

# Scope and Sequence

Unit/Theme	Structures	Functions/Sample Language	Vocabulary
<b>1</b> <b>School</b>	Present simple Verb <i>to be</i>	Giving personal information: <i>What is your name? Maria.</i> Greeting and saying good-bye: <i>Hello. Good morning. Good-bye.</i> Identifying classroom objects: <i>Point to the crayons.</i> Identifying colors: <i>Point to the red book.</i> Identifying quantity: <i>How many tables are there? One.</i>	<i>book, chair, crayon, glue stick, good-bye, hello, school, scissors, table, teacher, window; number 1</i>
<b>2</b> <b>Me</b>	Present simple Verb <i>to be</i>	Identifying gender: <i>She's a girl.</i> Giving personal information: <i>Are you a boy? Yes.</i> Identifying similarities: <i>Are they the same? Yes. They are boys.</i> Identifying quantity: <i>How many boys are there? One, two.</i> Identifying the /b/ sound	<i>boy, different, girl, he, same, she, two; numbers 1–2</i>
<b>3</b> <b>Family</b>	Present simple Verb <i>to be</i> <i>This is</i>	Identifying family members: <i>Is she the mommy? Yes.</i> Identifying similarities: <i>Are they the same? Yes, they are babies.</i> Describing size: <i>It's big. It's little.</i> Identifying quantity: <i>Three babies.</i> Reviewing the /b/ sound	<i>baby, big, brother, daddy, family, little, mommy, sister; numbers 1–3</i>
<b>4</b> <b>Face</b>	Present simple Verb <i>to be</i> <i>This/These</i>	Identifying parts of the face: <i>Point to your nose. This is my mouth.</i> Identifying colors: <i>What color is it? Blue.</i> Identifying quantity: <i>How many eyes? Two.</i> Identifying the /f/ sound	<i>ears, eyes, face, mouth, nose, one, three, two; colors</i>
<b>5</b> <b>My Clothes</b>	Present simple Verb <i>to be</i> <i>This/These</i> <i>There is/are</i>	Identifying colors: <i>Is this red? No. Show me something blue.</i> Identifying weather: <i>It's a hot day. It's a cold day.</i> Identifying and describing clothing: <i>This is a dress. It's red.</i> Identifying quantity: <i>How many buttons are there? Four.</i> Reviewing the /f/ sound	<i>dress, pants, shoes, socks, sweater, tennis shoes, T-shirt; numbers 1–4, colors</i>

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<b>6</b> <b>Pets</b>	Present simple Verb <i>to be</i>	Identifying animals: <i>Is this a fish or a rabbit? A rabbit.</i> Identifying gender: <i>Is this a boy or a girl? A girl.</i> Describing size: <i>Is it big or little? Big.</i> Identifying and describing pets: <i>This is a dog. It's big.</i> Identifying quantity: <i>How many birds are there? Three.</i> Identifying the /k/ sound	<i>big, bird, boy, cat, dog, fish, girl, little, rabbit;</i> numbers 1–5
<b>7</b> <b>My Lunchbox</b>	Present simple Verb <i>to be</i> <i>Like/don't like</i>	Identifying food: <i>Are these bananas? Yes. Show me the sandwich.</i> Expressing likes and dislikes: <i>I like apples. I don't like toast!</i> Following commands: <i>Put the banana in Sam's lunchbox.</i> Identifying colors: <i>What color is it? Red.</i> Reviewing the /k/ sound	<i>apple, banana, carrot, cookie, juice, lunchbox, milk, orange, sandwich, yogurt;</i> colors, numbers 1–5
<b>8</b> <b>Day and Night</b>	Present simple	Recognizing day and night: <i>Is it day or night? Day.</i> Identifying colors: <i>What color is the sun? It's yellow.</i> Identifying daytime and nighttime activities: <i>What do you do in the day? I go to school. What do you do at night? I go to bed.</i> Identifying quantity: <i>How many stars? Six stars.</i> Identifying colors: <i>It's blue. It's yellow.</i> Identifying the /s/ sound	<i>brush teeth, day, do homework, eat breakfast, go to bed, go to school, moon, night, play, put on your pajamas, star, sun, wake up;</i> numbers 1–6, colors
<b>9</b> <b>My Emotions</b>	Present simple Verb <i>to be</i>	Identifying feelings: <i>Is he happy or sad? Happy.</i> Identifying quantity: <i>How many children are there? Three.</i> Reviewing the /s/ sound	<i>angry, face, happy, sad, scared;</i> numbers 1–6
<b>10</b> <b>Community Helpers</b>	Verb <i>to be</i> Present simple	Identifying community helpers: <i>Point to the police officer.</i> Identifying vehicles: <i>What's this? It's an ambulance.</i> Identifying what community helpers do: <i>The house is on fire! Who can help? The firefighter.</i> Identifying quantity: <i>How many balls are there? Two.</i> Reviewing the /b/, /f/, /k/ and /s/ sounds Identifying the /d/ sound	<i>doctor, fire engine, firefighter, letter, mail carrier, mail truck, police car, police officer, stamp;</i> numbers 1–7

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<b>11</b> <b>My Garden</b>	Present simple Verb to be This/These	Identifying plants: <i>What's this? A tree.</i> Identifying animals: <i>Is this a bee or a caterpillar? A bee.</i> Identifying colors: <i>It's red. It's yellow.</i> Recognizing day and night: <i>Is it day or night? Day.</i> Identifying quantity: <i>How many flowers are there? Seven.</i> Reviewing the /d/ and the /s/ sounds	<i>bee, bird, branch, caterpillar, day, flower, garden, grass, night, tree;</i> numbers 1–7, colors
<b>12</b> <b>Vehicles</b>	Present simple Verb To Be There is/are	Identifying and describing vehicles: <i>What's this? It's a car. It's red.</i> Identifying location: <i>Where is the boat? In the water.</i> Reviewing numbers 1–7 Identifying quantity: <i>How many boats are there? Four.</i> Identifying the /t/ sound Reviewing the /f/ sound	<i>airplane, big, boat, bus, car, little, road, sky, tracks, train, truck, TV, water;</i> colors, numbers 1–7
<b>13</b> <b>My Home</b>	Verb to be There is/are	Identifying rooms in a house: <i>There is a kitchen.</i> Reviewing family members: <i>Who is she? The mommy.</i> Identifying location: <i>Where's mommy? In the living room.</i> Identifying and describing pieces of furniture: <i>This is a bed. It's red.</i> Identifying quantity: <i>How many beds are there? Nine beds.</i> Reviewing the /t/ sound	<i>baby, bathroom, bed, bedroom, brother, chair, daddy, door, house, kitchen, living room, mommy, sister, table, TV, window;</i> numbers 1–9
<b>14</b> <b>Toys</b>	Verb to be Present simple	Identifying and describing toys: <i>Is this a robot? Yes. What color is it? It's blue.</i> Relating toys to actions: <i>Bounce the ball.</i> Identifying location: <i>Where's Sam? He's on the chair.</i> Identifying quantity: <i>How many balls? Ten.</i> Identifying colors: <i>It's brown.</i> Identifying the /r/ sound	<i>action figure, ball, boat, bounce, drive, fly, robot, row, teddy bear, truck;</i> colors, numbers 1–9
<b>15</b> <b>I Can Help</b>	Present Verb to be Can for ability	Identifying rooms: <i>This is a classroom.</i> Identifying helping actions: <i>I pick up my toys.</i> Asking for and offering help: <i>I can put the trash in the trash can.</i> Identifying quantity and counting: <i>How many boys? Four.</i> Reviewing the /r/ sound	<i>bedroom, classroom, crayon, lunchbox, plant, toy, toy box, trash, trash can, watering can;</i> colors, numbers 1–10, school objects, helping actions