

Scope and Sequence

Welcome Unit

Language Objectives

Vocabulary: numbers 6-10 **Chunks:** *How are you? I'm fine! Thank you, I can see ...* **Bridging:** colors, numbers 1-5, teacher

Learning Objectives

Greet friends.

1 My Friends	Opener	Literacy—Where's the nose?
Language Objectives	Vocabulary: <i>blond, eyes, friend, hair</i> Chunks: <i>His eyes are blue. Her hair is blond.</i> Bridging: colors, numbers	Vocabulary: <i>ears, hair, mouth, nose</i> Chunks: <i>Where is it? It isn't on the ... Here's / Here are ...</i> Join in: <i>Put it in!</i>
Learning Objectives	Describe a friend's face.	Understand and join in with a story. Notice a sequence of events. Values: friendship, taking turns.
Developmental Areas	Socio-emotional: noticing appearance.	Socio-emotional: playing together. Cognitive: forming the face.
2 At the Playground	Opener	Literacy—I can't get down!
Language Objectives	Vocabulary: <i>climbing frame, seesaw, slide, swing</i> Chunks: <i>up, down, turn around</i>	Vocabulary: <i>down, up</i> Chunks: <i>I can't get down! I can't do it. Oh, yes you can! Move your (arms) (down).</i> Join in: <i>Don't go up! Get down! Get down!</i>
Learning Objectives	Familiarize children with playground items.	Understand and join in with a story. Recognize emotions. Value: helping friends.
Developmental Areas	Physical: TPR song. Socio-emotional: expressing opinions.	Cognitive: solving problems. Socio-emotional: identifying and reacting to emotions in others.
3 A Nature Walk	Opener	Literacy—In the Forest
Language Objectives	Vocabulary: <i>berries, birds, leaves, seeds, stones</i> Chunks: <i>I can see ... I can hear ...</i> Bridging: <i>river, flower, numbers</i>	Vocabulary: <i>path</i> Bridging: <i>bag, tree, colors, animals</i> Join in: <i>What can you see? What can you hear?</i>
Learning Objectives	Recognize elements of nature.	Understand and join in with a story. Identify characters through actions. Value: staying with the group on a class outing.
Developmental Areas	Math: counting elements in the picture.	Socio-emotional: understanding group behavior. Math: counting.
4 Tasty Food	Opener	Literacy—Tom's Special Ice Cream
Language Objectives	Vocabulary: <i>limes, mangoes, oranges, pineapple, strawberries</i> Chunks: <i>I like ... My favorite fruit is ...</i> Bridging: <i>apples, bananas, pears</i>	Vocabulary: <i>chocolate, ice cream</i> Chunks: <i>Oh, yes! It's delicious!</i> Join in: <i>Give me a taste! Give me a taste!</i>



	The World Around Us–People Are Different	Artistic Expression–Crazy Faces	Retell the Story
	Chunks: <i>The eyes are (brown). The hair is (black). What’s missing? Same. Different</i> Bridging: clothes, school equipment, big, small	Vocabulary: different, same Chunks: <i>Here’s the nose! Here’s an eye!</i> Bridging: numbers 1–6	Vocabulary: from the unit
	Notice similarities and differences in people.	Make a crazy face.	Retell the story changing parts of the face and names.
	Cognitive: differences, facial structure.	Physical: using scissors. Math: cutting into six pieces.	Socio-emotional: cooperating with friends to change the story.
	The World Around Us–Up and Down	Artistic Expression–A Seesaw	Retell the Story
	Bridging: boy, girl	Chunks: <i>It’s for the ... It isn’t for the ...</i> Bridging: colors	Vocabulary: from the unit
	Identify different direction of movement: up and down.	Make a seesaw.	Retell the story changing playground equipment and direction of movement.
	Cognitive: up or down. Coding: using figures to represent positions.	Physical: fine motor skills. Socio-emotional: communicative skills.	Cognitive: observing differences.
	The World Around Us–Trees in Nature	Artistic Expression–A Model Forest	Retell the Story
	Chunks: <i>I can see a tree with ...</i> Bridging: colors	Vocabulary: from the unit	Vocabulary: from the unit Chunks: <i>Look! I can see ...</i>
	Notice the features of different kinds of trees.	Make a model of a tree.	Retell the story changing nature words and names.
	Cognitive: observation skills.	Cognitive: recognizing patterns in nature. Physical: fine motor skills.	Cognitive: observing differences.
	The World Around Us–Sweet and Sour	Artistic Expression–An Ice Cream Cone	Retell the Story
	Vocabulary: sour, sweet Bridging: apples, pears, bananas	Vocabulary: pear Chunks: <i>I think ...</i>	Vocabulary: from the unit

Learning Objectives	Familiarize children with food items.	Understand and join in with a story. Distinguish between reality and fantasy. Value: sharing with friends.
Developmental Areas	Physical: TPR song. Socio-emotional: expressing opinions.	Cognitive: noticing what is real and what is fantasy. Socio-emotional: responding to other people's likes.
5 A Day at Home	Opener	Literacy—A Treasure Hunt
Language Objectives	Vocabulary: bathroom, living room Chunks: Are you in the bedroom? Bridging: bedroom, kitchen, doll	Vocabulary: bed, fridge, sink Chunks: in the box, on the shelf, under the bed Bridging: chair, table, shelf, bored, happy, toilet Join in: Find the candy!
Learning Objectives	Associate actions with rooms in a house.	Understand and join in with a story. Observe details in pictures. Values: perseverance, not giving up even if a mistake is made.
Developmental Areas	Cognitive: sequencing pictures. Physical: doing mimes for rooms.	Socio-emotional: playing a game. Math: counting candy.
6 What's the weather like?	Opener	Literacy—There's a rainbow!
Language Objectives	Vocabulary: raining, snowing, sunny, windy Chunks: It's ...	Vocabulary: indoors, outdoors, rainbow Chunks: Let's play ... Join in: (Outdoors! Outdoors!) Let's play (outdoors)!
Learning Objectives	Familiarize children with weather words.	Understand and join in with a story. Recognize and identify locations. Value: communicating with friends during play.
Developmental Areas	Physical: TPR song. Socio-emotional: using mime to express different types of weather.	Cognitive: noticing changes in the weather. Socio-emotional: respecting playmates.
7 Dressing Up	Opener	Literacy—Mixed-up Costumes
Language Objectives	Vocabulary: beard, dragon, fairy, giant, horn, unicorn, wings Chunks: I'm a ... The dragon's wings. Bridging: big, small, numbers, colors, clothes	Vocabulary: angry Chunks: Here! Don't be (angry). The giant's beard. My (wings). (Tom) is a ... Join in: Be happy!
Learning Objectives	Identify fantasy characters.	Understand and join in with a story. Associate costumes with fantasy characters. Value: collaborating to get dressed.
Developmental Areas	Physical: miming actions for fantasy characters. Cognitive: inventing a color key.	Socio-emotional: resolving conflicts. Cognitive: recognizing mistakes.
8 At the Beach	Opener	Literacy—The Sandcastle
Language Objectives	Vocabulary: crab, pool, sand, seahorse, shell, wave Chunks: I can see ...	Vocabulary: beach, bucket, sandcastle, stone Chunks: Look! I have ... Join in: Let's make a sandcastle!
Learning Objectives	Familiarize children with things we find at the beach.	Understand and join in with a story. Recognize sequences in nature. Value: respecting living things.
Developmental Areas	Physical: TPR song. Math: counting objects.	Cognitive: noticing the water approaching the sandcastle. Socio-emotional: placing living things in water.

Distinguish between sweet and sour in food.	Make an ice cream cone.	Retell the story changing fruit flavors.
Cognitive: classification of fruit (sweet and sour). Coding: using icons to represent tastes.	Physical: fine motor skills. Socio-emotional: communicative skills.	Cognitive: understanding fantasy in stories.
The World Around Us–In, On, and Under	Artistic Expression–A Paper House	Retell the Story
Chunks: <i>Can you see my ...? It's on the shelf. It's under the bed.</i> Bridging: <i>ball, box</i>	Vocabulary: <i>sofa</i> Chunks: <i>Where's Bear?</i> Bridging: <i>window</i>	Vocabulary: from the unit Chunks: <i>Where's ...? On the ...</i>
Find objects in rooms.	Make a paper house.	Retell the story changing key elements (rooms and furniture).
Cognitive: associating furniture with rooms.	Physical: fine motor skills. Cognitive: noticing mistakes in the position of furniture.	Socio-emotional: working with friends. Math: creating a house from geometric shapes.
The World Around Us–The Rainbow	Artistic Expression–An Umbrella	Retell the Story
Vocabulary: <i>indigo, violet</i> Bridging: <i>blue, red, orange, yellow, green</i>	Chunks: <i>It's (raining). Have an umbrella.</i>	Vocabulary: from the unit
Learn about the colors in a rainbow.	Make an umbrella.	Retell the story changing weather words.
Cognitive: sequencing the colors in a rainbow. Coding: making a key.	Physical: fine motor skills. Socio-emotional: communicative skills.	Cognitive: associating sounds with different types of weather.
The World Around Us–Feelings	Artistic Expression–Masks	Retell the Story
Chunks: <i>I feel angry.</i> Bridging: <i>happy, bored, scared, doll, monster, party, school, dog, ocean; colors</i>	Vocabulary: <i>mask</i> Chunks: <i>Is it ...? I have ...</i> Bridging: <i>ears, skirt, pants, shirt, colors, shapes</i>	Vocabulary: from the unit Bridging: body parts
Recognize emotions in others. Identify causes of own emotions.	Make a mask for a fantasy character.	Retell the story changing fantasy characters and costume details.
Socio-emotional: understanding emotions.	Socio-emotional: getting into groups. Physical: fine motor skills.	Socio-emotional: recognizing feelings.
The World Around Us–Float and Sink	Artistic Expression–A Model Beach	Retell the Story
Chunks: <i>It floats. It sinks.</i> Bridging: <i>apple, car, ball, duck</i>	Chunks: <i>I can see ... at the beach.</i> Bridging: <i>colors, numbers, stone, water</i>	Vocabulary: from the unit
Find out which objects float or sink.	Make a model beach.	Retell the story changing the objects for decorating the sandcastle.
Cognitive: predicting which objects will float/sink. Coding: recording predictions and results.	Physical: fine motor skills. Socio-emotional: communicative skills.	Cognitive: observational skills.