

# Scope and Sequence

## Welcome Unit

### Language Objectives

**Vocabulary:** *backpack, book, goodbye, hello, Monkey* **Chunks:** *Hello! I'm ...*

### Learning Objectives

Greet and say *goodbye*. Introduce ourselves. Recognize basic equipment for school.

<b>1 My School</b>	<b>Opener</b>	<b>Literacy–School is fun!</b>
<b>Language Objectives</b>	<b>Vocabulary:</b> <i>backpack, book, hook, pencil, shelf, table</i> <b>Chunks:</b> <i>one book, two books</i>	<b>Vocabulary:</b> <i>happy, scared</i> <b>Chunks:</b> <i>I'm (Tom). Who's that? This is Monkey.</i> <b>Join in:</b> <i>Be happy, Nina. School is fun!</i>
<b>Learning Objectives</b>	Familiarize children with parts of the classroom.	Understand and join in with a story. Recognize changing emotions. Value: building self-confidence.
<b>Developmental Areas</b>	Physical: teaching proficiency through reading (TPR) song, fine motor skills.	Socio-emotional: recognizing emotions.
<b>2 My Body</b>	<b>Opener</b>	<b>Literacy–Find the feet!</b>
<b>Language Objectives</b>	<b>Vocabulary:</b> <i>arms, body, feet, hands, head, legs</i> <b>Chunks:</b> <i>Here is / Here are ...</i>	<b>Vocabulary:</b> <i>feet</i> <b>Chunks:</b> <i>Tom's feet.</i> <b>Join in:</b> <i>Find your friends! Touch the feet!</i>
<b>Learning Objectives</b>	Identify and count body parts: one or two.	Understand and join in with a story. Identify characters in a story. Value: noticing differences.
<b>Developmental Areas</b>	Physical: moving the body in time.	Socio-emotional: playing with friends.
<b>3 It's lunchtime!</b>	<b>Opener</b>	<b>Literacy–I don't like green peppers!</b>
<b>Language Objectives</b>	<b>Vocabulary:</b> <i>apples, bananas, pears, peppers, tomatoes</i> <b>Chunks:</b> <i>I like ... / I don't like ...</i>	<b>Vocabulary:</b> <i>pepper, red, green</i> <b>Chunks:</b> <i>Come on (Nina).</i> <b>Join in:</b> <i>(Green peppers) are yummy, yummy, yummy!</i>
<b>Learning Objectives</b>	Familiarize children with food items.	Understand and join in with a story. Recognize changing opinions. Value: trying new food.
<b>Developmental Areas</b>	Physical: TPR song. Socio-emotional: expressing opinions.	Socio-emotional: recognizing that people have different opinions.
<b>4 At the Farm</b>	<b>Opener</b>	<b>Literacy–Where's my black goat?</b>
<b>Language Objectives</b>	<b>Vocabulary:</b> <i>cow, duck, goat, hen</i> <b>Chunks:</b> <i>I have ...</i>	<b>Vocabulary:</b> numbers: <i>four, five</i> ; colors: <i>black, blue, white</i> ; flowers <b>Chunks:</b> plurals: <i>Five ducks.</i> <b>Join in:</b> <i>One, two, three, four, five!</i>
<b>Learning Objectives</b>	Recognize and imitate animal sounds and movements.	Understand and join in with a story. Sequence events in a story. Value: caring for animals.



## Developmental Areas

Socio-emotional: greeting friends. Cognitive: recognizing basic school equipment.

<p><b>The World Around Us–Girl, Boy, Girl, Boy</b></p>	<p><b>Artistic Expression–A Class Photo Gallery</b></p>	<p><b>Retell the Story</b></p>
<p><b>Vocabulary:</b> <i>boy, girl</i>; colors: <i>green, red</i> <b>Chunks:</b> <i>I'm a (boy).</i></p>	<p><b>Vocabulary:</b> <i>blue, one, two</i> <b>Chunks:</b> <i>There! At the red table.</i></p>	<p><b>Vocabulary:</b> from the unit</p>
<p>Recognize and make sets and sequences.</p>	<p>Make a class poster showing the seating plan of the classroom.</p>	<p>Retell the story changing key elements (names).</p>
<p>Cognitive: classification and sequencing.</p>	<p>Physical: gluing, fine motor skills. Cognitive: spatial awareness.</p>	<p>Social: working in a group.</p>
<p><b>The World Around Us–Same and Different</b></p>	<p><b>Artistic Expression–Handprints and Footprints</b></p>	<p><b>Retell the Story</b></p>
<p><b>Vocabulary:</b> from the unit <b>Chunks:</b> <i>That's Nina's head. That's Tom's leg.</i></p>	<p><b>Vocabulary:</b> from the unit <b>Bridging:</b> <i>green, red, one, two</i></p>	<p><b>Vocabulary:</b> from the unit</p>
<p>Identify symmetrical halves and mirror images.</p>	<p>Match pairs of hands and feet. Make handprints and footprints.</p>	<p>Retell the story changing key elements (body parts and names).</p>
<p>Math: noticing shapes. Cognitive: matching pairs.</p>	<p>Physical: fine motor skills. Math: noticing shapes.</p>	<p>Social: working in a group.</p>
<p><b>The World Around Us–One, two, three!</b></p>	<p><b>Artistic Expression–Make a Food Stall</b></p>	<p><b>Retell the Story</b></p>
<p><b>Vocabulary:</b> <i>three, yellow</i> <b>Chunks:</b> <i>Look!</i> <b>Bridging:</b> <i>red, green, one, two</i></p>	<p><b>Vocabulary:</b> from the unit</p>	<p><b>Vocabulary:</b> from the unit</p>
<p>Recognize sets of type, color, and number.</p>	<p>Make a food stall.</p>	<p>Retell the story changing key elements (color and food).</p>
<p>Cognitive: coding, matching numbers to items. Math: counting one, two, three items in sets.</p>	<p>Physical: fine motor skills. Socio-emotional: communicative skills.</p>	
<p><b>The World Around Us–Two Legs and Four Legs</b></p>	<p><b>Artistic Expression–Animal Sculptures</b></p>	<p><b>Retell the Story</b></p>
<p><b>Vocabulary:</b> colors: <i>black, blue, white</i> <b>Chunks:</b> <i>A blue and green duck!</i></p>	<p><b>Vocabulary:</b> from the unit <b>Chunks:</b> <i>I have a (black and white) (cow).</i> <b>Bridging:</b> colors, body parts</p>	<p><b>Vocabulary:</b> from the unit</p>
<p>Notice differences in animals' bodies. Make sets from one to five.</p>	<p>Make a model animal.</p>	<p>Retell the story changing key elements (color and type of animal).</p>

<b>Developmental Areas</b>	Cognitive: identifying the noises and movements animals make.	Math: counting. Socio-emotional: acting together.
<b>5 My Toys</b>	<b>Opener</b>	<b>Literacy–Clean-up fun!</b>
<b>Language Objectives</b>	<b>Vocabulary:</b> ball, car, doll, train <b>Chunks:</b> I have a ... Let's get out the ...	<b>Vocabulary:</b> from the unit <b>Chunks:</b> Let's put the ... away. What a mess! Clean up! <b>Join in:</b> Ready? Clap your hands! One, two, three!
<b>Learning Objectives</b>	Familiarize children with words for toys.	Understand and join in with a story. Recognize where to put objects. Value: looking after toys.
<b>Developmental Areas</b>	Physical: TPR song. Socio-emotional: talking about favorite toys.	Cognitive: putting things in the right place. Socio-emotional: cooperative actions.
<b>6 New Clothes</b>	<b>Opener</b>	<b>Literacy–I don't want pink shoes!</b>
<b>Language Objectives</b>	<b>Vocabulary:</b> coat, pants, shoes, shirt, skirt, sweater <b>Bridging:</b> colors	<b>Vocabulary:</b> colors: orange, pink <b>Chunks:</b> Please, may I have ...? I want / don't want ... <b>Join in:</b> Don't be rude! <b>Bridging:</b> colors
<b>Learning Objectives</b>	Describe different garments.	Understand and join in with a story. Notice changes in behavior. Value: politeness.
<b>Developmental Areas</b>	Physical: miming getting dressed.	Socio-emotional: recognizing emotions.
<b>7 Party Time</b>	<b>Opener</b>	<b>Literacy–My Birthday Party</b>
<b>Language Objectives</b>	<b>Vocabulary:</b> balloon, cake, invitation, party hat, paper chain <b>Chunks:</b> Let's put up ...	<b>Vocabulary:</b> balls, cars <b>Chunks:</b> Happy Birthday! Here's a gift for you. Thank you. <b>Join in:</b> Pass the parcel. Pass it on!
<b>Learning Objectives</b>	Familiarize children with words for parties.	Understand and join in with a story. Sequence actions. Value: sharing.
<b>Developmental Areas</b>	Physical: TPR song. Socio-emotional: planning together.	Physical: passing objects from right to left. Socio-emotional: playing games together.
<b>8 On the Train</b>	<b>Opener</b>	<b>Literacy–I spy!</b>
<b>Language Objectives</b>	<b>Vocabulary:</b> mountain, ocean, river, station, trees, tunnel <b>Chunks:</b> I can see. Yes, I can! <b>Bridging:</b> animals	<b>Vocabulary:</b> bored, brown <b>Chunks:</b> I spy something (blue). I'm (scared). <b>Join in:</b> What can you see? <b>Bridging:</b> happy, scared, train; colors, numbers
<b>Learning Objectives</b>	Describe elements of the landscape.	Understand and join in with a story. Recognize emotions. Value: entertaining yourself.
<b>Developmental Areas</b>	Physical: doing rhythmic movements to music, tracing lines.	Socio-emotional: recognizing and controlling emotions.

Math: counting. Cognitive: categorizing.	Physical: fine motor skills.	Social: working together. Math: counting.
<b>The World Around Us–Big and Small</b>	<b>Artistic Expression–A Neat Box</b>	<b>Retell the Story</b>
<b>Vocabulary:</b> <i>big, small</i> <b>Chunks:</b> <i>This is a ...</i> <b>Bridging:</b> <i>blue, red</i>	<b>Vocabulary:</b> from the unit <b>Chunks:</b> <i>In my (neat) box I have ...</i> <b>Bridging:</b> colors: <i>black, green, yellow, white</i>	<b>Vocabulary:</b> <i>toy box</i> <b>Chunks:</b> <i>I have a ... Put the ... away.</i>
Recognize different sizes: big and small.	Make a neat box.	Retell the story changing key elements (toys and colors).
Cognitive: coding, picture sentences. Math: size, big and small.	Physical: fine motor skills. Socio-emotional: communicative skills.	
<b>The World Around Us–Special Clothes</b>	<b>Artistic Expression–Flip-flops</b>	<b>Retell the Story</b>
<b>Vocabulary:</b> <i>park, party</i> ; clothes <b>Chunks:</b> <i>It's for school!</i> <b>Bridging:</b> <i>school</i>	<b>Vocabulary:</b> <i>flip-flops</i> <b>Bridging:</b> <i>I have ...</i>	<b>Vocabulary:</b> from the unit
Associate clothes with different places.	Make and decorate a pair of flip-flops.	Retell the story changing key elements (garment and favorite color).
Cognitive: classifying clothes.	Physical: fine motor skills. Cognitive: sequencing, matching pairs.	Socio-emotional: acting in groups.
<b>The World Around Us–Party Shapes</b>	<b>Artistic Expression–Party Hats</b>	<b>Retell the Story</b>
<b>Vocabulary:</b> <i>circle, square, rectangle, triangle</i> <b>Chunks:</b> <i>A (triangle) has (3) sides.</i> <b>Bridging:</b> colors, numbers	<b>Vocabulary:</b> from the unit <b>Chunks:</b> <i>On my party hat I have ...</i>	<b>Vocabulary:</b> <i>gift</i> <b>Chunks:</b> <i>I have a ... on my hat.</i>
Recognize shapes in everyday objects.	Make a party hat.	Retell the story changing key elements of the stickers (colors).
Cognitive: coding, shape recognition. Math: geometric shapes.	Physical: fine motor skills. Socio-emotional: communicative skills. Math: making shapes.	
<b>The World Around Us–Maps</b>	<b>Artistic Expression–Window Frames</b>	<b>Retell the Story</b>
<b>Vocabulary:</b> from the unit <b>Chunks:</b> <i>I can see / I can't see. That's a ...</i>	<b>Vocabulary:</b> from the unit <b>Chunks:</b> <i>What can you see?</i> <b>Bridging:</b> school	<b>Vocabulary:</b> from the unit
Recognize symbols on simple maps.	Make a transparent window frame and a class collage.	Retell the story changing the view from the train window.
Cognitive: interpreting symbols.	Physical: fine motor skills. Socio-emotional: playing a game.	Socio-emotional: following rules of games.