

Scope and Sequence

My Little Island 3

Unit	New Vocabulary	New Structures	TPR Actions	Reviewed Language (vocabulary and structures)	Values	Cross-Curricular Project	Phonics Lesson & Prewriting/Writing	Math
1 Welcome	friend(s), Lou, Sue	<i>How old are you? / I'm [6].</i>	give five, hold up fingers, jump, wave	<i>It's a [rectangle]. It's [red]. The [puppet] is [red]. The [chair] is in the [living room]. I like/don't like [yogurt]. Can you see [the sun]? / Yes. What color is it? / It's [yellow].</i> animals, classroom objects, colors, family members, foods, numbers, parts of the body			Phonics: initial letters and sounds Prewriting/Writing: tracing letters: <i>b, d, f, g, k, l, m, n, p, s, t</i>	Counting 1–6
2 At School	classroom, computer room, music room, play, playground, read, sing, use the computer	<i>Where do you [read]? / In the [classroom].</i>	flap arms, hold up fingers, jump, kick, march, point, question action, read, use a computer, write, write letters in the air	classroom items; car, hen	Follow rules.	Social Studies: Poster about school	Phonics: initial <i>c, h, and j</i> Prewriting/Writing: directionality, letter tracing, letters in contexts, tracing a short sentence	Counting 1–10
3 Workers	artist, astronaut, dentist, doctor, firefighter, nurse, police officer, vet, worker(s)	<i>I want to be a [police officer]. What do you want to be? / I want to be a [doctor].</i>	flap arms, hold up fingers, kick, march, march in place, point, write, write letters in the air	<i>It's [Sammy]! I'm [Sue].</i> 1–10; animals; red	Stay safe.	Safety: Poster about safety (preventing fires)	Phonics: initial <i>q, r and v</i> Prewriting/Writing: directionality, letter tracing, letters in contexts, tracing a short sentence	Counting 1–12
4 My Town	bus, fire station, hospital, police station, post office, school, store, taxi	<i>Where does [your dad] work? / [He] works at the [fire station]. Where does [he] work? / [He] works at a [hospital].</i>	beep horn, drive, flap arms, hold up fingers, kick, march, point, tap knees, turn around, write, write letters in the air	1–12; aunt, box, teacher, uncle, windy, yellow	Ask for help.	Math: Building made out of shapes	Phonics: initial <i>w and y, and medial/ final x sounds</i> Prewriting/Writing: directionality, letter tracing, letters in contexts, tracing a short sentence	Counting 1–14

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5 Clothes	dress, jacket, pants, shirt, shoes, skirt, socks, sweater	<i>What [are you] wearing? / [I'm] wearing a [dress].</i> <i>What [is Grandpa] wearing? / [He's] wearing a [shirt] and [pants].</i>	brush teeth, flap arms, hold up fingers, hold up 8 fingers, kick, march, point, punch the air, stretch, tap knees, touch clothes, write, write e in the air	<i>How's the weather? / It's [sunny].</i> 8, I-I4; colors, shapes; bed, hen, pen	Take care of your clothes.	Art: Design your own T-shirt	Phonics: short e Prewriting/Writing: directionality, letter tracing, letters in contexts, tracing part of a sentence	Counting I-16
6 Feelings	excited, happy, hungry, mad, sad, scared, thirsty, tired	<i>How do you feel? / I'm [excited].</i> <i>How does [Lou] feel? / He's [excited].</i>	brush teeth, cry, cup mouth, drink, eat, flap arms, hold up fingers, jump, kick, march, point, put on mask, question action, shiver, tap knees, write, write a in the air, yawn	I-16; food; cat, dad, grandma, grandpa, hand, mom	Don't fight.	Social Studies: Poster about feelings	Phonics: short a Prewriting/Writing: directionality, letter tracing, letters in contexts, tracing a short sentence	Counting I-18
7 Healthy Food	banana, carrot, fork, lettuce, mango, orange, plate, tomato	<i>What do you want, [Lou]? / I want [an orange] and [a banana], please.</i>	brush teeth, flap arms, hold up fingers, jump, kick, look action, march, point, pretend to eat, rub tummy, tap knees, write, write o in the air	I-4, I-I8; colors, family members; box, bread, cheese, cookie, doll, hot, salad	Eat healthy food.	Health: Food rainbow	Phonics: short o Prewriting/Writing: directionality, letter tracing, letters in contexts, tracing a short sentence	Counting I-20
8 The Zoo	bat, bear, elephant, lion, monkey, penguin, sea lion, zebra	<i>What's that? / It's a [small] [bat].</i>	clap, eat, flap arms, look, make claws, roar, scratch, waddle, write u in the air	bus, cup, mouse, sun	Include everyone.	Art: Elephant mask	Phonics: short u Prewriting/Writing: directionality, letter tracing, letters in contexts, tracing a short sentence	Simple addition
q Places	apartment, building, field, forest, mountain, river, street, traffic light	<i>Where do [bears] live? / [They] live in the [country].</i> <i>[Bears] live in the [city], too.</i>	point to floor, point to self, trace smile, write i in the air	bird(s), cars, ducks, fish, goats, house, milk, mouse, tree(s)	Take care of our world.	Social Studies: Recycling poster	Phonics: short i Prewriting/Writing: directionality, letter tracing, letters in contexts, tracing a short sentence	Simple subtraction