

Scope and Sequence

Big Question	Story and Literacy	Vocabulary	Language	Values	Concept	Speaking	Cross-curricular	Numeracy	Project
 What do we do at school?	<i>We Learn at School!</i> Sounds and letters bees, trees; things, wings; neat, feet; hat, that; quick, click; friends, ends (rhyming words) What do the children do at school each day?	days of the week, <i>Science, Art, Math, Writing, Reading, Physical Education</i> , use a computer, play music, speak English, paint with watercolors, read books, play in the playground	<i>What day is today? (Monday.) What do we have on (Monday)? We have (Art). What does she / he do at school? She / He (plays in the playground). What do you do at school? I (read books). Do you (use a computer)? Yes, I do. No, I don't.</i>	Helping others at school	Recognizing colors	Practice saying what you need at school <i>I need a (pencil), please. I need some (paint), please. Here you go. Thank you.</i>	Art: How can we make secondary colors?	1–20	Make classroom binoculars
 How do we feel?	<i>Maddy Goes to a Party</i> Sounds and letters bake, cake, wait /ei/ How do the characters feel?	<i>scared, excited, surprised, bored, shy, silly, scream, jump up and down, cry, yawn, shout hooray, laugh, candy, cake, candle, balloon, present, party hat</i>	<i>How does she / he feel? She's / He's (excited). What do you do when you're (bored)? When I'm (bored), I (yawn). How many (balloons) are there? There are (nine). What color is the (candy)? It's (blue and white). Where's Tickles? He's (next to the pink balloon). How does she feel? She feels (bored).</i>	Talking about your feelings	Completing a pattern	Practice asking and saying how old you are <i>How old are you? I'm (five) years old.</i>	Art: How can we use art to express our feelings?	30	Make feelings puppets
 How are we the same and different?	<i>The Kindergarten Photograph</i> Sounds and letters tie, line up /ai/ Can you see what's different from the story?	<i>child, children, woman, women, man, men, short, tall, aunt, cousin, uncle, blond, red, long, short, curly, straight</i>	<i>What does she / he look like? She's / He's (tall). Who is she / he? She's / He's a (woman). She's / He's my (aunt). What do they look like? They're (short). Who are they? They're (children). He / She has (short blond) hair. Who is it? I have (straight brown) hair.</i>	Being proud of yourself	short, shorter, the shortest	Practice talking about you and your family <i>What's your name? My name is (Leo). What's your (mother)'s name? My (mother)'s name is (Kim). What's your favorite color? My favorite color is (green).</i>	Social Studies: Can you complete the family tree?	40	Draw a self-portrait
 What is a wild animal?	<i>Don't Feed the Wild Animals</i> Sounds and letters Sue, rule /u:/ What happens first, next, then, and finally?	<i>monkey, lion, giraffe, tiger, bear, elephant, snake, whale, eagle, shark, kangaroo, toucan, paw, fin, beak, trunk, tail, wing</i>	<i>Where does (a snake) go? On land. In the (air). What does a (shark) look like? It's (big) and (gray). It has a (long neck). It has (big paws).</i>	Learning to take care of wild animals	Adding together two sets of animals	Practice asking and saying what animals you like and why <i>Do you like (bears)? Yes, I do. No, I don't. Why? Why not? Because they're (cute / funny / scary). Because they have many colors.</i>	Science: Can you talk about these animals?	50	Make a wild animals habitat poster

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 Who helps our community?	<i>Jewel Goes to School</i> Sounds and letters snow, bow, hose, froze /ou/ Who does it belong to?	<i>firefighter, doctor, chef, police officer, mail carrier, cashier, fire station, hospital, restaurant, post office, police station, grocery store, put out fires, take care of people, cook food, keep people safe, deliver mail, ring up groceries</i>	<i>Where does a (chef) work? A (chef) works in a (restaurant). Who is he / she? He's / She's a (doctor). What does a (doctor) do? A (doctor) (takes care of people).</i>	Saying thank you to people who help you	Adding two quantities together to make a total	Practice talking about what you want to be <i>What do you want to be? I want to be a (chef). Why? I love (food)!</i>	Social Studies: What do people need to be safe at work?	60	Make a community helpers display
 What do we do in restaurants?	<i>Uncle Piero's Special Restaurant</i> Sounds and letters meet, eat, teach, see /i:/ Can you answer the questions?	<i>waiter, menu, drink, main dish, side dish, dessert, steak, beans, lemonade, rice, soda, French fries, spaghetti, pizza, ice cream, chocolate cake, vegetables, cheeseburger</i>	<i>Do you like (beans)? Yes, I do. No, I don't. I like (beans). I don't like (soda). (Sara) likes (soda). She / He doesn't like (rice). What do we need to eat (spaghetti)? We need a (fork / spoon / knife) and a (plate / bowl) to eat (spaghetti).</i>	Being polite	more, less	Practice asking and saying what you would like to eat <i>Are you ready to order? Yes, I'm ready. What would you like to (drink)? I would like some (orange juice), please. Would you like a (main dish)? Yes, please. Anything for dessert? Some (chocolate cake), please. Anything else? No, thank you.</i>	Science: Is it a fruit or a vegetable?	70	Make a menu
 What is a routine?	<i>The Hare and the Tortoise</i> Sounds and letters clock, clothes /kl/; cry /kr/ (consonant blends) What happens first, next, then, and finally?	<i>get up, get dressed, have breakfast, go to school, go home, do homework, dance class, soccer practice, music lessons, swimming lessons, play with friends, gymnastics, eat dinner, take a bath, brush my teeth, put on pajamas, read a book, go to bed</i>	<i>What does he / she do after school? He / She has (dance class). He / She plays with friends. What do you do after school? I (have swimming lessons). What do you do in the evening? I always / sometimes / never (put on pajamas).</i>	Having a routine	Taking away one	Practice making suggestions <i>I'm bored! What do you want to do? I don't know. Let's (play a game)! No. Yes! I love (ice cream).</i>	Math: What time is it?	80	Make a routines poster
 How can we care for the Earth?	<i>The Yard Guard</i> Sounds and letters Stevie, stand /st/; school, scatter /sk/ (consonant blends) What does Stevie do in the story?	<i>natural, human-made, wood, rock, paper, plastic, cardboard box, soda can, newspaper, spoon, jar, glass bottle, plastic bag, cloth bag, recycle, garbage can, turn on, turn off</i>	<i>What is it? It's a (soda can). Is it natural or human-made? I think it's (human-made). What do you do to help the Earth? I (recycle soda cans). I don't (put bottles in the garbage can).</i>	Saving water	Adding with a number line	Practice giving your opinion about things <i>What do you think about (bees)? I think (bees) are (beautiful). I think (pollution) is (terrible).</i>	Social Studies: What can we recycle?	90	Make an "I love Earth" picture
 What do we do on vacation?	<i>Percy's Peak</i> Sounds and letters Sharon, shine /ʃ/; Charlie, children /tʃ/; sing /ng/ (digraphs) What happens first, next, then, and finally?	<i>beach, mountains, forest, lake, amusement park, summer camp, towel, flashlight, sleeping bag, sunglasses, cap, backpack, build a sandcastle, hike, make a campfire, go on rides, row a boat, ride a horse</i>	<i>What do you take to (the beach)? I take (sunglasses) to (the beach). What else do you take to (the beach)? What does (Leo) do (in the mountains / at the beach)? He / She (hikes). What do you do (in the forest)? I (ride a horse).</i>	Relaxing and being calm	Taking away with a number line	Practice talking about your vacation plans <i>Where are you going on vacation? I'm going to (the beach). What are you going to do at (the beach)? I'm going to (build a sandcastle).</i>	Art: How can we use things from nature to make art?	100	Make a vacation book