

Scope and Sequence

	Lessons	Early Learning Goals	Vocabulary	Language
Unit 1 My Busy Week	1–4	To say one's name and to greet others To identify and say daily classroom routines To say which school activities one can do To say one's gender and age To describe school routines one likes or doesn't like to do	sing, speak English, write, count, cut, draw, color, boy, girl, listen to stories, clean up, food, colors, toys, friend, play games, paint	What's your (his/her) name? My (His/Her) name is (Dino). Where is (Jimmy)? He's/She's not here. What can Jimmy and Kelly do at school? They can sing. Are you a boy or a girl? I'm a (boy/girl). How old are you? I'm (five) years old. I like/don't like to (draw).
	5–8	To name and trace the days of the school week To identify special classes at school and times To review numbers 1–20 To learn how to tell time on the hour	school days, PE, art, computer class, music, science, clock, time, numbers 1–20, days of the school week (Monday, Tuesday, Wednesday, Thursday, Friday)	What day is today? Today is Monday. When do they have art? They have art on Tuesday. Do we have music? Yes, we do./No, we don't. Do you like science? Yes, I do./No, I don't. What time is it? It's six o'clock. Is it 8 o'clock? Yes, it is./No, it isn't. It's 7 o'clock.
	9–12	To name and trace the days of the school week and weekend To identify and name weekend (recreational) activities To say which activities one likes to do on the weekend To identify and trace the parts of the day	weekday, weekend, go to the supermarket, visit my grandparents, go to the movies, stay home, play with my pet, watch TV, morning, afternoon, evening	We (go to school) on (Monday). What do you do on the weekend? I visit my grandparents. Do you like to play with your pet? When do you watch TV, in the morning, afternoon or evening? What's Jimmy doing? He's playing with his toys. What does Dino do on Fridays? He plays video games.
	13–16	To identify characters and feelings in a story To talk about activities one is good at To understand the importance of learning things	science, soccer, math, swimming, love, hate, good at, excited, scared, afraid, bored, proud, ride a bike, play tennis, do karate, play the recorder	She loves her class. She is good at (soccer). I'm (angry). What class does Andy have on Wednesday? He has music class. What time does he have his soccer class? What's he doing? He's swimming. What are you good at? I'm good at (dancing).
Unit 2 Look at My Family!	1–4	To describe hair and eye color To describe hair type and eye color To understand the concept that we are all special To trace words that describe hair types	hair, eyes, brown, black, blond, blue, green, friend, boy, girl, long, short, curly, straight, red, small, big	What color are his/her eyes? What color is his hair? My friend has black hair and green eyes. She's a girl. She has curly, red hair. Is her hair long or short? It's long. Does this boy have curly hair? Yes, he does./ No, he doesn't. He has straight, blond hair and light blue eyes.
	5–8	To identify and describe family members and physical traits To compare one's physical traits to those of a family member To trace words that describe physical traits	aunt, uncle, cousin, grandpa, grandma, hair/eye color, glasses, tall, short, fat, thin, young, old	This is my uncle. He has black hair and brown eyes. What's she like? She has blond hair and blue eyes. Does Jimmy's father have brown eyes? Yes, he does. Who do you look like? I look like my (mom).
	9–12	To understand that living things grow To sort living and nonliving things To compare people by age and height To trace words that describe people's age and height To learn to measure objects by centimeters	woman, sprout, plant, puppy, dog, book, baby, kitten, robot, living things, tall, taller, tallest, short, shorter, shortest, young, younger, youngest, old, older, oldest	What's this? It's a puppy. Do puppies grow? Yes. They are living things. Does a book grow? No, it doesn't. It's not a living thing. The baby is very young. Who is older, the man or the baby? Who's the tallest? The father is the tallest. How tall is Dino? He's 10 cm tall.
	13–16	To make size comparisons To trace words that describe size To trace sequence words To talk about helping our siblings and family members	medium, goats, horses, fattest, thinnest, biggest, smallest, bridge, river, troll, grass, first, then, next, finally, keep my sibling safe	What color is the little goat? White. Who's bigger, the medium goat or the little goat? Who's this? Little Billy Goat. Who's the oldest? First,... Then what happened? Then,... Next,... Finally,... What happened next? What's Dino's sister doing? She's helping his/her baby brother get dressed.

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Unit 3 Amazing Animals	1–4	To identify and describe wild animals: singular and plural To describe ongoing actions To trace actions To correct negative sentences To count sets of animals and add two sets of animals together	safari, elephant, zebra, lion, giraffe, hippo, crocodile, rhino, bird, monkey, tiger, gorilla, snake, drinking, climbing, walking, eating, flying, sleeping	What's this? It's an elephant. What are these? They are hippos. This/That is an elephant. These/Those are elephants. What's it doing? The little brown monkey is climbing. Is it eating? The bird isn't eating. Are those rhinos swimming? How many lions are there? How many animals altogether? Two plus three equals five.
	5–8	To identify wild animals and say how they move To identify and trace actions To describe the locations of animals To identify and trace prepositions	jungle, running, swinging, hiding, crawling, standing, in front of, behind, next to, on, between, plants, tree, rock	What are these? They are tigers. What are they doing? They're running. What's it doing? It's swinging. Where's the gorilla? It's next to the tree. Where are the tigers? They're behind the rock. Which animal is next to the rock?
	9–12	To describe, compare and trace animal characteristics To put animal types and characteristics into categories To describe, compare and trace animal body parts To identify zoo animals and body parts	spots, stripes, mouse, long, short, ears, tails, legs, panda, claws, strong arms, horn, paws, teeth, zoo	This is a tiger. It has stripes. The elephant has big ears. Does the giraffe have big ears? Yes, it does./No, it doesn't. What do crocodiles have? They have sharp teeth. Which animal has a pointy horn? The rhino has a pointy horn.
	13–16	To identify characters in a story To describe and trace how characters are feeling To compare physical traits of story characters To recognize, count and sequence numbers to 20 To talk about the importance of being kind to others	happy, sad, scared, angry, strong, proud, lion, friend, hunter, trapped, net, chew, escape, numbers 1–20, be kind, share my lunch, help a friend, hurt someone's feelings	How does the mouse feel? The mouse feels happy. Does the lion have a long tail? Yes, it does. The lion has a long tail. Is the lion happy or angry? The lion is happy. What number is this? It's 10. What comes after 10? Eleven. Is the mouse kind? Yes, the mouse is kind. What is the yellow dinosaur doing? Is he being kind?
Unit 4 I'm Healthy and Safe	1–4	To identify, name and trace body parts To distinguish right from left and trace the words To review and count numbers 1–20 To add and subtract using fingers	neck, arm, leg, foot, head, shoulder, elbow, knee, ankle, right, left, numbers 1–20, hop, jump, touch, lift, shake, wave, wiggle, clap, adding, subtracting	What's this? Neck. Touch your neck. How many elbows do you have? I have two elbows. This is my right hand. Addition: Three plus two equals five. Subtraction: Show me five fingers. Take away three. How many are left? Two.
	5–8	To describe what someone is wearing To identify healthy and unhealthy habits To understand the importance of healthy habits	the weather, sunscreen, eat healthy food, brush my teeth/ hair, exercise, wash my hands, blow my nose, use a tissue, drink lots of water, take a shower, cover your mouth, get rest	How's the weather? It's hot and sunny. What's the girl wearing? She's wearing a hat. What do you do to stay healthy? I eat a healthy breakfast to stay healthy. Eating an apple is healthy. Eating candy isn't healthy.
	9–12	To talk about how one feels and trace feelings words To talk about ailments and remedies To recommend solutions for getting better	sick, hungry, thirsty, put on your jacket, call the doctor, cough, sore throat, stomachache, fever, cold	How do you feel? I have a fever. What does he need? He needs to drink water. What's wrong with her? She has a headache. What can I do to get better? I can tell my mom. Have a drink of water.
	13–16	To identify safe and unsafe practices on the playground To describe common, minor injuries To talk about playing safely on the playground	safe, dangerous, be careful, slide, skateboard, bike, helmet, swing, climbing frame, hurt, scraped, broke, cut, bumped, see-saw, take turns	He's riding his bike. Wear your helmet when you ride your bike. She's swinging on the swing. Is that safe? She knows how to swing safely. Don't jump off the swing. I scraped my knee. They are playing on the slide.



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Unit 5 My Community	1–4	To identify and name places in a town To count by 10's to 100 To say one's address To identify and name stores and products	school, fire station, police station, dentist, hospital, post office, restaurant, pet store, park, supermarket, house, 10–100	There's a clothing store in my town. Is there a restaurant in town? Yes, there is./Sorry. No, there isn't. Thank you. You're welcome. Do you live in an apartment? I live in a house. What's your address? My address is 3-0-5, Yaqui Street. You can buy eggs at the supermarket.
	5–8	To identify, name and trace healthcare workers To identify tools and associate them with workers To learn about taking care of one's teeth To learn the importance of going to the doctor	doctor, dentist, nurse, hospital, dental clinic, community helpers, tools, doctor's bag, hat, sick, call the doctor, chill, pill	Where do doctors work? Doctors work in the hospital. What do doctors do? Doctors keep us healthy. What's he doing? He's checking the girl's teeth. This is a mirror. Who uses this? A dentist. I brush my teeth three times a day. Brush your teeth after you eat candy.
	9–12	To identify community helpers To say where people work and what they do To say what tools people use at work To say what professions family members have To say what one wants to be	uniform, police officer, vet, salesperson, firefighter, server, mail carrier, police station, pet store, fire station, post office, badge, hose, stethoscope, mail bag	Who's she? She's a vet. Where does she work? She works at the pet store. What does a police officer do? A police officer keeps us safe. What does your mom do? What do you want to be when you grow up? I want to be an artist.
	13–16	To understand and talk about traffic and rules To trace the words "Walk" and "Don't walk" To understand the importance of safety rules	sidewalk, street, car, seat belt, traffic, crossing light, wear your seat belt, crosswalk, stop, bike, skateboard, knee and elbow pads, red, yellow and green lights	Mommy Gorilla is helping Little Gorilla get out of the car. They are waiting to cross the street. He's unbuckling his seat belt. Is that dangerous? It's safe. The light is red. The sign says "Don't walk." Stay on the sidewalk. The light is green. Now you can cross the street.
Unit 6 Saving the Planet	1–4	To identify and differentiate between land and water To understand that we need to take care of the planet To classify animals by where they live: air, land, water To identify and sort natural and man-made objects	Planet Earth, sea, ocean, land, country, forest, mountain, river, fish, air, lake, deer, fox, frog, sky, natural, man-made, leaf, building, clouds, grass	The Earth is our home. This is the land. We live on the land. Animals live on the land, in the sky, and in the water. We share the Earth with the animals. This is natural. It's part of the natural world. This is man-made. A person made it.
	5–8	To identify and describe the location of trash items To understand that we need clean air and water To introduce how we can take care of the Earth	environment, clean, polluted, air/water pollution, factory, litter, glass/plastic bottle, bag, plastic rings, sea, lake, pond, river, juice boxes, reduce, reuse, recycle	We can pick up the litter. It's in the sandbox. We need clean air to breathe. There is smoke coming from the factories. Is the pond polluted? No, it's isn't. It's clean. What's polluting the water? A plastic bag. What can we do to help the Earth? We can use things again.
	9–12	To understand the importance of recycling, saving water and electricity To sort trash by type To count to 100 by tens	electricity, use lights, hose, water/trash can, plant a tree, save, waste, plastic, metal, paper, recycling box, plastic container	He's watching TV. He's using electricity. Don't run the water when you brush your teeth. It's a newspaper. Which box does the newspaper go into? Paper. How many dots are there? 10. How many sets of 10 are there? Three. How many is that? 30.
	13–16	To identify sea animals To understand the importance of not polluting the sea To review numbers (multiples of 10 to 100) and colors To talk about the importance of the Earth and sea animals	float, dolphins, boat, cooler, sea turtles, pollution, clean, safe, river, whale, shark, jellyfish, starfish, octopus, coral, turn off the water, plant a tree	The dolphins are swimming next to the plastic bag. The trash falls in the river. I think the blue whales are going to eat the trash. What's this? It's a jellyfish. Put your finger on the dolphin with number 100. Are they sorting their trash? Yes, they are./No, they aren't.

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Unit 7 Going Places	1–4	To identify weather conditions To describe what people are wearing To name seasons and activities related to them To express where one wants to go and do	weather, clothing, colors, winter, spring, summer, fall, play in the snow/sand/leaves, mountains, theme park, beach, campsite, swimming, hiking, skiing	What's the weather like? It's hot. What's Jimmy wearing? He's wearing a T-shirt. What season is this? It's spring. Where does Dino want to go? He wants to go to the beach. What months are in the winter? December, January and February.
	5–8	To identify forms of transportation and transportation locations To talk about vacation plans and the seasons To tell time on the half hour To talk about buying tickets, departure times and choosing a seat To count to 100 by tens	plane, train, bus, taxi, airport, train station, bus station, taxi stand, bus ticket, time, seat, numbers to 20, flight, time, numbers 10 to 100	Where's Dino? He's at the airport. Where's he going? He's going to the beach. How's he getting there? By plane. When's Dino going to the beach? In the summer. What time is it? It's 2:30. What time does the bus leave? At 10:30. What's your seat number? What's the flight number? Number 40.
	9–12	To identify vacation destinations, forms of transportation and lodging To describe vacation-related activities and vacation locations To plan a vacation and talk about packing for a trip To identify clothing for different kinds of weather	beach, mountains, plane, taxi, hotel, house, tent, cabin, vacation activities, weather-related clothing and items	Where are you going to go on vacation? I'm going to go to the beach. What are you going to do? I'm going to swim. How do you want to get there? I want to go by plane. Where do you want to stay? I want to stay in a tent. What's she taking? She's taking a coat and boots.
	13–16	To describe actions in the past To discuss the importance of helping each other To understand the importance of working together as a family	put up a tent, went hiking, built a campfire, slept in a tent, rode, drove, fell down, helped, dropped, pulled back into boat	They went camping. What did they do? They put up a tent. What happened? Little Brother fell down. Who helped him? Dad helped him. What are the dinosaurs doing? The dinosaurs are working together to put up a tent!
Unit 8 Present, Past and Future	1–4	To sort items babies and children use To say which activities a baby can and cannot do To identify the written words yes and no To compare activities a child/baby can do independently	handprint, crib, rattle, cry, crawl, take a bath by yourself, drink from a bottle, tie your shoes, get dressed, put on my socks, grow and change	This is a picture of me when I was a baby. That was a long time ago. It's a rattle. A baby uses a rattle. Babies can't write but children can. Babies can sit and sleep in their cribs. Children can read books. What could Dino do when he was a baby? He could sleep in a crib.
	5–8	To talk about technology and devices used in the past To compare and sort modern and old devices To match the same types of devices from the present and the past	laptop, tablet, cell phone, video call, long ago, now, typewriter, record player, radio, new, selfie, board game, remote toy, digital music	Kelly's calling grandma on the computer. He's playing a game on the tablet. This was grandma's TV. She didn't have a computer but she had a typewriter. These are things grandma used in the past. These are things we use in the present.
	9–12	To say the days of the week in order To understand the concept of yesterday, today and tomorrow To understand a schedule of events To talk about things a robot can do	days of the week, past, present, future, yesterday, today, tomorrow, baby, adult, grown-up, robot	Dino had music class yesterday. He has art class today. They will have art class tomorrow. This is me when I was a baby. This is me now. This is what I think I'll look like when I grow up. What can his robot do? It can talk. Can it do homework? Yes, it can. Can it swim? No, it can't.
	13–16	To make predictions and talk about life in the future To understand that as we grow and change, we can do new things To reflect on what has been learned at school this year and make plans for next year	crash, helmet, spaceship, buttons, futuristic car/refrigerator, robot cleaner, robot dog, try my best, share my ideas, work with others, this year, next year	Judy meets Peter's parents on Planet X. What chore does he have to do? He has to clean his room. It's a futuristic car. What does it do? It flies in the sky. What can you do now that you couldn't do when you were a baby? I can (count to 20). How many of you enjoyed your work in this class? Raise your hands. Circle the third star if you really enjoyed your work in this class.