

Scope and Sequence

Unit and Theme	Topics and Themes	Communication Objectives	
1 At School	School workers; school workers' tasks; places at school; days of the week; numbers (zero to nineteen); action verbs	Identify and name school workers; describe school workers' tasks; identify location of people (upstairs, downstairs, inside, outside); identify and trace numbers 1–19; count to 19; count sets of ten; understand and follow simple commands	
2 Feelings	Feelings/healthy habits; parts of the body; numbers (twenty to twenty-nine); action verbs	Identify and name feelings; identify and name healthy habits; identify and trace numbers 20–29; count to 29; count sets of ten; understand and follow simple commands	
3 Home	Parts of a house; furniture items; numbers (thirty to thirty-nine); action verbs	Identify and name parts of a house; identify and name furniture items; identify location of family members in a house; identify activities families do at home; indicate location of furniture items; identify and trace numbers 30–39; count to 39, count sets of ten; understand and follow simple commands	
4 Recycle	Recyclable items; art supplies; numbers (forty to forty-nine); action verbs	Identify and name recyclable items; identify and name art supplies; communicate what one is using; express needs; communicate what one is making; identify and trace numbers 40–49; count to 49; count sets of ten; understand and follow simple commands	
5 Eating Out	Food and drinks; tableware; food categories; numbers (fifty to sixty-nine); action verbs	Identify and name people and items in a restaurant; identify and name food and drinks; identify and name tableware items; order in a restaurant; learn the possessive adjective <i>your</i> ; categorize food; express likes and dislikes; identify and trace numbers 50–69; count to 69; count sets of ten; understand and follow simple commands	
6 Our Things	Things/belongings; numbers (seventy to eighty-nine); action verbs	Identify and name belongings; communicate what one is looking for; indicate location of things; use possessive adjectives; compare things; identify and trace numbers 70–89; count to 89; count sets of ten; understand and follow simple commands	
7 Animals	Zoo animals; numbers (ninety to one hundred); action verbs	Identify and name zoo animals; describe animals; describe animals' actions; use time expressions in relation to zoo tasks; identify and trace numbers 90–100; count to 100; count sets of ten; understand and follow simple commands	
8 Places	Places; outdoor activities; telling time; action verbs	Identify and name places; express wants; identify and name outdoor activities; identify and name types of weather; use sequence words (<i>first, then, last</i>); describe means of transportation; tell time (o'clock); understand and follow simple commands	



	Target Language	Reading and Writing Readiness	CLIL Math	CLIL Amazing! Nature and Science	Value	
	<i>Who is (he)? (He) is the (music teacher). What does the (janitor) do? (He) (cleans the school).</i>	<i>Where is the (secretary)? (She) is in the (office).</i>	Identify and trace uppercase and lowercase letters <i>Ff, Ss, Mm, and Aa</i> ; identify initial sounds <i>/f/, /s/, /m/, and /æ/</i> ; trace words and use rebuses to read simple phrases; practice motor skills; practice visual discrimination	Numbers (1–19)	Observing how bees work together to make a honeycomb	Respecting others
	<i>Are you OK? Yes, I am. I'm (amazed)./No, I am not. I'm (sad).</i>	<i>What are you doing? I'm (exercising).</i>	Identify and trace uppercase and lowercase letters <i>Ll, Tt, Pp, and Ee</i> ; identify initial sounds: <i>/l/, /t/, /p/, and /e/</i> ; read phrases using words and rebuses; practice motor skills; practice visual discrimination	Numbers (20–29)	Observing how animals protect themselves	Staying healthy
	<i>Where is (Sister)? (She) is (in the hallway). What is (she) doing? (She) is (playing with a ball).</i>	<i>Where is the (bed). It is (in the bedroom).</i>	Identify and trace uppercase and lowercase letters <i>Nn, Cc, Gg, and Ii</i> ; identify initial sounds <i>/n/, /k/, /g/, and /i/</i> ; trace words and use rebuses to read simple sentences; practice motor skills; practice visual discrimination	Numbers (30–39)	Observing that spiders make webs to catch food	Respecting differences
	<i>What are you using? I'm using (tape). What do you need? I need (glue).</i>	<i>What are you making? We're making (a duck).</i>	Identify and trace uppercase and lowercase letters <i>Hh, Rr, Bb, and Oo</i> ; identify initial sounds <i>/h/, /r/, /b/, and /o/</i> ; trace words and use rebuses to read simple sentences; practice motor skills; practice visual discrimination	Numbers (40–49)	Observing how seeds travel	Not wasting things
	<i>May I have (a menu), please? Yes, of course. Is this your pizza? Yes, it is. Thank you./No, it isn't. What do you want for (the main dish)? I want (chicken), please.</i>	<i>What do you want to (drink)? I want (water), please. Do you like (milk)? Yes, I do./No, I don't.</i>	Identify and trace uppercase and lowercase letters <i>Jj, Kk, Dd, and Uu</i> ; identify initial sounds <i>/j/, /k/, /d/, and /u/</i> ; trace words and use rebuses to read simple sentences; complete words by writing the initial letter; practice motor skills; practice visual discrimination	Numbers (50–69)	Observing patterns in nature	Helping each other
	<i>What are you looking for? I'm looking for my (cell phone). Where is (my necklace)? I don't know./It's (above) your bed.</i>	<i>My ring is (big). My ring is (bigger).</i>	Identify and trace uppercase and lowercase letters <i>Vv, Qq, Yy, and Ww</i> ; identify initial sounds <i>/v/, /kw/, /y/, and /w/</i> ; trace words and use rebuses to read simple sentences; practice motor skills; practice visual discrimination	Numbers (70–89)	Observing how feathers help male peacocks get attention	Being neat
	<i>Do you see the (kangaroos)? Yes, I do. They're (fast)! What are the (monkeys) doing? They are (eating). They're hungry!</i>	<i>(In the morning), the zookeeper (opens the zoo).</i>	Identify and trace uppercase and lowercase letters <i>Xx and Zz</i> ; identify initial sound <i>/eks/</i> and final sound <i>/ks/</i> ; identify initial sound <i>/z/</i> ; trace words and read simple sentences; practice motor skills; practice visual discrimination	Numbers (90–100)	Observing life around a coral reef	Working as a team
	<i>Where do you want to go? I want to go to the (mountains). What can we do? Let's go (hiking). Today is (sunny).</i>	<i>(First), we can go (hiking). What time is it? It's (2) o'clock. I see (a plane). It is (big).</i>	Trace and write words; read simple sentences; write simple sentences; practice fine motor skills; practice visual discrimination	Tell time (o'clock)	Observing that caterpillars make cocoons and then become butterflies	Sharing

