

# Backpack 2 Scope and Sequence

Unit and Theme	Communications Objectives	Language Objectives	Values	Language Strategies and Skills	Sound and Spelling Handbook
<b>1</b> <b>First Day of Class</b> classroom actions	<ul style="list-style-type: none"> <li>greetings</li> <li>to identify oneself</li> <li>to count how many</li> <li>to identify classroom objects</li> <li>to identify classroom actions</li> </ul>	<ul style="list-style-type: none"> <li>present progressive</li> <li>simple present</li> <li>questions: <i>what</i> and <i>how many</i></li> <li>subject pronouns <i>he, she</i></li> <li>contractions</li> <li>numbers 11–20</li> </ul>	Work Together	to use prior knowledge, to associate, to classify, to compare and contrast, to use pictures and context, to sequence, to use charts, to use music and rhyme, to listen for main idea and details, to make predictions	to recognize, hear, and produce <i>t</i> as in <i>table</i>
<b>2</b> <b>Fun and Games</b> leisure activities	<ul style="list-style-type: none"> <li>to identify location</li> <li>to talk about likes and dislikes</li> <li>to identify playground games and activities</li> <li>to count to 100 by tens</li> </ul>	<ul style="list-style-type: none"> <li>simple present</li> <li>present progressive</li> <li>questions: <i>who, what, where</i></li> <li>singular and plural verb forms</li> <li><i>under, in, in front of, next to, behind, between</i></li> <li><i>like</i> + infinitive</li> </ul>	Appreciate Nature	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 main idea and details, to make predictions, to recognize key words	to recognize, hear, and produce <i>i</i> as in <i>six</i>
<b>3</b> <b>Our New House</b> rooms and furniture	<ul style="list-style-type: none"> <li>to identify and talk about family members</li> <li>to talk about rooms and furniture</li> <li>to describe location</li> <li>to identify household objects</li> </ul>	<ul style="list-style-type: none"> <li>simple present</li> <li>contractions</li> <li>questions: <i>where, who, is there, are there</i></li> </ul>	Help Around the House	to use prior knowledge, to relate to personal experience, to make associations, to classify, to identify details, to use charts, to use music and rhyme, to listen for main idea and details, to use context clues	to recognize, hear, and produce <i>c</i> as in <i>cat</i>
<b>4</b> <b>My Town</b> places in the community	<ul style="list-style-type: none"> <li>to identify stores and services in the community</li> <li>to follow directions and identify locations on a map</li> </ul>	<ul style="list-style-type: none"> <li>simple present</li> <li><i>there is, there are</i></li> <li>questions: <i>where, is there, are there</i></li> <li><i>between, on the corner of, next to</i></li> <li><i>can</i> + verb as possibility</li> </ul>	Be Safe	to use prior knowledge, to relate to personal experience, to use pictures and context, to follow directions, to use music and rhyme, to listen for main idea and details, to make predictions	to recognize, hear, and produce <i>d</i> as in <i>dog</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>My Busy Family</b> occupations	<ul style="list-style-type: none"> <li>to identify and talk about occupations and work places</li> <li>to identify and talk about actions workers perform</li> <li>to identify and talk about family</li> </ul>	<ul style="list-style-type: none"> <li>simple present</li> <li>questions: <i>who</i></li> <li>third person singular</li> <li><i>want</i> + infinitive</li> </ul>	Set Goals	to use prior knowledge, to use pictures and context clues, to classify, to compare and contrast, to relate to personal experience, to use charts, to use music and rhyme, to listen for main idea and details, to make predictions	to recognize, hear, and produce <i>l</i> as in <i>lion</i>
<b>6</b> <b>Every Day</b> daily activities and routines	<ul style="list-style-type: none"> <li>to identify and talk about daily and routine actions</li> <li>to ask about and tell time</li> </ul>	<ul style="list-style-type: none"> <li>simple present</li> <li>questions: <i>what, when</i></li> <li>third person singular verb</li> <li><i>every day, afternoon, evening, night, morning</i></li> </ul>	Be on Time	to use prior knowledge, to relate to personal experience, to compare and contrast, to sequence, to infer, to use charts, to use music and rhyme, to listen for main idea and details, to make predictions	to recognize, hear, and produce <i>f</i> as in <i>foot</i>
<b>7</b> <b>Favorite Foods</b> favorite foods, categories of food	<ul style="list-style-type: none"> <li>to identify and talk about different food categories</li> <li>to talk about food origins</li> <li>to talk about food likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>simple present</li> <li><i>yes/no</i> questions</li> <li>questions: <i>what</i></li> <li><i>like/want</i></li> <li><i>a, an, some</i></li> </ul>	Eat Good Food	to use prior knowledge, to associate, to classify, to compare and contrast, to use pictures and context, to reason deductively, to use a Venn diagram, to use music and rhyme, to listen for main idea and details, to make predictions	to recognize, hear, and produce <i>m</i> as in <i>milk</i>
<b>8</b> <b>Fun at the Zoo</b> daily activities and routines	<ul style="list-style-type: none"> <li>to identify zoo animals</li> <li>to talk about the capabilities of animals</li> <li>to describe animal traits and features</li> </ul>	<ul style="list-style-type: none"> <li>simple present</li> <li><i>yes/no</i> questions</li> <li>questions: <i>can</i></li> <li><i>be</i> + adjective</li> <li><i>have, don't have</i></li> <li><i>can, can't</i></li> <li>possessive adjectives <i>Its, their</i></li> </ul>	Appreciate Animals	to use prior knowledge, to use context clues, to classify, to compare and contrast, to use picture clues, to use charts, to use music and rhyme, to listen for main idea and details, to make predictions	to recognize, hear, and produce <i>u</i> as in <i>bus</i>
<b>9</b> <b>12 Months Make a Year</b> special events during the year	<ul style="list-style-type: none"> <li>to identify and talk about special events and holidays</li> <li>to identify dates of events</li> <li>to talk about a favorite month and activities at that time of year</li> </ul>	<ul style="list-style-type: none"> <li>simple present</li> <li>adverbs of frequency <i>always, never</i></li> <li>questions: <i>what, when</i></li> <li>preposition: <i>in</i></li> </ul>	Celebrate Special Days	to use prior knowledge, to relate to personal experience, to compare and contrast, to rank, to use music and rhyme, to listen for main idea and details, to make predictions	to recognize, hear, and produce <i>b</i> as in <i>bat</i>