

# Scope and Sequence

Unit	Language Field	Nature Field	Community Field	Math and Science Field	We Care
<b>Unit 1</b> My School	<b>Vocabulary:</b> eraser, lunchbox, marker, pencil, pencil case, sharpener <b>Grammar:</b> I have (a) (red) (book). My name is ... <b>Review:</b> colors	We are responsible and respect our school and environment. <b>Vocabulary:</b> eraser, lunchbox, marker, pencil, pencil case, sharpener <b>Grammar:</b> I take care of my (pencil case).	We recognize that we are part of a community. <b>Vocabulary:</b> eraser, lunchbox, marker, pencil, pencil case, sharpener <b>Grammar:</b> I lost my marker. <b>Review:</b> I share my marker.	We start using tools to measure things (with a ruler). <b>Vocabulary:</b> one, two, three, four, five, six, seven, eight, nine, ten <b>Grammar:</b> The (sharpener) is (3) cm long. <b>Review:</b> one, two, three, four, five, six, seven, eight, nine, ten	<b>Socio-emotional Education:</b> We recognize that we can solve some problems with school supplies. <b>Vocabulary:</b> eraser, lunchbox, marker, pencil, pencil case, sharpener <b>Grammar:</b> I need (an) (eraser).
<b>Unit 2</b> My Body	<b>Vocabulary:</b> eyelashes, hair, fingers, long, nails, short, toes <b>Grammar:</b> (He) has (short)(nails). <b>Review:</b> I have (short) (nails).	We promote a healthy lifestyle through physical activity. <b>Vocabulary:</b> eyelashes, hair, fingers, long, nails, short, toes <b>Grammar:</b> Stretch your (fingers). <b>Review:</b> arms, legs, feet	We recognize how our body helps us move. <b>Vocabulary:</b> fingers, move, toes <b>Grammar:</b> I move my (arms). <b>Review:</b> arms, hands, legs, feet, I have (long) (legs).	We can count up to 20 in everyday situations. <b>Vocabulary:</b> fingers, toes <b>Review:</b> numbers 1-20	<b>Health and Well-being:</b> We identify actions to take care of our body. <b>Vocabulary:</b> hair, nails, short, cut, comb <b>Grammar:</b> I (cut) my (hair). <b>Review:</b> I have (short) (nails).
<b>Unit 3</b> My Clothes	<b>Vocabulary:</b> boots, fall, gloves, jacket, sandals, shorts, spring, summer, swimsuit, winter <b>Grammar:</b> It's (fall). It's time to wear my (boots). <b>Review:</b> cold, hot, sunny, windy	We take care of ourselves throughout all the seasons. <b>Vocabulary:</b> fall, spring, summer, winter <b>Grammar:</b> It's (fall). It's time to wear my (boots).	We recognize our body's reaction to the weather. <b>Vocabulary:</b> boots, fall, gloves, jacket, pants, sandals, shorts, spring, summer, swimsuit, winter <b>Grammar:</b> I'm hot. It's time to wear my (shorts). <b>Review:</b> hot, T-shirt	We identify different moments throughout the day. <b>Vocabulary:</b> day, night <b>Grammar:</b> Good (morning)! <b>Review:</b> numbers 1-10	<b>Cultural Diversity:</b> We recognize that people wear different clothes for different seasons. <b>Vocabulary:</b> boots, fall, gloves, jacket, pants, sandals, shorts, spring, summer, swimsuit, winter <b>Grammar:</b> It's cold. It's time to wear my (jacket).
<b>Unit 4</b> My Family	<b>Vocabulary:</b> aunt, cousins, family, grandparents, parents, uncle <b>Grammar:</b> They're my (grandparents).	We appreciate diverse families in our community. <b>Vocabulary:</b> aunt, cousins, family, grandparents, parents, uncle <b>Grammar:</b> This is a (big) family! <b>Review:</b> baby, daddy, family, grandma, grandpa, mommy	We recognize that we are part of a community. <b>Vocabulary:</b> aunt, cousins, family, grandparents, parents, uncle <b>Grammar:</b> They're my (grandparents). This is my family!	We can count over the number 20 in everyday situations. <b>Vocabulary:</b> twenty-one, twenty-two, twenty-three, twenty-four, twenty-five <b>Grammar:</b> This is my (daddy). <b>Review:</b> numbers 1-20	<b>Socio-emotional Education:</b> We recognize and appreciate all family members. <b>Vocabulary:</b> aunt, cousins, family, grandparents, parents, uncle <b>Grammar:</b> This is (my family). <b>Review:</b> (He's) my cousin

Unit	Language Field	Nature Field	Community Field	Math and Science Field	We Care
<b>Unit 5</b> My Toys	<b>Vocabulary:</b> baseball bat, board game, hula hoop, puppet, puzzle, yo-yo <b>Grammar:</b> I like to play with my (puppet). <b>Review:</b> colors, The (new) (puppet) is in the (red) box.	We know that our activities and interactions modify our environment. <b>Vocabulary:</b> new, old, puppet, sock <b>Grammar:</b> I like to play with my puppet.	We recognize our bodies' movements during playtime. <b>Vocabulary:</b> hula hoop <b>Grammar:</b> I like to play with my hula hoop.	We solve problems by adding, taking away, and comparing numbers over 10 <b>Vocabulary:</b> ten, eleven, twelve, thirteen, fourteen, fifteen, plus	<b>Cultural Diversity:</b> We can include everybody during playtime in a respectful and empathetic way. <b>Vocabulary:</b> baseball bat <b>Grammar:</b> I like to share my (baseball bat).
<b>Unit 6</b> My Meals	<b>Vocabulary:</b> bread, breakfast, cheese, dinner, eggs, lunch, meat, pizza, salad <b>Grammar:</b> For (breakfast), I want (eggs).	We promote a healthy lifestyle through healthy eating habits. <b>Vocabulary:</b> bread, breakfast, cheese, dinner, lunch, meat, pizza, salad, salty, sweet <b>Grammar:</b> (Eggs) are (salty).	We identify the food in the eatwell plate. <b>Vocabulary:</b> bread, breakfast, cheese, dinner, eggs, lunch, meat, pizza, salad, healthy <b>Grammar:</b> (Pizza) (is) (not) (healthy).	We can count over the number 20 in everyday situations. <b>Vocabulary:</b> twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty	<b>Health and Well-being:</b> We identify food that nourishes our body and keeps us healthy. <b>Vocabulary:</b> bread, breakfast, cheese, dinner, lunch, meat, pizza, salad <b>Grammar:</b> (Eggs) are (healthy). For breakfast, I want (eggs).
<b>Unit 7</b> My Animals	<b>Vocabulary:</b> cow, elephant, farm, giraffe, horse, lion, monkey, reserve <b>Grammar:</b> The (cow) lives (on) (the farm).	We know that our activities and interactions modify our environment. <b>Vocabulary:</b> monkey, reserve <b>Grammar:</b> I take care of monkeys at the reserve.	We follow safety measures in our community to take care of ourselves and animals. <b>Vocabulary:</b> giraffe, reserve <b>Grammar:</b> Don't (feed) (the giraffe).	We solve problems by adding, taking away, comparing numbers over 10. <b>Vocabulary:</b> sixteen, seventeen, eighteen, nineteen, twenty, minus	<b>Sustainable Development:</b> We take care of animals and their environment. <b>Vocabulary:</b> cow, elephant, farm, giraffe, lion, monkey, reserve <b>Grammar:</b> I (give water) to (cows) on the farm.
<b>Unit 8</b> My Community	<b>Vocabulary:</b> actor, bus driver, firefighter, mail carrier, police officer, singer <b>Grammar:</b> My (daddy) is (a) (mail carrier). (He's) a good (mail carrier). <b>Review:</b> family members	We appreciate diverse jobs in our community. <b>Vocabulary:</b> actor, bus, driver, firefighter, mail carrier, police officer <b>Grammar:</b> He's a good mail carrier. <b>Review:</b> numbers 1-6	We recognize that we are part of a community. <b>Vocabulary:</b> actor, bus driver, firefighter, mail carrier, police officer <b>Grammar:</b> A (bus driver) is part of my community! <b>Review:</b> cook, doctor, farmer, nurse, pilot, teacher	We solve problems by adding, taking away, comparing numbers over 20. <b>Vocabulary:</b> twenty-one, twenty-two, twenty-three, twenty-four, twenty-five	<b>Socio-emotional Education:</b> We recognize and value our community helpers. <b>Vocabulary:</b> actor, bus driver, firefighter, mail carrier, police officer <b>Grammar:</b> My (aunt) is (a) (firefighter). (A) (firefighter) is part of my community! <b>Review:</b> cook, doctor, farmer, nurse, pilot, teacher
<b>Unit 9</b> My Ride	<b>Vocabulary:</b> bike, bus, car, park, scooter, skateboard, street, taxi <b>Grammar:</b> There (are) (two) (yellow) (taxis) in the (street). <b>Review:</b> colors, numbers	We know that our activities and interactions modify our environment. <b>Vocabulary:</b> bike, bus, car, park, scooter, street, taxi <b>Grammar:</b> There's (one) (yellow) (bike) in the park. <b>Review:</b> colors	We follow safety measures in our community to take care of ourselves and our environment. <b>Vocabulary:</b> bike, bus, car, go, park, scooter, slow down, street, taxi <b>Grammar:</b> The light is (red)! <b>Review:</b> There's a red light. Stop!	We solve problems by adding, taking away, comparing numbers over 20. <b>Vocabulary:</b> twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty	<b>Sustainable Development:</b> We appreciate means of transportation that are available in our community. <b>Vocabulary:</b> bike, bus, car, park, scooter, street, taxi <b>Review:</b> colors, balloon, boat, plane, tractor, train, truck