

# Scope and Sequence

Unit and Theme	Topics and Themes	Communication Objectives	
<b>1 At School</b>	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	
<b>2 Feelings</b>	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	
<b>3 Home</b>	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	
<b>4 Recycle</b>	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	
<b>5 Eating Out</b>	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	
<b>6 Our Things</b>	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	
<b>7 Animals</b>	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	
<b>8 Places</b>	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
	Who is (he)? (He) is the (music teacher). What does the (janitor) do? (He) (cleans the school).	Where is the (secretary)? (She) is in the (office).	Identify and trace uppercase and lowercase letters Ff, Ss, Mm, and Aa; identify initial sounds /f/, /s/, /m/, and /æ/; 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
	Are you OK? Yes, I am. I'm (amazed)./No, I am not. I'm (sad).	What are you doing? I'm (exercising).	Identify and trace uppercase and lowercase letters Ll, Tt, Pp, and Ee; identify initial sounds: /l/, /t/, /p/, and /e/; read phrases using words and rebuses; practice motor skills; practice visual discrimination	Numbers (20–29)	Observing how animals protect themselves	Staying healthy
	Where is (Sister)? (She) is (in the hallway). What is (she) doing? (She) is (playing with a ball).	Where is the (bed). It is (in the bedroom).	Identify and trace uppercase and lowercase letters Nn, Cc, Gg, and Ii; identify initial sounds /n/, /k/ /g/, and /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
	What are you using? I'm using (tape). What do you need? I need (glue).	What are you making? We're making (a duck).	Identify and trace uppercase and lowercase letters Hh, Rr, Bb, and Oo; identify initial sounds /h/, /r/, /b/, and /o/; 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
	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.	What do you want to (drink)? I want (water), please. Do you like (milk)? Yes, I do./No, I don't.	Identify and trace uppercase and lowercase letters Jj, Kk, Dd, and Uu; identify initial sounds /j/, /k/, /d/, and /u/; 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
	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.	My ring is (big). My ring is (bigger).	Identify and trace uppercase and lowercase letters Vv, Qq, Yy, and Ww; identify initial sounds /v/, /kw/, /y/, and /w/; 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
	Do you see the (kangaroos)? Yes, I do. They're (fast)! What are the (monkeys) doing? They are (eating). They're hungry!	(In the morning), the zookeeper (opens the zoo).	Identify and trace uppercase and lowercase letters Xx and Zz; identify initial sound /ɛks/ and final sound /ks/; identify initial sound /z/; 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
	Where do you want to go? I want to go to the (mountains). What can we do? Let's go (hiking). Today is (sunny).	(First), we can go (hiking). What time is it? It's (2) o'clock. I see (a plane). It is (big).	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