# Scope and Sequence

| Unit/Theme | Structures | Functions/Sample Language | Vocabulary |
|---|---|---|---|
| **1**<br>**Our School** | Present simple<br>Verb *to be*<br>*This/These* | Greeting and saying good-bye: *Hello. Good-bye.*<br>Giving personal information: *I'm Carlos.*<br>Identifying locations: *This is the classroom.*<br>Identifying school workers: *Show me the teacher.*<br>Following instructions: *Wash your hands.*<br>Counting: *How many erasers? Ten.* | *backpack, ball, bathroom, boy, classroom, crayon, desk, eat, eraser, girl, glue, janitor, lunchbox, marker, nurse, nurse's office, paper, play, playground, principal's office, scissors, soap, teacher wash;* colors, numbers 1–10 |
| **2**<br>**Me** | Present simple<br>Verb *to be* | Describing physical appearance: *She is short. He is tall.*<br>Identifying oneself: *I am a boy. I am a girl.*<br>Giving personal information: *I am five years old.*<br>Identifying birthday party objects: *What's this? A cake.*<br>Counting: *How many girls? Two.*<br>Identifying the /g/ sound | *balloon, blond, boy, cake, candle, eyes, girl, grow, hair, hat, height, mouth, nose, present, short, tall;* colors, numbers 1–11 |
| **3**<br>**Home and Family** | Present simple<br>Verb *to be*<br>*This/These* | Identifying family members: *Point to the mom.*<br>Describing homes: *This is a house. It's blue.*<br>Describing shapes: *It's a red triangle.*<br>Counting: *How many squares? Eleven.*<br>Reviewing the /g/ sound | *aunt, baby, brother, building, circle, cousin, dad, door, girl, granddad, grandma, house, mom, sister, square, triangle, uncle, window;* colors |
| **4**<br>**My Abilities** | Present simple<br>Verb *to be*<br>*This/These*<br>*Can* for ability | Identifying parts of the body: *This is my knee.*<br>Identifying and describing abilities: *What can he do? Run.*<br>Describing feelings: *How does she feel? Thirsty.*<br>Describing shapes: *What's this? A circle. What color is it? Red.*<br>Identifying objects: *These are skates.*<br>Identifying the /s/ sound | *arm, bed, circle, dance, drink, eat, elbow, feet, finger, flag, food, hand, head, hop, hungry, jump, jumping rope, knee, leg, march, neck, play, run, skate, sleepy, square, tennis shoes, thirsty, throw, triangle, tummy, walk, water;* colors |
| **5**<br>**Weather** | Present simple<br>Verb *to be*<br>*This/These* | Identifying weather: *Is it rainy or sunny? Sunny.*<br>Identifying pieces of clothing: *What is this? A sweater.*<br>Relating clothing to seasons: *I wear mittens in the winter.*<br>Counting: *How many hats? Eight.*<br>Reviewing the /s/ sound | *boots, fall, hat, mittens, pants, rain coat, rainy, sandals, shorts, skates, snowy, spring, summer, sunny, sweater, T-shirt, winter;* numbers 1–12 |

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| **6** **Animal Habitats** | Present simple Verb *to be* *This/These* *Can* for ability | Identifying animals: *This is a monkey.* Relating animals to habitats: *Monkeys live in the rainforest.* Identifying abilities: *Eagles can fly.* Relating actions to animals: *Swim like a fish.* Identifying the */t/* sound | *alligator, animal, bird, coyote, crouch, desert, eagle, fish, fly, frog, jaguar, lizard, monkey, parrot, plant, rainforest, sheep, slither, snake, spider, swim, swing, toucan tree, walk, water;* numbers 1–13 |
| **7** **Mealtime** | Present simple Verb *to be* *Like/Don't like* | Identifying food: *These are pineapples.* Classifying food: *Milk is a dairy product.* Expressing preferences: *I like apples.* Counting: How many pineapples? *Three.* Reviewing the */t/* sound | *apple, banana, broccoli, carrot, cheese, chicken, dairy product, fruit, lemon, lettuce, meat, milk, orange, pea, pineapple, potato, strawberry, tomato, vegetables, yogurt;* numbers 1–14 |
| **8** **Our Planet** | Present simple Verb *to be* | Identifying natural features: *Point to the river.* Classifying natural features: *Where are the trees? In the land.* Identifying shapes: *Is this a circle or a star? A star.* Identifying colors: *What color is it? Red.* Counting: How many starfish? *Fourteen.* Identifying the */m/* sound | *air, astronaut, boat, bottle, bubbles, circle, earth, feather, forest, hair, lake, land, milk, monkey, moon, mountain, ocean, planet, rainbow, river, rock, sky, space, square, star, starfish, sun, tree, triangle, wind;* colors, numbers 1–14 |
| **9** **The Circus** | Present simple Verb *to be* *This/These* | Indentifying circus artists: *This is a dancer.* Identifying musical instruments: *What's this? A drum.* Identifying colors: *What color is the balloon? Red.* Counting: *How many clowns? Three.* Reviewing the */m/* sound | *acrobat, balloon, circus, clown, dancer, dress, drum, guitar, hat, juggler, magician, microphone, moon, musician, trumpet, vest, wand;* colors, numbers 1–15 |
| **10** **People at Work** | Present simple Verb t*o be* | Identifying occupations: *Point to the taxi driver.* Relating occupations to vehicles: *Who drives the yellow bus? The bus driver.* Identifying places in town: *Point to the hospital.* Identifying the relative position: *The gas station is next to the hospital.* Counting: *How many plates? Twelve.* Identifying the */p/* sound | *board, bus driver, bus, fire engine, fire station, firefighter, gas station attendant, gas station, hospital, in, movie theater, museum, next to, on, owl, patrol car, pizza, police officer, restaurant, school, server, spaghetti, statue, street, taxi, taxi driver, teacher, veterinarian, zookeeper;* numbers 1–15 |

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| **11 A Walk in the Country** | Present simple<br>Verb *to be*<br>*Can* for ability | Identifying animals: *What's this? A squirrel.*<br>Describing animals: *The bird is red.*<br>Describing movement: *Birds can fly.*<br>Describing the relative position: *The rabbit is on the rock.*<br>Counting: *How many rabbits? Sixteen.*<br>Reviewing the */p/* sound | *bear, bee, bird, fish, flower, fly, fox, frog, grass, jump, log, next to, on, parrot, rabbit, rock, squirrel, stream, swim, tree, under, walk;* numbers 1–16 |
| **12 City and Vehicles** | Present simple<br>Verb *to be*<br>*Like/Don't like* | Identifying vehicles: *This is a car.*<br>Expressing preferences: *I like boats. I don't like planes.*<br>Identifying similarities and differences: *They are blue. One is a car and one is a train.*<br>Identifying colors: *What color is the car? It's green.*<br>Counting. *How many boats? Seventeen.*<br>Identifying the */b/* sound | *big, bike, boat, bus, car, fast, little, plane, sky, slow, taxi, tracks, train, truck, water;* colors, numbers 1–17 |
| **13 My Town** | Present simple<br>Verb *to be*<br>*This/These* | Identifying places in town: *This is a school.*<br>Describing relative position: *The park is next to the library.*<br>Following instructions: *Jump to your right.*<br>Describing objects: *The plants are green.*<br>Counting: *How many people? Eighteen.*<br>Reviewing the */b/* sound | *ball, bank, bike, church, elephant, fire station, grocery store, house, in front of, left, library, light, movie theater, next to, park, plant, right, school, store, traffic water, zoo;* colors, numbers 1–18 |
| **14 A Play Date** | Present simple<br>Verb *to be*<br>*This/These*<br>*Like/Don't like* | Identifying and describing toys: *This is a teddy bear.*<br>Expressing preferences: *I like kites. I don't like cars.*<br>Identifying the relative position: *The doll is in the box.*<br>Counting: *How many balls? Nineteen.*<br>Identifying the */d/* sound | *ball, big, car, doll, in, next to, on, plane, robot, small, teddy bear, train, truck;* colors, numbers 1–19 |
| **15 Caring for my Town** | Present simple<br>Verb *to be* | Identifying helping actions: *She collects trash in the park. She helps.*<br>Describing sounds: *It's a loud sound.*<br>Counting: *How many flowers? Twenty.*<br>Reviewing the */d/* sound | *city, clean, collect, doll, door, faucet, flower, help, loud, noise, plant, pollute, soft, traffic, trash bag, trash can, water;* colors, numbers 1–20 |

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