

Scope and Sequence

Unit and Theme	Topics and Themes	Communication Objectives	
1 My School	School objects; colors (pink, red, blue); greetings; identify and trace numbers (one to three); action verbs; demonstrative pronouns (<i>this, these</i>)	Identify and name school items; greet someone and say good-bye; introduce oneself; identify and trace numbers; count to 3; understand basic commands; understand the locations of things	
2 My Senses	Senses; parts of the body associated with each sense; tastes (sweet, sour, salty); numbers (four to six); action verbs	Identify and name senses and parts of the body associated with each sense; identify tastes (sweet, sour, salty); express likes and dislikes; identify and trace numbers; count to 6; understand and follow basic commands	
3 My Family	Family members; homes (<i>house, apartment</i>); pets (<i>dog, cat, fish, bird</i>); numbers (seven to nine); action verbs	Identify and name family members; ask for information; express possession; identify people's homes; identify and trace numbers; count to 9; understand and follow basic commands	
4 My Toys	Toys; numbers (ten to twelve); feelings (happy, sad, scared, mad); days of the week; action verbs	Identify and name toys; identify feelings; express possession; identify same and different; identify and trace numbers; count to 12; understand and follow basic commands	
5 Food	Food and drinks; numbers (thirteen to fifteen); action verbs	Identify and name food items; express likes and dislikes; express wants; order food in a restaurant; identify and trace numbers; count to 15; understand and follow basic commands	
6 My Clothes	Clothes; numbers (sixteen, seventeen); weather (rainy, windy, sunny, hot, cold); days of the week; action verbs	Identify and name clothing items; express possession; identify types of weather; identify and trace numbers; count to 17; understand and follow basic commands	
7 Animals	Animals; numbers (eighteen, nineteen); demonstrative pronouns (<i>this, that, these, those</i>); action verbs	Identify and name animals; express preferences; identify and describe locations of animals; identify and trace numbers; count to 19; understand and follow basic commands	
8 My World	Places; vehicles; community workers; numbers (twenty); action verbs	Identify and name places in a neighborhood, vehicles, and community workers; describe location; describe destination; identify and trace numbers; count to 20; understand and follow basic commands	



	Target Language	Reading and Writing Readiness	CLIL Math	CLIL Amazing! Nature and Science	Value	
	<i>What is this? It is (a jungle gym). What are these? They are (hoops). This is (a box). These are (shelves).</i>	<i>Hello, my name is (Kayla). Understand the prepositions in, on Understand adverbs inside, outside</i>	Practice motor skills; visual discrimination	Numbers (1–3)	Observing how snails move	Respecting the teacher and listening
	<i>What do you (see) with? I (see) with my (eyes). Do you like (sweet) food? Yes, I do./No, I don't.</i>	<i>I see (a campfire).</i>	Identify initial sound /s/; practice motor skills; practice visual discrimination	Numbers (4–6)	Observing how animals use their tongues to taste	Being polite and waiting for your turn
	<i>Who is (she)? (She) is my (grandmother). Who are they? They are my (grandparents). What is this? It is my (house). What are these? They are my (pets).</i>	<i>What school do you go to? I go to (Sunshine Nursery School). What is your teacher's name? My teacher's name is (Mrs. Smith). My (grandmother) has (a dog). Where does (Grandmother) live? In (a house).</i>	Identify initial sounds /m/ and /f/; practice motor skills; practice visual discrimination	Numbers (7–9)	Observing birds' nests	Appreciating family members
	<i>What do you have? I have (a tricycle).</i>	<i>Do you have (a (play house)? Yes, I do./No, I don't.</i>	Practice motor skills; practice visual discrimination; identify animal sounds	Numbers (10–12)	Observing how the sky changes	Sharing toys to make something together
	<i>What do you like? I like (fish). Do you like (corn)? Yes, I do./No, I don't.</i>	<i>What do you want to eat? I want (chicken), please.</i>	Identify initial sound /s/; identify and write uppercase and lowercase Ss; practice motor skills; practice visual discrimination	Numbers (13–15)	Observing that plants grow from seeds	Using table manners
	<i>What is (he) wearing? (He) is wearing (shorts).</i>	<i>What does (she) have? (She) has (an umbrella). It is (sunny).</i>	Identify initial sound /m/; write uppercase and lower case Mm; practice motor skills; practice visual discrimination	Numbers (16–17)	Observing how feathers help birds	Helping others
	<i>This is (a cat). That is (a horse). These are (dogs). Those are (ducks). What's your favorite animal? I (like) horses.</i>	<i>Where is the (chicken)? Here it is. It is (under) the tree. Understand the prepositions in, under, next to</i>	Identify initial sound /l/; identify and write uppercase and lowercase Ll; practice motor skills; practice visual discrimination	Numbers (18–19)	Observing how chicks come from eggs	Taking care of animals
	<i>Where is the (restaurant)? It is over there. It is (next to) the (fire station).</i>	<i>Where is the (fire truck) going? It's going to the (fire station). Understand the prepositions next to, behind, in front of</i>	Identify initial sound /f/; identify and write uppercase and lowercase Ff; practice motor skills	Numbers (20)	Observing the phases of the moon	Recycling

