

# Backpack 1 Scope and Sequence

Unit and Theme	Communications Objectives	Language Objectives	Values	Language Strategies and Skills	Sound and Spelling Handbook
<p><b>1</b></p> <p><b>Ready for School</b> classroom objects</p>	<ul style="list-style-type: none"> <li>• greetings</li> <li>• to identify oneself</li> <li>• to count how many</li> <li>• to identify colors</li> <li>• to identify classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>• simple present</li> <li>• questions: <i>what</i></li> <li>• subject pronouns <i>I, it, this</i></li> <li>• to identify colors</li> <li>• numbers 1–10</li> </ul>	Work Hard	to use prior knowledge, to associate, to classify, to compare and contrast, to use pictures, to sequence, to use charts, to use music and rhyme, to listen for gist and details	Lesson 1: to review letter names <i>a–h</i> , to recognize sounds individually and in words
<p><b>2</b></p> <p><b>People We Love</b> family members</p>	<ul style="list-style-type: none"> <li>• to identify family members</li> <li>• to talk about one’s family</li> <li>• to count how many</li> </ul>	<ul style="list-style-type: none"> <li>• simple present</li> <li>• questions: <i>who, how many</i></li> <li>• subject pronouns <i>I, you, he, she, this is, that is</i></li> </ul>	Love Your Family	to use prior knowledge, to use context clues, to rank, to sequence, to compare and contrast, to use picture clues, to use charts, to use music and rhyme, to listen for gist and details	Lesson 2: to review letter names <i>i–q</i> , to recognize sounds individually and in words
<p><b>3</b></p> <p><b>Head to Toes</b> parts of the body</p>	<ul style="list-style-type: none"> <li>• to identify parts of the body</li> <li>• to talk about parts of the body</li> <li>• to use descriptive adjectives</li> <li>• to identify colors</li> <li>• to count how many</li> </ul>	<ul style="list-style-type: none"> <li>• simple present</li> <li>• adjectives <i>little, big, long, short</i></li> <li>• subject pronouns <i>he, she, it</i></li> <li>• questions: <i>does</i> as auxiliary verb</li> <li>• singular and plural nouns</li> <li>• <i>have, has</i></li> </ul>	Be Clean	to use prior knowledge, to relate to personal experience, to make associations, to classify, to identify details, to use music and rhyme, to listen for gist and details	Lesson 3: to review letter names <i>r–z</i> , to recognize sounds individually and in words
<p><b>4</b></p> <p><b>Things I Wear</b> clothing</p>	<ul style="list-style-type: none"> <li>• to identify and talk about clothes</li> <li>• to talk about clothing likes and dislikes</li> <li>• to use descriptive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• simple present</li> <li>• present progressive</li> <li>• questions: <i>what</i></li> <li>• <i>favorite</i></li> <li>• <i>like, love</i></li> <li>• <i>colors</i></li> </ul>	Be Neat	to use prior knowledge, to use visual clues, to follow directions, to use music and rhyme, to listen for gist and details	Lesson 4: to recognize, hear, and produce <i>p</i> as in <i>pen</i>

# Scope and Sequence *(continued)*

Unit and Theme	Communications Objectives	Language Objectives	Values	Language Strategies and Skills	Sound and Spelling Handbook
<b>5</b> <b>At Home</b> rooms in a house, home activities	<ul style="list-style-type: none"> <li>to identify and talk about rooms in a home</li> <li>to talk about actions that take place in the home</li> <li>family members</li> <li>to identify shapes</li> </ul>	<ul style="list-style-type: none"> <li>simple present</li> <li>present progressive</li> <li>questions: <i>what, where, how many</i></li> <li>rooms in a home</li> <li><i>cooking, eating, reading, sleeping, watching TV</i></li> </ul>	Help at Home	to use prior knowledge, to use context clues, to rank, to sequence, to compare and contrast, to use picture clues, to use charts, to use music and rhyme, to listen for gist and details	Lesson 5: to recognize, hear, and produce <i>e</i> as in <i>bed</i>
<b>6</b> <b>On the Farm</b> farm animals	<ul style="list-style-type: none"> <li>to identify and describe farm animals</li> <li>to identify actions</li> <li>to use descriptive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>simple present</li> <li>present progressive</li> <li>questions: <i>what</i></li> <li>singular and plural nouns</li> <li><i>climbing, crawling, eating, flying, jumping, running, sleeping, swimming, talking, walking</i></li> </ul>	Take Care of Your Pet	to use prior knowledge, to compare and contrast, to sequence, to infer, to use charts, to use music and rhyme, to listen for gist and details	Lesson 6: to recognize, hear, and produce <i>r</i> as in <i>red</i>
<b>7</b> <b>Celebrations</b> birthdays	<ul style="list-style-type: none"> <li>to talk about birthdays</li> <li>to identify birth dates</li> <li>to talk about food and celebrations</li> <li>to talk about likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>simple present</li> <li>questions: <i>when, how old</i></li> <li><i>do, does</i></li> <li><i>have, has</i></li> <li>foods</li> <li>days of the week</li> </ul>	Celebrate Special Days	to use prior knowledge, to associate, to classify, to compare and contrast, to use pictures, to reason deductively, to use Venn diagrams, to use music and rhyme, to listen for gist and details	Lesson 7: to recognize, hear, and produce <i>b</i> as in <i>ball</i>
<b>8</b> <b>Play Time</b> toys	<ul style="list-style-type: none"> <li>to identify and talk about toys</li> <li>to talk about what people want</li> <li>to describe location</li> <li>to count how many</li> </ul>	<ul style="list-style-type: none"> <li>simple present</li> <li><i>yes/no</i> questions</li> <li>questions: <i>what, where</i></li> <li>subject pronouns <i>you, he, she</i></li> <li><i>in, on, under</i></li> <li><i>want</i></li> <li>numbers 11–20</li> </ul>	Share with Others	to use prior knowledge, to classify, to compare and contrast, to use picture clues, to use charts, to use music and rhyme, to listen for gist and details	Lesson 8: to recognize, hear, and produce <i>a</i> as in <i>bat</i>
<b>9</b> <b>At the Playground</b> leisure activities	<ul style="list-style-type: none"> <li>to talk about fun activities</li> <li>to describe location</li> <li>to use descriptive adjectives</li> <li>to identify colors</li> </ul>	<ul style="list-style-type: none"> <li>present progressive</li> <li>simple present</li> <li><i>yes/no</i> questions</li> <li>subject pronouns <i>he, she, you</i></li> <li><i>this, that, these, those</i></li> <li><i>catching, eating, dancing, kicking, singing, jumping, throwing, riding, playing, skating</i></li> </ul>	Be Healthy	to use prior knowledge, to relate to personal experience, to compare and contrast, to use music and rhyme, to listen for gist and details	Lesson 9: to recognize, hear, and produce <i>s</i> as in <i>sock</i>