

Scope and Sequence

Big Question	Story and Literacy	Vocabulary	Language	Values	Concept	Speaking	Cross-curricular	Numeracy	Project
 What can we see at school?	<i>What Can You See?</i> Sounds and letters <i>bee</i> /b/, <i>sun</i> /s/, <i>tree</i> /t/ Where does the story take place?	<i>teacher, boy, girl, school, book, crayon, chair, table, Leo, Tickles, Dad, Mia, Mom</i>	<i>What can you see? I can see (a boy). Is it a (book)? Yes, it is. No, it isn't. What is it? It's a (book). What's your name? My name is (Leo). What's his / her name? His / Her name is (Mia).</i>	Keeping the classroom clean	open / closed	Practice greeting others and saying goodbye. <i>Hi! Hello! How are you today? I'm fine, thank you. Goodbye! Bye-bye!</i>	Social Studies: What are our classroom rules?	1	Make a school poster
 What do we look like?	<i>Can You Find Me?</i> Sounds and letters <i>hat</i> /h/, <i>kite</i> /k/, <i>mouse</i> /m/ Who is in the story?	<i>face, hair, eyes, nose, forehead, ears, cheeks, mouth, happy, sad, angry</i>	<i>This is my (nose). These are my (eyes). How do you feel? I feel (happy). Are you (sad)? Yes, I am. No, I'm not. Is he / she (angry)? Yes, he / she is. No, he / she isn't.</i>	Celebrating differences	Categorizing by color	Practice talking about feelings and interpreting body language and tone of voice. <i>Hi, (Leo). How do you feel? I feel (sad).</i>	Science: Are they twins?	2	Make a puppet
 What can our bodies do?	<i>The Coconut Band</i> Sounds and letters <i>gorilla</i> /g/, <i>jump</i> /ʒ/, <i>feet</i> /f/ Is this a scene from the story?	<i>arms, hands, legs, feet, head, fingers, elbows, knees, run, dance, crawl, kick</i>	<i>How many (heads) do you have? I have (one head). How many (feet) does he / she have? He / She has (two feet). Can he / she (dance)? Yes, he / she can. No, he / she can't. He / she can (crawl). Can you (run)? Yes, I can. No, I can't. I can (dance).</i>	Washing our hands	up / down	Practice asking for permission. <i>May I (go to the bathroom)? Yes, you may.</i>	Art: Can we make art with our bodies?	3	Make a mobile
 What is a family?	<i>The Noisy House</i> Sounds and letters <i>duck</i> /d/, <i>lamb</i> /l/, <i>night</i> /n/ Who is in the story?	<i>father, mother, sister, brother, grandfather, grandmother, baby, young, old, short, tall</i>	<i>Is he / she the (grandmother)? Yes, he / she is. No, he / she isn't. What does he / she look like? He's / She's (tall). Is he / she (old)? Yes, he /she is. No, he / she isn't. My (mother) is (tall).</i>	Appreciating our family	adults / children	Practice asking for and giving family members' names. <i>What's your (mother's) name? My (mother's) name is (Kim).</i>	Science: Do animals have families?	4	Make a picture frame

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 What is a pet?	<i>Maisie's Pets</i> Sounds and letters <i>cat</i> /k/, <i>run</i> /r/, <i>window</i> /w/ Is this a scene from the story?	<i>cat, bird, rabbit, fish, turtle, dog, hamster, lizard, walk, jump, swim, fly</i>	<i>How many (birds) can you see? I can see (one dog). I can see (two birds). Can (cats walk)? Yes, they can. No, they can't. (Cats) can walk. (Cats) can't fly.</i>	Taking care of our pets	big / small	Explore how pets communicate. <i>What does a (cat) say? A (cat) says (meow, meow).</i>	Science: Is it a pet?	5	Make a pet rock
 What do we eat?	<i>Healthy Hannah</i> Sounds and letters <i>pear</i> /p/, <i>quail</i> /kw/, <i>van</i> /v/ Is this a scene from the story?	<i>apple, pear, tomato, carrot, bananas, grapes, cucumbers, lettuce, pineapple, orange, potato, peas</i>	<i>Which foods do you like? I like (bananas). I don't like (pears). Do you like (carrots)? Yes, I do. No, I don't. What does she / he have in her lunchbox? She / He has (an apple). What do you have? I have (an apple).</i>	Washing fruit and vegetables	Identifying circles	Practice expressing preferences. <i>Do you like (apples)? Yes, I do. No, I don't. What foods do you like? I like (pears). I don't like (bananas).</i>	Science: What does an apple tree need to grow?	6	Make a likes and dislikes poster
 What is a toy?	<i>A Little Teddy Bear</i> Sounds and letters <i>six</i> /ks/, <i>yo-yo</i> /j/, <i>zipper</i> /z/ What does the teddy bear do next?	<i>car, teddy bear, doll, ball, kite, tricycle, blocks, yo-yo, train, puzzle, board game, robot</i>	<i>What color is the (ball)? The (ball) is (red). What color is it? It's (red). Is it (big)? Yes, it is. No, it isn't. The (ball) is (small) and (blue).</i>	Sharing our toys	Identifying squares and circles	Practice saying what you want. <i>I want a (teddy bear), please. A (teddy bear)? Yes, please! Here you are. Thank you.</i>	Science: What are they made of?	7	Make a teddy bear
 What can we see in a park?	<i>Let's Play Together!</i> Sounds and letters <i>ant</i> /æ/, <i>iguana</i> /ɪ/, <i>umbrella</i> /ʌ/ What happens first, next, and last?	<i>tree, flower, grass, bee, swing, slide, seesaw, monkey bars, sun, cloud, sky, butterfly</i>	<i>Do you like to play on the (swing)? Yes, I do. No, I don't. There's a (bee). There are some (flowers).</i>	Keeping parks clean	Identifying triangles, circles, and squares	Practice saying what things look like. <i>Look, there's a (tree)! What does it look like? It's (big). It's (green and brown).</i>	Math: Can you complete the pictures?	8	Make a model park
 Where do we live?	<i>There Is a Woman Who Lives in an Orange Shoe</i> Sounds and letters <i>elephant</i> /e/, <i>orange</i> /ɒ/ What happens first, next, and last?	<i>city, country, house, yard, apartment building, window door, street, market, toy store, park, bookstore</i>	<i>Where does she / he live? She / He lives in (a house). She / He lives in (the country). Where do you live? I live in (an apartment building). I live in (the city). Is there a (school) near your house? Yes, there is. No, there isn't.</i>	Helping at home	near / far	Practice making suggestions. <i>What do you want to do? I want to (run). Let's go to the (park)! Yes, please!</i>	Social Studies: What is there in the city and in the country?	9 and 10	Make a shapes picture