

Pockets 2 Scope and Sequence

| Unit | Title | Topics and Themes | Communication Objectives |
|------|-------------------------|---|--|
| 1 | At School | in the classroom; on the playground; colors; shapes; value: <i>work together</i> ; project: <i>my book</i> | identify classroom and playground objects and actions; identify location: <i>inside</i> and <i>outside</i> ; talk about the size of objects: <i>big/little</i> ; identify colors: <i>red, blue, green, yellow</i> ; identify shapes: <i>rectangle, square, circle, triangle</i> ; introduce oneself and exchange greetings; make polite requests |
| 2 | Our Senses | parts of the body; the five senses; colors; shapes; value: <i>listen to the teacher</i> ; project: <i>my drum</i> | identify the five senses and the part of the body associated with each sense; describe objects as <i>hot/cold, salty/sweet/sour, loud/soft</i> ; express likes and dislikes; describe objects by color (including <i>light</i> and <i>dark</i>), shape, and size |
| 3 | At the Fair | the fair; feelings; colors; shapes; value: <i>be kind</i> ; project: <i>my train</i> | name items at a fair; describe locations of objects: <i>in, on</i> ; identify feelings: <i>happy, sad, mad, scared</i> ; count objects and recognize numbers up to four; name light and dark colors; describe actions: <i>eating, drinking, walking, clapping, running, sitting</i> |
| 4 | People We Know | relatives; friends and neighbors; rooms in a house; value: <i>tell the truth</i> ; project: <i>my friends</i> | identify one's relationship to others; name rooms in a house; understand sizes: <i>big/little, short/tall</i> ; count objects and recognize numbers up to seven; name days of the week |
| 5 | Zoo Animals | zoo animals; animal habitats; value: <i>be safe</i> ; project: <i>my mask</i> | identify zoo animals and their movements; recognize <i>big, little, long, short</i> ; recognize numbers and count objects up to ten; express likes and dislikes; make polite requests; identify location: <i>in, on, behind, in front of, next to</i> |
| 6 | Clothes for All Weather | weather; clothing; value: <i>take care of one's things</i> ; project: <i>my snowman</i> | identify types of weather and the clothes for each type; understand sizes: <i>big, little, short, long</i> ; recognize and count numbers up to thirteen; express ownership and wants; talk about clothing one is wearing |
| 7 | Foods We Like | foods we eat; days of the week; value: <i>be polite</i> ; project: <i>my sandwich</i> | talk about food; count objects and recognize numbers up to sixteen; recognize shapes: <i>oval</i> ; review days of the week; make polite requests |
| 8 | Our Neighborhood | places and people in our neighborhood; colors; shapes; value: <i>keep places clean</i> ; project: <i>our street</i> | talk about places, vehicles, and occupations of people in a neighborhood; name colors: <i>gold, silver</i> ; identify shapes: <i>heart, star</i> ; count objects and recognize numbers up to eighteen |
| 9 | The Sky | the sky; nature; weather; value: <i>respect nature</i> ; project: <i>our rainbow</i> | talk about objects in the sky and in nature; count objects and recognize numbers up to twenty; identify times of day: <i>morning, afternoon, and night</i> |

Scope and Sequence (Continued)

| Language Objectives | Learning Strategies and Skills | Content Connections |
|--|---|--|
| use the simple present and the present progressive tenses; answer questions with <i>what, where</i> ; answer <i>yes/no</i> questions; use prepositions: <i>in, out, up, down</i> | use prior knowledge; use mime and gesture for meaning; use chants, games, and songs to learn words and sentences; classify objects by size; practice psychomotor skills; use visual cues | Art; Language Arts; Science; Music |
| use the simple present and present progressive tenses; use <i>can/can't</i> ; use possessive: <i>my</i> ; use descriptive adjectives | use prior knowledge; use mime, games, and gesture for meaning; use chants, games, and songs to learn words and sentences; understand <i>same</i> and <i>different</i> ; practice psychomotor skills; practice fine motor skills | Art; Language Arts; Science; Music |
| use the simple present and present progressive tenses; answer questions with <i>what, how many, how, where</i> ; use descriptive adjectives | use prior knowledge; use mime and gesture for meaning; use chants, games, and songs to learn words and sentences; practice psychomotor skills; practice fine motor skills; understand <i>same</i> and <i>different</i> | Art; Language Arts; Math; Science; Music |
| use the simple present and present progressive tenses; answer questions with <i>what, where, how many</i> ; answer <i>yes/no</i> questions; use pronouns: <i>he, she</i> | use prior knowledge; use mime and gesture for meaning; use chants, games, and songs to learn words and sentences; practice psychomotor skills; practice fine motor skills | Art; Language Arts; Math; Music |
| use the present and the present progressive tenses; answer questions with <i>what, how many, where</i> ; understand prepositions; understand <i>this/that/these/those</i> | use prior knowledge; use mime and gesture for meaning; use chants and songs to learn words and sentences; categorize; practice psychomotor skills; practice fine motor skills | Art; Language Arts; Math; Science; Music |
| use the simple present and present progressive tenses; answer questions with <i>what, how many, who, which</i> ; use possessives: <i>my, your</i> | use prior knowledge; use chants, games, and songs to learn words and sentences; understand <i>same</i> and <i>different</i> ; categorize objects in different ways; practice psychomotor skills; practice fine motor skills | Art; Language Arts; Math; Science; Music |
| use the simple present and present progressive tenses; ask and answer questions with <i>what</i> ; answer <i>yes/no</i> questions with <i>Yes, it is</i> or <i>No, it isn't.</i> ; review prepositions | use prior knowledge; use chants and songs to learn words and sentences; understand <i>same</i> and <i>different</i> ; practice psychomotor skills; practice fine motor skills; categorize | Art; Language Arts; Math; Science; Music |
| use the simple present and present progressive tenses; answer questions with <i>what, where</i> ; review prepositions: <i>in, on, in front of, behind, next to</i> | use prior knowledge; use mime and gesture for meaning; use chants, games, and songs to learn words and sentences; sequence items in a series; practice psychomotor skills; practice fine motor skills | Art; Language Arts; Math; Music |
| use the simple present and present progressive tenses; answer questions with <i>what, where, when, and how many</i> ; review prepositions: <i>in, on, in front of, behind, next to</i> | use prior knowledge; understand <i>same</i> and <i>different</i> ; use mime and gesture for meaning; use chants and songs to learn words and sentences; practice psychomotor skills; practice fine motor skills | Art; Language Arts; Math; Music |