

SCOPE AND SEQUENCE CHART (K1)

Chapter 1: Exercise Your Fingers

Lesson	Activity	Objective	K-12 Curriculum Standard
			Developmentally Appropriate Practices
Lesson 1 Fingerplays and Action Songs	<ul style="list-style-type: none"> • Sing fingerplays and action songs • Recite poems • Do arts and crafts 	<ul style="list-style-type: none"> • Demonstrate eye-hand coordination through fingerplays, art crafts, and preparing food • Show understanding and application of instructions in English through repetition in songs and following one-step directions • Demonstrate improvement of visual perception through picture clues and symbols/illustrations 	<ul style="list-style-type: none"> • Develop positive self-concept through songs and dances, and following directions in making hands-on activities • Enjoy learning through age-appropriate and discovery learning activities • Develop pincer grip, control of hands and fingers through songs; and doing sensorial activities while also widening one's vocabulary and comprehension of the English language • Develop creativity, imagination, perseverance, and valuing as well as logic through hands-on activities

Chapter 2: Directions and Sizes

Lesson	Activity	Objective	K-12 Curriculum Standard
			Developmentally Appropriate Practices
Lesson 1 Left, Middle, Right	<ul style="list-style-type: none"> • Sing fingerplays and action songs • Identify the position of a thing or animal in a row by checking, cutting, and pasting • Use left and right directions practically through following and creating simple dance steps 	<ul style="list-style-type: none"> • Identify left, middle, and right positions • Demonstrate left to right movements by following directions in a dance 	<ul style="list-style-type: none"> • Learn through play for play is an important vehicle for developing self-regulation, promoting language, cognition, and social competence • Establish readiness to do challenging, fun, and novel activities
Lesson 2 Up and Down	<ul style="list-style-type: none"> • Sing fingerplays and action songs • Identify the things that can be seen up in the sky and down the road through cutting and pasting 	<ul style="list-style-type: none"> • Perform fingerplays and action songs • Identify <i>up</i> and <i>down</i> positions 	<ul style="list-style-type: none"> • Develop perseverance through artworks, cutting, pasting, and other interesting tasks

<p>Lesson 3 Compare Things by Their Size and Appearance</p>	<ul style="list-style-type: none"> • Draw and color big and small things • Cut and paste, color to group together things that look exactly the same • Color and identify alike letters 	<ul style="list-style-type: none"> • Identify <i>big</i> and <i>small</i> objects • Compare big and small objects • Draw big and small objects • Show understanding that things that are exactly the same in appearance are also called <i>alike</i> and things that do not look the same are <i>not alike</i> 	<ul style="list-style-type: none"> • Develop readiness skills such as discriminating sounds, positions, sizes, forms, shapes, and colors to prepare for writing and reading • Engage in simple to complex activities
<p>Lesson 4 Different in a Group</p>	<ul style="list-style-type: none"> • Color or cross out the thing that is different in a group 	<ul style="list-style-type: none"> • Identify the object that is different in the group 	<ul style="list-style-type: none"> • Engage in challenging activities for development and advancement in learning

Chapter 3: Hold Writing Tools Properly

Lesson	Activity	Objective	K-12 Curriculum Standard
			Developmentally Appropriate Practices
Lesson 1 Proper Writing and Sitting Positions	<ul style="list-style-type: none"> Do exercises for the fingers to prepare for tripod grasp Hold the pencil properly Practice correct sitting position 	<ul style="list-style-type: none"> Demonstrate eye-hand coordination and tripod grasp Show mastery of the correct writing and sitting positions 	<ul style="list-style-type: none"> Learning through play for play is an important vehicle for developing self-regulation, promoting language, cognition, and social competence Enjoy hands-on activities that open opportunities for trial and error, process-orientation, assimilation, and accommodation, all of which are basic foundation for prewriting and prereading skills
Lesson 2 Different Kinds of Lines	<ul style="list-style-type: none"> Trace to make vertical, horizontal, right and left slants, and right and left curved lines Use different art media to complete a picture with the various kinds of lines learned each time 	<ul style="list-style-type: none"> Draw vertical lines, horizontal lines, left slant, right slant, left curve, right curve, over curve, and under curve Draw various lines from the top going down Demonstrate positive attitude toward learning through painting, pasting, using toys cars, sponge, and other novel tools to make lines Show perseverance, accuracy, and neatness in designing pictures with different lines and connecting the dots within the writing lines Practice fine motor skills and eye-hand coordination 	<ul style="list-style-type: none"> Build a positive attitude towards work and self by being able to do activities that use one's imagination Able to practice logic, creativity, perseverance, and control of fingers and hands through hands-on activities like decorating a carpet and mat with horizontal lines

<p>Lesson 3 Arrange the Pictures</p>	<ul style="list-style-type: none"> • Cut, sequence, and paste pictures according to how they are narrated in the poem or nursery rhyme • Sing action songs and fingerplays • Recite poems 	<ul style="list-style-type: none"> • Arrange the sequence of the occurrence of events in the nursery rhyme from beginning to end • Demonstrate fine motor skills through cutting and pasting • Show analytical thinking and visual discrimination by taking note of details 	<ul style="list-style-type: none"> • Appreciate and understand different social language, and cultural environments through nursery rhymes • Paste the picture of nursery rhymes in a sequence • Develop further thinking and keenness to details through fun activities like doing fingerplays and songs, cutting, and pasting pictures in correct sequence
<p>Lesson 4 Trace the Numbered Arrows</p>	<ul style="list-style-type: none"> • Connect the broken lines to make various lines in sequential order and follow the direction of the arrow • Form and discover a figure by connecting the dots: 1, 2, 3, and 4 	<ul style="list-style-type: none"> • Show understanding of the sequencing of arrows from 1 to 4 • Show understanding of following and tracing the direction of the arrow to form lines and figures 	<ul style="list-style-type: none"> • Follow instructions by being motivated with colorful pictures and arrows • Develop divergent thinking by saying the name of the formed figure after connecting the dots in proper sequence • Develop further visual perception and discrimination by following the direction of the colorful arrows and age-appropriate sized illustrations of numerals 1–4

Lesson 5
Write the English
Alphabet

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| <ul style="list-style-type: none">• Encircle and box the vowels and consonants, respectively• Copy the large letterforms with arrows that are sequenced—for proper writing of each stroke• Trace the broken lines to write the big and small letters by starting from the green dot and ending on the red dot (for the initial stroke)• Write each letter in freehand by starting from the green dot and ending on the red dot for the initial stroke of each letter. | <ul style="list-style-type: none">• Identify <i>vowels</i> and <i>consonants</i>• Write each stroke of the letter of the alphabet properly and within the writing lines• Identify the phonetic sound of each letter• Learn objects that begin with certain letters• Show understanding that specific names of people begin with a big letter | <ul style="list-style-type: none">• Develop persistence through challenging activities such as tracing, copying, and writing the letters in freehand• Enjoy writing the letters of the alphabet with age-appropriate, novel, and fun activities |
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Chapter 4: Write and Read Words

Lesson	Activity	Objective	K-12 Curriculum Standard
			Developmentally Appropriate Practices
Lesson 1 Consonants with More than One Sound	<ul style="list-style-type: none"> • Read and copy words with hard and soft <i>Cc</i> sounds • Read and copy words with <i>Cc</i>, <i>Kk</i>, and <i>Qq</i> with the sound /k/ • Read and copy words with <i>Cc</i> and <i>Ss</i> with the sound /s/ • Read and copy words with <i>Yy</i> with the sounds /y/ and /ē/ • Read and copy words with <i>Gg</i> with the soft sound /j/ and hard sound /g/ • Read and copy words with <i>Gg</i> and <i>Jj</i> with same sound /j/ • Read and copy words with <i>Xx</i> with the sounds /eks/, /ks/, and /z/ 	<ul style="list-style-type: none"> • Produce the hard <i>Cc</i> and <i>Gg</i> sounds and soft <i>Cc</i> and <i>Gg</i> sounds with the help of color-coding technique used in the worktext • Identify the different <i>Xx</i> and <i>Yy</i> sounds with the help of color-coding techniques used in the worktext • Identify words that begin with <i>Cc</i>, <i>Kk</i>, and <i>Qq</i> with the sound /k/ • Identify words that begin with <i>Gg</i> and <i>Jj</i> with the sound /j/ • Identify words whose beginning letters sound the same • Write and copy words with <i>Cc</i>, <i>Kk</i>, <i>Qq</i>, <i>Xx</i>, <i>Gg</i>, <i>Jj</i>, and <i>Yy</i> on the writing lines 	<ul style="list-style-type: none"> • Develop holistically by building one’s affective skills through learning and playing by using color association (<i>brown</i> for hard sound, <i>light blue</i> for short sound) • Establish readiness for challenging lessons in the future by building on enjoyable early experience

Lesson 2 Consonant-Vowel (CV) Blends Plus Final Letter	<ul style="list-style-type: none">• Read the different blends (syllables) of consonant and short vowel sounds• Write the final consonant to complete a three-letter word (CVC)• Read and copy CVC words	<ul style="list-style-type: none">• Produce the sound of the consonant-vowel blends• Read, write, and spell three-letter words by combining the syllable and final letter	<ul style="list-style-type: none">• Realize the relevance of the lesson to one's everyday experiences through examples• Engage in age-appropriate and simplified activities
Lesson 3 Consonant-Vowel- Consonant (CVC) Words	<ul style="list-style-type: none">• Read and write three-letter words with vowels as the medial sound (colored <i>red</i>)• Write the missing letter (beginning, medial, final letter) to complete a three-letter word	<ul style="list-style-type: none">• Identify and pronounce the short sounds of vowels in a three-letter word• Identify the beginning, medial, and final letters in a three-letter word• Write three-letter words (CVC) on the writing lines starting from the top and left by using the green dots as guide• Identify and write the missing letter in a three-letter word	<ul style="list-style-type: none">• Develop greater complexity, self-regulation, and symbolic or representational capacities

<p>Lesson 4 Rhyming Words or Word Families</p>	<ul style="list-style-type: none"> • Read and write CVC words whose final letters are the same • Color the boxes whose words rhyme 	<ul style="list-style-type: none"> • Read and write three-letter words with rhymes • Enjoy and become motivated in answering challenging written exercises with the aid of designated colors (<i>pink</i>) for word families 	<ul style="list-style-type: none"> • Develop confidence in writing and communicating verbally in English through playful approaches like learning poems with rhymes
<p>Lesson 5 The Silent-<i>e</i> Rule</p>	<ul style="list-style-type: none"> • Compare and read words with short vowel sounds versus those with long vowel sounds after <i>-e</i> was added • Read and write words that follow the silent-<i>e</i> rule • Write the missing vowel to complete the four-letter word that ends with <i>-e</i> 	<ul style="list-style-type: none"> • Compare the transformation of short vowel sound to long vowel sound in words • Evaluate and use the short and long vowel sounds in reading words • Demonstrate understanding that most words that end with <i>e</i> follow the silent-<i>e</i> rule • Read and write words that follow the silent-<i>e</i> rule 	<ul style="list-style-type: none"> • Follow age-appropriate and simplified writing and reading exercises that one can find practically useful like starting off with learning the silent <i>-e</i> rule with a color-coded technique; that is, the vowel and final <i>-e</i> in a four letter word are in <i>red</i>

<p>Lesson 6 R-Controlled Vowel</p>	<ul style="list-style-type: none"> • Read and write words with vowels with <i>r</i>-controlled vowels 	<ul style="list-style-type: none"> • Show understanding that vowels have a new sound when paired with <i>-r</i> • Read and write words with <i>r</i>-controlled vowels on the writing lines • Develop ability to write words with <i>r</i>-controlled vowels further, using techniques in memorizing with the help of the color coding for letter pairs with the same sound; like for <i>-er</i>, <i>-ir</i>, and <i>-ur</i> that are colored purple and whose sound is /ɜr/ 	<ul style="list-style-type: none"> • Follow age-appropriate and simplified writing and reading exercises that one can find fun, but practically useful like using a color-coding technique: <i>-er</i>, <i>-ir</i>, and <i>-ur</i> are in <i>purple</i>; <i>-ar</i> and <i>-or</i> are in <i>green</i>
<p>Lesson 7 Vowel Digraphs and Diphthongs</p>	<ul style="list-style-type: none"> • Read and copy words with two vowels having one sound; or a vowel and a consonant with one sound • Write in the box the correct vowel digraphs or vowel diphthongs to complete the word that matches the picture 	<ul style="list-style-type: none"> • Show understanding that a pair of vowels creates a single sound; and that a pair of vowel and consonant also creates a single sound • Use the letter pair that is colored <i>orange</i> as a guide and to simplify reading words easily • Discriminate and memorize the sounds of <i>ai</i>, <i>ea</i>, <i>oa</i>, <i>ee</i>, <i>oe</i>, <i>ie</i>, <i>ow</i>, <i>ew</i>, <i>ou</i>, <i>eu</i>, <i>ay</i>, <i>aw</i>, <i>oo</i>, <i>ue</i>, and the various sounds of <i>oo</i> • Read and write words with vowel digraphs and diphthongs 	<ul style="list-style-type: none"> • Stay motivated and prepared with skills developed earlier for lessons that have become difficult. Seemingly difficult concepts use the color-coding technique that are suitable for one's interest and developmental stage. Vowel digraphs and diphthongs are in <i>orange</i> to help pupils recall phonetic sound of paired letters

<p>Lesson 8 Consonant Blends</p>	<ul style="list-style-type: none"> • Play with friends and classmates a game that is similar to a board game. Give words that begin/end with the consonant blend that the “marker” lands on • Write the words inside the fish • Read and copy words with consonant blends 	<ul style="list-style-type: none"> • Produce the sounds of two consonant blends • Sustain motivation to learn and fulfill challenging tasks through a board game • Give examples of words with consonant clusters through a board game • Write words with consonant clusters on the writing lines 	<ul style="list-style-type: none"> • Stay motivated despite lessons that have become difficult through simplified writing and reading exercises which are fun and practically useful through color-coding techniques. Consonant blends are in <i>blue</i>
<p>Lesson 9 Consonant Clusters</p>	<ul style="list-style-type: none"> • Read and write words with consonant clusters • Rearrange the three given letters and write the correct consonant clusters in the boxes to complete the word 	<ul style="list-style-type: none"> • Blend the sound of three consonants • Read and write words on the writing lines • Interpret symbolic representations or drawings to come up with words with consonant clusters 	<ul style="list-style-type: none"> • Show independence and confidence in writing and reading words that are given by using the previous lessons and color-coding technique to simplify “decoding” a word; and combining it with the consonants that are colored <i>blue</i>

<p>Lesson 10 Consonant Digraphs</p>	<ul style="list-style-type: none"> • Read and write words with consonant digraphs <i>ch</i> with the sounds /ch/, /k/, and /sh/ • Read and write words with the hard and soft <i>th</i> sound • Read and write words with various consonant digraphs • Trace the word that is spelled correctly 	<ul style="list-style-type: none"> • Read and write words with consonant digraphs • Distinguish the sounds of <i>ph, gh, wh, sh, ch, ng, ck</i> and the different <i>ch</i> and <i>th</i> sounds 	<ul style="list-style-type: none"> • Hone developmental areas holistically by manifesting emotional, mental, and physical preparedness to more challenging writing exercises through confident discovery and trial-and-error words with consonant digraphs that are in <i>pink</i>
<p>Lesson 11 Writing Numerals and Their Number Words</p>	<ul style="list-style-type: none"> • Read numbers and numerals and count the animals in each box • Count the animals and copy the large numerals • Read and copy the number words • Trace the numerals and number words, then match them by drawing a line 	<ul style="list-style-type: none"> • Learn and write the numerals and number words • Identify and write the number of objects in a set • Develop the skill in spelling and reading by simplifying the number words using the color-coding technique in the worktext 	<ul style="list-style-type: none"> • Learn further through discovery that number words are read and spelled through an enjoyable way by using the color-coding technique • Apply what was learned using the color-coding technique to decode, read, write, and spell words

Appendix

Mastery	Activity	Objective	K-12 Curriculum Standard
			Developmentally Appropriate Practices
<p>A. Master Holding Your Pencil Properly</p> <p>B. Master Writing Your Name</p>	<p>Pencil and Paper Exercises:</p> <ul style="list-style-type: none"> • Use pincer grip in holding the pencil and other writing materials • Write one’s name on a lined paper 	<ul style="list-style-type: none"> • Practice and eventually master pincer grip when writing and coloring • Control the fingers and put a sufficient pressure on the paper when writing one’s name on <i>unlined paper</i> <p><i>For the Teacher:</i> Conduct an initial and final assessment using the rubrics provided in the appendix of <i>Write This Way K1</i>; and on a regular basis</p> <p><i>For the Parent and Teacher:</i> Work hand-in-hand to maximize the pupil’s potential; or otherwise, respond to the pupil’s needs by referring to the rubrics as your “communication tool” for the pupil. The rubrics reflect the pupil’s progression/ regression</p>	<ul style="list-style-type: none"> • Learning and development follow a sequence and as such, assessment tools (monitoring charts in the appendix) manifest progress from simple to complex skills • Development and learning proceed at varying rates <p><i>Note:</i> Pupils are not expected to be able to write his/her whole first name; depending on the orientation of the environment, maturation, and experience. The pupil may do the task at an earlier time. Hence, the pupil must not be necessarily forced to successfully do the task.</p>

<p>C. Master Letter Recognition and Say the Sound of the Alphabet</p>	<ul style="list-style-type: none"> • Oral test: one-on-one with the Teacher • Identify the vowels • Say the sound of each vowel • Identify the consonants • Say the sound of each consonant 	<ul style="list-style-type: none"> • Say the name of the lowercase and uppercase letters that are written in separate charts • Build confidence and respect to authority (teacher) facilitating the one-on-one oral test • Develop a positive self-concept and be motivated to learn more • <i>For the Teacher:</i> Conduct an initial and final assessment using the rubrics provided for in the appendix of <i>Write This Way Kinder 1 WT</i> • <i>For the Parent and Teacher:</i> Work hand-in-hand to maximize the pupil's potential; or otherwise, respond to the pupil's needs by referring to the rubrics as your "communicating tool" for the pupil. The rubrics reflect the pupil's progression/regression. 	<ul style="list-style-type: none"> • Pupils develop best when they have secure and positive relationships. • Pupils' experiences shape their motivation to more challenging activities. • Early experiences have profound effects on development and learning. • Development and learning proceed at varying rates.
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