i>May I get (some paper), please? Yes, you may.</i>	Art: What are the primary colors?	1–10	Make a school activities display
 <b>How can we take care of ourselves?</b>	<i>Good Job, Oliver!</i> Sounds and letters <b>face</b> /f/, <b>good</b> /g/, <b>jacket</b> /dʒ/, <b>kitchen</b> /k/, <b>lunchbox</b> /l/ What does Oliver do in the story?	<i>wash my face, brush my hair, eat healthy food, put on a jacket, drink water, toothbrush, brush, soap, towel, jump rope, tired, thirsty, dirty, hungry, sick</i>	<i>She washes her hands with soap. He brushes his (hair) with a (brush). She jumps with a jump rope. He dries his face with a towel. What's the matter? I'm / He's / She's (thirsty). What can I / he / she do? I / He / She can (sleep).</i>	Taking care of ourselves	Identifying the properties of shapes	Practice saying how you feel <i>What's the matter? I'm (hungry). You need to (eat)!</i>	Science: Can we eat this food sometimes or every day?	11 and 12	Make a healthy person poster
 <b>What do we do at home?</b>	<i>A Fun Game</i> Sounds and letters <b>candy</b> /k/, <b>door</b> /d/, <b>next</b> /n/, <b>quiet</b> /kw/, <b>quail</b> /kw/, <b>water</b> /w/ Is this a scene from the story?	<i>living room, dining room, kitchen, bedroom, bathroom, bed, couch, shower, lamp, fridge, set the table, sweep the floor, cook, watch TV, make the bed</i>	<i>Where does the (shower) go? The (shower) goes in the (bathroom). What's the (father) doing? He's / She's (making the bed). The (father's making the bed).</i>	Helping at home	in / on / under	Practice asking and saying where you are <i>Where are you? I'm here! Where? I'm in the (bedroom). I'm under the (bed)!</i>	Social Studies: What do you do at home during the day and at night?	13, 14, 15	Make a house
 <b>What can we see on a farm?</b>	<i>The Little Red Hen</i> Sounds and letters <b>plant</b> /p/, <b>red</b> /r/, <b>six</b> /ks/, <b>very</b> /v/, <b>yellow</b> /j/ Can you number the story scenes in order?	<i>cow, hen, duck, horse, sheep, feed the ducks, milk a cow, groom a horse, shear a sheep, collect eggs, lamb, calf, chick, foal, duckling</i>	<i>What's the farmer doing? She's / He's (grooming a horse). How many (horses) are there? There's one (horse). There are (two sheep).</i>	Taking care of farm animals	Recognizing patterns	Practice modulating and projecting your voice <i>What does a (cow say)? (Moo, moo!)</i>	Science: What food do we get from farm animals?	16, 17, 18	Make a hen

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 <b>What meals do we eat?</b>	<i>Pat's Birthday Dream</i> Sounds and letters <i>Pat, sad, Dad</i> /æ/ Can you number the story scenes in order?	<i>breakfast, lunch, dinner, eggs, chicken, salad, pancakes, water, soup, rice, milk, orange juice, cereal, fish, strawberries</i>	<i>What food does he / she like? He / She likes (eggs). He / She doesn't like (rice). What food do you like? I like (soup). I don't like (pancakes). What do you have for (breakfast)? I have (eggs) for (breakfast). We have (breakfast) in the morning / afternoon / evening.</i>	Eating a healthy breakfast	a few / a lot	Practice saying what you want for breakfast  <i>What do you want for breakfast? (Milk), please. What else? Anything else? No, thank you. You're hungry, Mia! That's great!</i>	Science: Which food comes from plants?	19	Make a breakfast, lunch, and dinner plate
 <b>What clothes do we wear?</b>	<i>The Teddy Bear Show</i> Sounds and letters <i>wig, big, pink</i> /ɪ/ What are the teddy bears wearing in the story?	<i>pants, shoes, T-shirt, skirt, sweater, socks, jacket, boots, raincoat, dress, sunny, snowy, cloudy, windy, rainy</i>	<i>What's she / he wearing? She's / He's wearing (a blue sweater). What are you wearing? I'm wearing (green pants). What's the weather like today? It's (sunny).</i>	Taking care of our clothes	left / right	Practice giving and responding to instructions  <i>What's the weather like? It's (rainy). Put on your (raincoat)! OK.</i>	Science: What can we see in each season of the year?	20	Make a clothes poster
 <b>What can we do with our senses?</b>	<i>The Apple Pie</i> Sounds and letters <i>sun, Gus, cut</i> /ʌ/ Which senses does Gus use in the story?	<i>see, touch, hear, smell, taste, soft, rough, smooth, good, bad, sweet, salty, loud, quiet, beautiful</i>	<i>How does it feel? It feels (soft). How does it smell? It smells (bad). How does it sound / look / taste? It (sounds quiet).</i>	Respecting differences and recognizing similarities	between / next to / behind	Ask and answer about how things taste  <i>How does your (popcorn) taste? It tastes (salty). Yum!</i>	Science: What senses do we use for different objects?	30	Make a sensory caterpillar
 <b>How do we travel?</b>	<i>Let's Climb a Mountain</i> Sounds and letters <i>top, Bob</i> /ɒ/ Is it real or imaginary?	<i>car, train, bus, airplane, boat, bike, helicopter, ship, air, water, land, beach, amusement park, mountains, city</i>	<i>Where does (an airplane) go? (An airplane) goes (in the air). He's / She's going to the (city). He's / She's going to get there (on an airplane). I'm going to the (amusement park). I'm going to get there (in a car).</i>	Caring for the environment	new / old, fast / slow	Practice describing a toy  <i>This is my (train). It's (old).</i>	Art: What different materials can we use to make art?	40	Make a transportation book
 <b>What do plants need to grow?</b>	<i>One Little Daffodil</i> Sounds and letters <i>bell, Ted, /e/</i> Can you number the story scenes in order?	<i>plant, seed, soil, rain, sun, water the seed, dig a hole, add the soil, pot, shovel, watering can, petals, leaves, stem, roots</i>	<i>First, dig a hole. Next, add the seed. Then, add the soil. Finally, water the seed. There's / There isn't a stem. There are some / There aren't any (leaves).</i>	Taking care of plants	tall / short	Practice talking about our favorite fruits  <i>What are your favorite fruits? My favorite fruits are (apples and bananas).</i>	Science: Where do fruits and vegetables grow?	50	Plant seeds