

# Scope and Sequence

Unit/Theme	Structures	Functions/Sample Language	Vocabulary
<b>1</b> <b>School Objects</b>	Verb <i>to be</i> Present Simple <i>This is</i>	Greeting people: <i>Hello, Mrs. Gomez</i> Exchanging personal information: <i>My name is Paul.</i> Identifying classroom objects: <i>This is a chair.</i> Identifying colors: <i>This is red.</i> Identifying shapes: <i>This is a circle.</i> Identifying quantity: <i>How many crayons? Five.</i>	<i>book, chair, crayon, glue stick, lunchbox, paper, school, scissors, table; colors, numbers 1-5</i>
<b>2</b> <b>Me</b>	Present simple Verb <i>to be</i> <i>This/These</i>	Exchanging personal information: <i>What's your name? My name is Sara.</i> Identifying oneself: <i>I'm a boy. I'm a girl.</i> Counting: <i>How many candles? Four.</i> Identifying and describing objects: <i>What's this? A candle. What color is it? Red.</i> Making comparisons: <i>Is she a girl? Is he a boy? Are they the same?</i> Identifying the /b/ sound	<i>birthday, cake, candle, cookies, hat, party, present; numbers 1–5, colors</i>
<b>3</b> <b>Home and Family</b>	Present Simple Verb <i>to be</i> <i>There is/are</i>	Identifying gender: <i>Is this a boy or a girl? A boy.</i> Identifying and describing homes: <i>This is a house. It's red. It has three windows.</i> Identifying family members: <i>This is the mommy.</i> Identifying colors: <i>What color is this? Green.</i> Identifying size: <i>It's big.</i> Reviewing the /b/ sound	<i>apartment building, baby, big, boy, brother, daddy, door, house, little, mommy, sister, square, window; numbers 1–10, colors</i>
<b>4</b> <b>My Body</b>	Present simple Verb <i>to be</i> <i>This is/These are</i> <i>There is/are</i>	Identifying parts of the face and body: <i>What's this? A mouth.</i> Counting: <i>How many fingers? Ten.</i> Describing size: <i>Is it big or small? Big!</i> Expressing feelings: <i>I'm happy!</i> Identifying the /h/ sound	<i>angry, arm, big, body, eye, feet, friend, hand, happy, head, mouth, nose, sad, small; numbers 1–10</i>
<b>5</b> <b>Sunny and Cloudy</b>	Present continuous Verb <i>to be</i> <i>Like</i> Adjectives	Identifying clothing items: <i>Point to the jacket.</i> Describing the weather: <i>It's sunny.</i> Describing size and color: <i>This leave is big and yellow.</i> Expressing preferences: <i>I like to play ball.</i> Reviewing the /h/ sound	<i>ball, big, cloudy, dress, hat, jacket, pants, sandals, shirt, shoes, shorts, sunny, sweater, T-shirt; colors, numbers 1–11</i>

Unit/Theme	Structures	Functions/Sample Language	Vocabulary
<b>6</b> <b>Farm</b> <b>Animals</b>	Present Simple Verb <i>to be</i> <i>This is/These are</i>	Identifying and describing animals: <i>This is a cow. It's big.</i> Identifying colors: <i>It's pink.</i> Counting: <i>How many animals? Eleven.</i> Identifying the /p/ sound	<i>big, bowl, cat, cow, dog, duck, hay, horse, paper, pig, rabbit, small;</i> numbers 1–11, colors
<b>7</b> <b>At the</b> <b>Supermarket</b>	Present simple Verb <i>to be</i> <i>Like/Don't like</i> <i>There is/are</i>	Identifying food: <i>Point to the cookies.</i> Identifying colors: <i>What color is the banana? Yellow.</i> Expressing preferences: <i>I like milk. I don't like juice.</i> Counting: <i>How many oranges? Five.</i> Reviewing the /p/ sound	<i>apple, banana, bread, carrot, cheese, chicken, cookie, ice cream, juice, meat, milk, orange, pineapple, yogurt:</i> colors, numbers 1–12
<b>8</b> <b>Daily</b> <b>Activities</b>	Present simple Verb <i>to be</i>	Identifying times of day: <i>Look at the sun. It's daytime.</i> Identifying feelings: <i>I'm hungry.</i> Following instructions: <i>Touch the sky. Touch the ground.</i> Counting: <i>How many stars? Three.</i> Identifying elements in a picture: <i>This is a rabbit. This is a ladybug.</i> Identifying numbers: <i>What number is this? Three.</i> Identifying the /s/ sound	<i>day, daytime, eat, flower, hungry, ladybug, moon, night, play, rabbit, sleep, sleepy, star, sun, thirsty;</i> colors, numbers 1–12
<b>9</b> <b>The Park</b>	Present simple Verb <i>to be</i> <i>There is/are</i>	Identifying actions: <i>Play ball. Ride a tricycle.</i> Counting: <i>How many boys? Seven.</i> Following commands: <i>Bounce the ball four times.</i> Identifying and describing objects at a park: <i>There's a slide. It's yellow.</i> Expressing likes: <i>I like to run at the park.</i> Identifying shapes: <i>What's this? A triangle.</i> Reviewing the /s/ sound	<i>ball, big, circle, climb, jump, leaf, play, ride, run, sandbox, slide, small, square, swing, tree, triangle;</i> numbers 1–10 colors
<b>10</b> <b>Around</b> <b>Town</b>	Present simple Verb <i>to be</i> <i>This/These</i>	Identifying community helpers: <i>Who's this? The nurse.</i> Identifying places in town: <i>This is a hospital.</i> Identifying objects: <i>What's this? A vest.</i> Identifying the /g/ sound Counting: <i>How many bricks? Thirteen.</i> Identifying shapes and colors: <i>What's this? A square. What color is it? Green.</i>	<i>builder, construction site, farm, farmer, garbage collector, garbage truck, gloves, glue stick, helmet, hospital, nurse, school, teacher, vest;</i> colors, numbers 1–13

# Scope and Sequence

Unit/Theme	Structures	Functions/Sample Language	Vocabulary
<b>11</b> <b>My Backyard</b>	Present simple Verb to be <i>There is/are</i>	Identifying and describing animals: <i>This is a spider. It is red.</i> Identifying and describing plants: <i>What's this? A tree. Is it big or small? Big.</i> Identifying the location of objects: <i>The rock is under the tree.</i> Counting: <i>How many bees? Fourteen.</i> Reviewing the /g/ sound	<i>leaves, on, plant, root, seed, soil, spider, sprout, stem, tree, under, watering can, worm; numbers 1–14</i>
<b>12</b> <b>Vehicles</b>	Present simple Verb to be <i>This is/These are</i>	Identifying and describing vehicles: <i>This is a little red car.</i> Counting: <i>How many wheels? Fourteen.</i> Identifying colors: <i>This is red. This is orange.</i> Identifying the /k/ sound	<i>bicycle, big, bumper, bus, car, different, door, fast, little, mirror, motorcycle, same, slow, truck, wheel; colors, numbers 1–14</i>
<b>13</b> <b>The Ocean</b>	Present simple Verb to be	Identifying and describing animals: <i>This is a jellyfish. It is pink.</i> Identifying colors: <i>What color is the dolphin? Gray.</i> Describing size: <i>This whale is big.</i> Identifying location: <i>The octopus is on the rock.</i> Counting: <i>How many shells are there? Fifteen.</i> Reviewing the /k/ sound	<i>big, boat, cave, coral, dolphin, fish, in, jellyfish, little, ocean, octopus, on, rock, shark, shell, under, whale; colors, numbers 1–15</i>
<b>14</b> <b>My Toy Box</b>	Present simple Verb to be	Identifying and describing toys: <i>This is a teddy bear. It's soft.</i> Identifying feelings: <i>Are the bears happy? Yes!</i> Identifying colors: <i>What color is it? Yellow.</i> Counting: <i>How many bunnies are there? Three.</i> Describing location: <i>The ball is under the bed.</i> Identifying the /f/ sound	<i>ball, bunny, car, chair, doll, family, fish, hard, in, kite, on, puzzle, rock, soft, teddy bear, toys, truck, under; colors, numbers 1–15</i>
<b>15</b> <b>Being Helpful</b>	Present simple Verb to be <i>This is/These are</i> Can	Identifying objects: <i>These are toys.</i> Offering help: <i>I can water the plant.</i> Identifying helping actions: <i>Make the bed. Water the plants.</i> Counting: <i>How many stars? Seven.</i> Identifying colors: <i>This is red.</i> Reviewing the /f/ sound	<i>ball, bed, blocks, books, car, dishes, doll, fish, flower, paintbrush, pencil, pick up, plant, shelf, sweep, toy, toy box, trash, trash can, wash, water, watering can; colors, numbers 1–15</i>