

## Pockets 3 Scope and Sequence

Unit	Title	Topics and Themes	Communication Objectives
1	People at School	people and places at school; colors; numbers; value: <i>clean up</i> ; project: <i>my school bus</i>	identify people who work at school and what they do; name places in school; describe location; count objects and recognize numbers: 1–19; identify and name colors
2	I Am Healthy	healthy habits; parts of the body; action words; colors; shapes; value: <i>be considerate</i> ; project: <i>my crayon box</i>	identify healthy habits; identify parts of the body; count objects and recognize numbers: 20–29
3	Making Toys	toys; materials for making toys; value: <i>don't be wasteful</i> ; project: <i>my kite</i>	identify art materials and toys; describe size: <i>big, small</i> ; express wants; make polite requests; recognize and sequence numbers: 30–39
4	Our Community	people in the community; places where people work; work people do; value: <i>cooperate</i> ; project: <i>my finger puppets</i>	identify people in the community; identify places where people work; tell what community workers do; count and recognize numbers: 40–49
5	Let's Go to the Farm	people and places on a farm; farm animals; farm products; times of day; value: <i>work hard</i> ; project: <i>my sheep</i>	identify people, animals, and places on a farm; identify farm products and where they come from; understand and use times of day: <i>morning, afternoon, night</i> ; recognize and sequence numbers: 50–59
6	What People Wear	clothing; clothes people wear to work; colors and sizes of clothing items; value: <i>include others</i> ; project: <i>our clothes</i>	identify clothing items; identify clothes people wear to work; make polite requests; count and recognize numbers: 60–69
7	At the Restaurant	people and things found in restaurants; food courses or categories of food; value: <i>share</i> ; project: <i>my picture frame</i>	identify people and things found in restaurants; categorize food items into courses; express likes and dislikes; order food items from a menu; count and recognize numbers: 70–79
8	Let's Go Somewhere	places people travel; kinds of transportation; sequence of actions; travel activities; value: <i>be careful</i> ; project: <i>my airplane</i>	identify places people travel and kinds of transportation; talk about travel activities; use sequence words: <i>first, then, last</i> ; recognize speech that can be represented with print; count and recognize numbers: 80–89
9	Going Camping	camping items and activities; safe outdoor behavior; colors; shapes; value: <i>listen to parents</i> ; project: <i>my pet rock</i>	identify camping items and activities; talk about safe outdoor behavior; use adjectives: <i>short, long, shorter, longer</i> ; count and recognize numbers: 90–100

## Scope and Sequence (Continued)

Language Objectives	Learning Strategies and Skills	Content Connections
ask and answer questions with <i>what, where</i> and <i>who</i> ; use <i>upstairs, downstairs</i> , and <i>outside</i> ; use prepositions: <i>in, on, under, next to</i> ; use the simple present	use prior knowledge; use mime and gesture for meaning; use songs, chants, and games to learn words and sentences; practice psychomotor skills; practice fine motor skills	Art; Language Arts; Math; Music
answer <i>yes/no</i> questions; use action words; use the simple present and present progressive; review the names of shapes and colors	use prior knowledge; use mime and gesture for meaning; use songs, chants, and games to learn words and sentences; practice psychomotor skills; practice fine motor skills	Art; Language Arts; Math; Music; Science
ask and answer questions with <i>what</i> ; use the simple present and present progressive; use verbs: <i>have, make, use</i> , and <i>want</i>	use prior knowledge; use mime and gesture for meaning; use songs, chants, and games to learn words and sentences; practice psychomotor skills; practice fine motor skills	Art; Language Arts; Math; Music
ask and answer questions with <i>who, what</i> , and <i>where</i> ; use the simple present; review prepositions of location: <i>in, on, in front of, under, next to, behind</i>	use prior knowledge; use mime and gesture for meaning; use songs, chants, and games to learn words and sentences; practice psychomotor skills; practice fine motor skills	Art; Language Arts; Math; Music
ask and answer questions with <i>what, who</i> , and <i>where</i> ; answer questions with <i>yes/no</i> ; use the simple present; use prepositions of location: <i>behind, in, in front of, next to, on, under</i>	use prior knowledge; use mime and gesture for meaning; use songs, chants, and games to learn words and sentences; practice psychomotor skills; practice fine motor skills	Art; Language Arts; Math; Music; Science
ask and answer questions with <i>what</i> and <i>how many</i> ; use the simple present and present progressive; recognize and use comparative adjectives: <i>big, bigger</i>	use prior knowledge; use mime and gesture for meaning; use songs, chants, and games to learn words and sentences; practice psychomotor skills; practice fine motor skills	Art; Language Arts; Math; Music
answer questions with <i>yes/no</i> ; use the simple present; read simple sight words; read rebus sentences; write initial <i>a, c, f, m</i> , and <i>s</i>	use prior knowledge; use mime and gesture for meaning; use songs, chants, and games to learn words and sentences; practice psychomotor skills; practice fine motor skills	Art; Language Arts; Math; Music
ask and answer questions with <i>what</i> and <i>where</i> ; use the simple present and present progressive; understand and use sequence words: <i>first, then, last</i> ; read simple sight words and labels; read rebus sentences	use prior knowledge; use mime and gesture for meaning; use songs, chants, and games to learn words and sentences; practice psychomotor skills; practice fine motor skills	Art; Language Arts; Math; Music
use the simple present and present progressive; recognize the past tense of regular verbs; use descriptive adjectives: <i>short, long</i> ; sound out words to read and write; read and write simple sight words	use prior knowledge; use mime and gesture for meaning; use songs, chants, and games to learn words and sentences; practice psychomotor skills; practice fine motor skills	Art; Language Arts; Math; Music