

Scope and Sequence

	Lessons	Early Learning Goals	Vocabulary	Language
Unit 1 My School	1–4	To say <i>hello</i> and <i>good-bye</i> To follow simple instructions To identify oneself as a boy or a girl To say one's name	hello, good-bye, Dino, teacher, Miss Maria, Kelly, Jimmy, boy, girl, name tag	Hello, (Dino). Good-bye, (Dino). What's your name? My name is (Kelly). (Jimmy) is a (boy). I'm a (boy). (Kelly) is a (girl). I'm a (girl). Are you a (girl)? Yes, I am. Are you a boy or a girl?
	5–8	To recognize and name classroom objects To name the classroom object one is holding To start to retell a predictable chant with help	poster, flashcard, table, chair, book, same, pencil, crayon, scissors, glue stick, backpack, children, school	What's this? It is a (table). I don't know. This is a (table). They are the same. What are these? They are (scissors). It is not a (chair). What can you see?
	9–12	To review classroom objects To identify and name the colors red, yellow and blue To classify objects by color To identify oneself as a boy or a girl and say one's name	red, blue, yellow, box, t-shirt, painting, dinosaur	Put the (red) (crayon) in the (red) box. It is not a (red) (crayon). It is a (red) (glue stick). Is it (red)? Yes, it is. No, it isn't. It is not (red). What color is this? It is (blue). My name is (Diego). I am a (boy). This is my (painting).
	13–16	To learn to use polite requests: Please. Thank you. To make predictions about a story To listen to and enjoy a story To learn about the importance of helping out at school To participate in taking care of the classroom	please, thank you, you're welcome, pencils, scissors, help, crayons, cleaning up, classroom, clean, shelf, toys, paper, recycling box	Put the (pencil) in the (box). Help me clean up. What do you see? I see (pencils). I can help. What is this? It is a (yellow pencil). Is he / she helping? Are they helping? Yes. / No. I can help. I can (put the pencils) in the (box). Can (you) (put the pencils) in the (box)? Yes. / No.
Unit 2 My Face	1–4	To identify facial features To follow simple instructions To begin to describe one's face	face, hair, eyes, nose, mouth, ears	Touch your (eyes). This is my (face). These are my eyes. Put the (hair) on the face. Take the (hair) off the face. Color the dot (red). This is a (mouth). These are (eyes). These are my (eyes). Go to the (eyes). Come back. I have a (face). What's missing? The (eyes) are missing.
	5–8	To identify numbers 1 and 2 To identify characters in a story To listen to and act out a chant	one, two, number, boys, girl, children, dots, sitting still	I have (one) (face). Two (boys). One (girl). Show me (two). Write (one). How many (eyes) do you see? (Two). Two little dinosaurs sitting very still. Go away. Come back. Sit (very) still.
	9–12	To recognize the feelings happy, sad and angry To identify and make a simple sequence To identify the color green and to review colors red, yellow and blue	happy, sad, angry, red, yellow, blue, green, face mask	Put the (mouth) on the face. Make a (sad) face. Is this a (happy) face? Is it (happy)? Yes, it is. / No, it isn't. This is (an angry) face. The (red) face is (angry). Color the (hair) (yellow).
	13–16	To review facial features and the feelings happy, sad and angry To make predictions about a story To listen to and recall the sequence of a story To act out a story To talk about feelings	monkey, square, happy, sad, angry	Are you happy or sad or angry? How do you feel today? This is your face. Make a (red) square. How do you feel today, monkey? Make a line. How do you feel, Dino? Point to the (green) dinosaur. Put a sticker on the dot.

	Lessons	Early Learning Goals	Vocabulary	Language
Unit 3 My Family	1–4	To identify and name family members To correct false sentences To say how many sisters or brothers one has To introduce one's family with help	family, mommy, daddy, sister, brother, baby, cell phone, big, little	Who's this? It is (Mommy). Look at my family. Put your finger on Jimmy's (mommy). I have a (little brother). What's your name? My name is (Kara). This is my family. I love my family. This is my (mommy). Her name is (Ann).
	5–8	To identify and name family members, including grandparents To sort people into two groups: young and old To say what one likes to do with a grandparent's help To identify characters in a story To listen to a chant/story and act it out	big, little, grandma, grandpa, young, old, cook, jump, trampoline, big brother, little sister, dinosaur, bed	Who's he / she? This is Grandpa / Grandma. I love my grandpa / grandma. Who's this? Is he young or old? He is young. I like to (cook) with my grandpa. Do you like to play games with your family? What do you like to do with your (grandpa)?
	9–12	To identify family members and family activities To describe what students like to do with their families To role-play being different family members	family members, draw pictures, read books, do puzzles, ride bikes, walk in the park, play ball, have a picnic, tie, necklace, glasses, bottle	This is my mommy / daddy. What do you like to do with your mommy / family? I like to play games with my mommy. Who do you like to (read books) with? This is my little brother. I like to play blocks with my little brother. We like to ride bikes. Who's this? She's the grandma. I'm the (mommy).
	13–16	To identify story characters To start to make predictions about a story To answer questions about a story To recognize number 3 and to count to 3 To learn about loving family members	hats, balloons, presents, birthday cake, candles, one, two, three, dots, heart	What do you have? I have the (hats). Who has the hats? Sister has the hats. What do you see? Hats. How many hats? Let's count. One, two, three. Dino loves his mommy and daddy.
Unit 4 My Lunch	1–4	To identify numbers 1 through 4 To count to 4 To identify and describe fruits	purple, orange, apples, grapes, pear, banana, red, yellow, green, one, two, three, four, pears, oranges, fruit stand, blue	What's this? It's an apple. What are these? They are grapes / bananas. This is an apple. These are grapes. What color is the apple / banana? It's red / yellow. It's a red apple / yellow banana. What number is this? It's four. How many apples/ bananas do you see? Four.
	5–8	To identify the colors orange and purple To identify and name foods and drinks To say what is in one's lunch box To express likes and dislikes about foods and drinks To follow simple instructions to make a healthy snack	lunch, lunch box, sandwich, yogurt, fruit, carrot, water, milk, juice, cookie, apple, pear, granola, eat, snack	I have (water) in my lunch box. What do you have in your lunch box? What color is Jimmy's lunch box? Do you like (oranges)? Yes, I do. / No, I don't. I like (oranges). I don't like (oranges). Put the yogurt in the cup. Put the fruit in the cup. Put the granola in the cup. Eat your snack.
	9–12	To associate being hungry with food and thirsty with drinks To make polite requests To identify fruits, colors and sizes To follow a pattern: big and small To develop phonemic awareness through the listening of a chant	hungry, thirsty, food, drinks, big, small, one big sandwich, two small apples, three small carrots, four big grapes	I'm hungry. I want a (pear), please. Here is a (pear). Thank you. I'm thirsty. I want some (juice), please. What's this? It's a big apple. It's a small apple. Big apple, small apple, big apple. What comes next? Small apple. What are these? These are big apples. These are small apples. I'm a hungry Dino. I want my lunch. I have a big sandwich.
	13–16	To answer questions about a story To follow and sequence events in a story To identify healthy and unhealthy foods To learn about the importance of eating healthy food	enormous, carrot, rabbit, pull, healthy, unhealthy, donut, lollipop, milk, healthy foods, unhealthy foods, cookies, soda	What's this? It's a carrot. Is it healthy? Yes, it is. Carrots are healthy. This is soda. Is it healthy or unhealthy? It's healthy / unhealthy. Is he hungry or thirsty? He's hungry. (Apples) are (good) for you. He is eating an apple. Is he hungry or thirsty? He's hungry. (Apples) are (good) for you. Color the (happy) face.



	Lessons	Early Learning Goals	Vocabulary	Language
Unit 5 My Body	1–4	To recognize and name facial features and body parts To develop awareness of symmetry To follow simple instructions To draw a picture of oneself and describe body parts	face, eyes, nose, mouth, ears, hair, one, two, head, hand, leg, arm, foot, body, hair	This is my (nose). I have one (nose). These are my (eyes). I have two (eyes). What's this? It's an arm. This is my (arm). Point to your (head). This is my (head). Is it a (foot)? Yes, it is. / No, it is not. It is not a foot.
	5–8	To identify body parts To act out a rhyme and chant To understand the importance of exercising to stay healthy To express abilities To develop phonemic awareness through listening to a chant	girl, boy, dinosaur, mirror, toes, wiggle my fingers, exercise, move, stretch, arms, shake, wave, touch my toes, give you a hug	I look in the mirror. I touch my (head). Touch your (head). Move your (arm). Wave your (hand). Lift your (leg). Shake your (foot). Put your (hands) up / down. Wiggle your (fingers). I can wave my arms. Can you do it, too? Yes, I can do it.
	9–12	To count body parts and say how many one has To match body parts with numerals To count to 5 To match numerals to sets of objects To trace numbers 1–5	one, two, legs, hands, feet, fingers, numbers 1–5, high five, dots	What's this? It's a head. This is my head. I have one head. These are my arms. I have two arms. Show me five. One, two, three, four, five. High five. Point to number (one). How many fingers do you see?
	13–16	To identify characters in a story To act out a story To say which actions one can/can't perform To talk about the importance of exercising to stay healthy	run, hop, jump, win, race, fast, march, walk, clap, stretch, jump rope, run, touch your toes, sit on the sofa	What can he do? Can David run? No, he can't. I can (walk). I can win. He / She can (jump). Can you jump? Yes, I can. / No, I can't. Is she moving her body to stay healthy?
Unit 6 My Toys	1–4	To identify, name and repeat the names of toys To name the colors of toys To name the toy that doesn't belong To say what one's favorite toy is and to describe it To count sets of objects to 5 To begin to record information on a graph	ball, sailboat, car, dinosaur, teddy bear, red, blue, yellow, green, brown, orange, doll, action figure, robot, front, back	What's this? It's a (ball). What color is it? It's (blue). It's a (blue) (ball). Is this a (doll)? No, it isn't. This is not a (doll). Which toy doesn't belong? The action figure. What's your favorite toy? My favorite toy is a (doll). How many (teddy bears) do you see? (Five.) This is my (robot). I love my (robot). It's my favorite toy.
	5–8	To count to 6 To make a polite request To role play having a toy store	six, balls, dots, purple, pink, numbers 1–6	How many (balls) do you see? I see (six) (balls). What number is this? (Four.) Color (four) robots. I want a teddy bear, please. Here you are. Thank you!
	9–12	To describe locations of toys To identify and name furniture To develop phonemic awareness through listening to a chant To retell a chant	in, on, under, bed, shelf, chair, toy box, table, drawer, colors, closet, (dresser) drawer, toys	Where's the (pink) dinosaur? It's (on) the box. The (purple) dinosaur is (on) the bed. Put the (sailboat) (under) the table. Is the (sailboat) (on) the table? No, it is (under) the table. My Dolly is hiding. Where can she be? I look under the table. And bump my knee.
	13–16	To identify characters in a story To listen to and follow a story To start to make predictions about what will happen in a story To answer questions about a story To identify how characters in a story are feeling To talk about the importance of sharing	mommy, daddy, sister, brother, baby, new, bike, fight, share, take turns, happy, sad, angry, swing, crayons	Look, it's a bike! Wow! I want the bike, said Sister Bear. No, I want the bike, said Brother Bear. Take turns, said Mommy Bear. It's my turn. No, it's my turn. Who's (he)? How is (he) feeling? Are they (sharing) the swing? Yes, they are.

	Lessons	Early Learning Goals	Vocabulary	Language
Unit 7 My Pet	1–4	To identify and name pets and the sounds they make To name the pet that doesn't belong To sort pets by type To count sets of pets	cat, fish, dog, bird, pet, bow-wow, meow, blurp-blurp, chirp-chirp, rabbit, turtle, hamster, same, different, white, black, brown, pink, big, small, colors, numbers 1–5	What's this? This is a (cat). / It's a (cat). What does a dog say? Bow-wow. Is this cat? Yes, it is. / No, it isn't. This is a dog, and this is a dog. They are the same / different. What color is the rabbit? It's white. This is a white rabbit. How many big fish do you see? I see three big fish.
	5–8	To identify numbers 7 and 8 and numbers 1 through 8 To associate baby pets with their mothers and with their actions To identify animal movements To develop phonemic awareness through listening to a chant	baby cats, baby rabbits, numbers 1–8, mother dog, baby dog, dog house, baby rabbit, fish, bird, hop, swim, fly, run, sleep, turtle, crawl	What number is this? How many baby cats do you see? Let's count. I see seven baby cats. What comes after 1? Number 2. How many baby dogs do you see? Four. What are they doing? They are running.
	9–12	To name the pet one has To begin to read a picture graph and to answer questions about it To describe pets and identify the sounds they make To associate pets with their homes	cat, dog, fish, rabbit, turtle, dog, pet, bird, hamster, drinks milk, run, sing, swim, home	How many cats do you see? Let's count. I have a dog and a bird. What pet(s) do you have? Do you have a (dog)? Yes, I have a (dog). No, I don't have a (dog). Do you love your pet? Whose home is this? This is a home for a (hamster). This is not a home for a (fish).
	13–16	To predict what a story is about To understand the importance of caring for pets To sequence and retell a story To understand that pets have needs	clean, dirty, bath, dog, face, eyes, nose, mouth, legs, tail, wash, sponge, scrub, tub, boy, walk, brush, vet, feed, dog food, play, vet	I take care of my dog. I walk my dog. I brush my dog. I take my dog to the vet. I feed my dog. Whose things are these? Are they things for fish? No. Whose things are these? The dog's. I give my pet a bath. I give my pet water. I play with my pet.
Unit 8 My Backyard	1–4	To identify bugs To identify and say the names of shapes and colors To follow a simple shape pattern To explore the concept of symmetry	butterfly, spider, ladybug, bee, caterpillar, ant, worm, triangle, square, circle, rectangle, shape, pattern, spots, caterpillar hotel, colors, leaves, twigs	What's this? It's a butterfly. Is this a butterfly? Yes, it is. / No, it isn't. What color is your butterfly? My butterfly is (yellow). This is a purple triangle. Brown rectangle, orange circle, what comes next? What shape are these spots? These are (circle) spots.
	5–8	To identify and recognize numbers 9 and 10 To count sets of objects to 10 To trace numbers 8–10	dots, bees, ladybugs, numbers 1–10, butterflies, spiders, worms, spots	Point to number 9. Count the dots. How many bees do you see? I see nine bees. Color the bees. How many spots do you see? Let's count. This is number (7).
	9–12	To identify bugs by size (small and big) To identify and sort objects by length (long and short) To develop phonemic awareness through listening to a chant	big, small, long, short, box, giant, marching, walking, crawling	This is a big / small butterfly. Is this a small ladybug? Yes, it is / No, it is not a small ladybug. It is a big ladybug.
	13–16	To make predictions about what a story will be about To answer questions about a story To describe the locations of characters To sequence a story To review and practice prepositions To understand the importance of taking care of nature, including animals and plants	log, tree, grass, hop, stand, fly, hungry, crawl, flower, leaf, next to, in, on, under, bug, hotel, flowers	Where's the little worm? It's next to the tree. Is it in the tree or next to the tree? What's this? It's a bee. Where's the bee? It's on the flower. I respect nature. Is he respecting nature? Yes, he is. / No, he isn't.