

# Scope and Sequence

Chapter Title	Reading and Cultural Topics	Child Care Competencies	Language Competencies
<b>CHAPTER 1: Welcome</b>		Identifying common child care items Asking about child care items Categorizing child care items Introducing yourself Describing children Singing a song about making friends	Using vocabulary for common child care items Using present tense with <b>be</b> + noun Making yes/no questions and short answers with <b>be</b> Asking questions with <b>Who</b> and <b>What</b> Asking and answering questions with <b>How old</b> Recognizing singular and plural nouns Pronouncing regular plural nouns Spelling regular plural nouns Writing irregular plural nouns Using basic adjectives to describe nouns Using <b>is, has, and likes</b> Listening to and writing dictation
<b>CHAPTER 2: Communicating about Child Care</b>	The first day at a child care center Child care choices for working parents	Recognizing channels of communication between parents and child care providers Reading and understanding a daily report for an infant in child care Indicating the location of objects with prepositions Writing a note to a child care provider Communicating likes and dislikes Expressing likes and dislikes Describing a child's everyday activities Leaving a voicemail to request supplies Reciting the words to some popular children's songs Writing a note to a parent	Using vocabulary for more child care items, in singular and plural forms Making sentences and drawings with prepositions <b>on, in, under, in front of, near, next to, behind, between, and above</b> Using <b>have</b> and <b>has</b> Using pronoun adjectives Asking and answering questions with <b>Whose</b> Understanding the grammar of simple sentences Labeling subjects, verbs, and objects Using <b>like, want, need, love, and hate</b> followed by an infinitive Using <b>enjoy, spend time, and have fun</b> followed by a gerund Practicing intonation for yes/no questions and statements Role-playing common child care activities Practicing capitalization and punctuation Listening for words and phrases in songs Listening to and writing dictation
<b>CHAPTER 3: Preventing Accidents</b>	Preventing accidents Using car seats, seat belts, and bicycle helmets	Identifying hazards in the kitchen Recognizing tips for preventing accidents Using commands to prevent accidents Categorizing prevention tips Responding to a hazard with a prevention tip Discussing hazards in the livingroom Finding solutions to safety situations Understanding safety on the street Singing songs and nursery rhymes with commands Writing rules for safety on the street Creating a safety plan	Using vocabulary related to safety and accident prevention Using <b>There is</b> and <b>There are</b> with singular and plural nouns Using commands to give directions Stating a negative result with <b>or + will</b> Giving commands with <b>let, leave, and leave alone</b> Distinguishing <b>in</b> and <b>on</b> Using <b>put</b> and <b>keep</b> with prepositions Pronouncing and hearing numbers Writing about hazards and giving prevention tips Listening for words and phrases in a song Finding command forms and practicing rhythm in songs and nursery rhymes Listening to and writing dictation

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<b>CHAPTER 4: Reporting Incidents</b>	Baby Jessica: the little girl who fell in the well Incident reports	Identifying the parts of the body Singing a song about parts of the body Describing an incident Analyzing an incident report Reciting nursery rhymes about incidents Describing playground activities Asking questions about playground activities Explaining an incident Filling out an incident report Describing injuries Leaving a voicemail to report an incident Writing an incident report	Using vocabulary related to a real-life accident and parts of the body Making statements with the past tense of <b>BE</b> Asking yes/no questions with the past tense of <b>BE</b> Making statements with regular past tense verbs Pronouncing regular past tense verbs Applying spelling rules for regular past tense verbs Using common irregular past tense verbs Asking and answering yes/no questions with regular and irregular past tense verbs Describing an incident with regular and irregular past tense verbs Making statements with past progressive verbs Using the past progressive with the simple past Expressing sympathy for an injury Hearing and repeating rhyming words Listening to and writing dictation
<b>CHAPTER 5: Treating Illnesses and Injuries</b>	What a Day: the ailments of the Orozco family Treatments for some common health problems	Categorizing illnesses, injuries, and symptoms Identifying ailments Describing ailments and symptoms Asking questions about ailments Identifying illnesses Reporting an ailment Treating minor injuries Leaving a voicemail to report an illness Giving advice for treatment Singing a song about illness Filling out an illness report form	Using vocabulary related to illnesses and injuries Describing activities with present progressive verbs Using time expressions with present progressive verbs Using present progressive to talk about ailments Asking and answering yes/no questions in the present progressive Talking about illnesses with <b>have</b> Using <b>have</b> and <b>be</b> to describe symptoms Giving advice with <b>should</b> and <b>shouldn't</b> Role-playing and guessing common ailments Listening to and writing dictation
<b>CHAPTER 6: Infants</b>	Infants Choices about breastfeeding, maternity leave, and adoption	Making and responding to requests for help Identifying daily chores and responsibilities Finding solutions to breastfeeding, maternity leave, and adoption situations Guessing why a baby is crying Discussing tips for reducing the risk of SIDS Restating safety tips for babies Singing a lullaby Singing songs to enjoy with infants Writing memories in a baby book	Using vocabulary related to infants' care and development, family chores and responsibilities Identifying syllables and stress in words Making requests with <b>could, would, will, can, do you mind, would you mind</b> Making guesses with <b>may, might, could, and maybe</b> Saying thank you Writing a thank-you note Listening for words and phrases in a song Practicing with syllables and word stress in a song Listening to and writing dictation

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<b>CHAPTER 7: Toddlers</b>	Toddlers from one to two years old Toddlers from two to three years old Toilet training	Describing children's routines Choosing sentences to communicate effectively with toddlers Giving toddlers appropriate choices Asking and answering questions about a family members' daily routine Writing about a daily routine Singing a song about separation anxiety Practicing songs and finger plays to enjoy with toddlers Verbalizing your actions to a toddler Setting limits for behavior	Using vocabulary related to toddlers' care, development, and communication Identifying syllables and stress in words Making statements with simple present tense verbs Asking and answering questions in simple present Making statements with <b>keep</b> + prepositional phrase Describing routines with the present tense Asking questions with <b>What time</b> and <b>When</b> Using <b>at, in, and on</b> to talk about time Reading tips for communicating with toddlers Practicing intonation in choice questions Using choice questions Role-playing talking to a toddler about your actions Listening for and pronouncing verbs with final <b>-s</b> Punctuating simple and compound sentences. Writing about a daily routine Listening to and writing dictation
<b>CHAPTER 8: Preschoolers</b>	Preschoolers The benefits of preschool	Describing children's abilities Comparing preschoolers and toddlers Encouraging good behavior with descriptive praise Teaching children about responsibility Inviting someone to join in an activity Reading a recipe for preschoolers to prepare food Filling out an emergency form Practicing songs to enjoy with preschoolers Playing games to enjoy with preschoolers	Using vocabulary related to preschoolers' care, development, and communication Identifying syllables and stress in words Using comparative adjectives Asking and answering questions with comparative adjectives Using <b>can</b> and <b>can't</b> to ask and answer about ability Pronouncing <b>can</b> and <b>can't</b> in sentences Reading tips for encouraging good behavior Writing compound sentences with <b>and, so, but, and or</b> Giving descriptive praise Using <b>so</b> to show responsibility Choosing phrasal verbs Inviting with <b>Do you want</b> and <b>Would you like</b> Pronouncing numbers in units of measure Using <b>after</b> and <b>before</b> in complex sentences Listening to and writing dictation
<b>CHAPTER 9: School-Age Children</b>	School-age children A parent-teacher conference	Setting limits Singing a song about turning off the TV Discussing the effects of screen time Re-directing children with suggestions Analyzing the order of a child's activities Describing emotions Giving descriptive praise Dealing with misbehavior Making rules appropriate for a school-age child Singing songs for learning phone numbers Playing games for solving conflicts Writing a note to a child	Using vocabulary related to school-age children's development, responsibilities, and emotions Identifying syllables and stress in words Giving opinions Agreeing and disagreeing Making suggestions with <b>could, let's, why don't we, and how about</b> Using <b>before, after, when, and as soon as</b> Identifying the order of actions in a sequence Identifying parts of a complex sentence Using adjectives with <b>-ed</b> and <b>-ing</b> endings Giving descriptive praise with gerunds and infinitives Listening to and writing dictation