



K-1
Beginners

Hands-On ENGLISH™

An English Language Development Program

Scope and Sequence

Scope & Sequence Preview

Hands-On ENGLISH

K–1 Beginners English Language
Development Program

Hands-On English delivers age-appropriate content grounded in state and national English language development and subject matter standards, including English language arts, math, and science. With an emphasis on engagement, the program immerses students from day one in interesting, meaningful tasks that contextualize and promote language learning.

Take a look at the preview of the *Hands-On English* scope and sequence to see the systematic, four skills approach that leads up to tasks and activities using integrated skills. The program is organized by vocabulary, grammar forms, and language function/tasks.

Enjoy the preview, and [please reach out](#) with any questions or if you'd like a closer look at [Hands-On English](#) or any of our other award-winning English language development programs.

info@ballard-tighe.com | www.ballard-tighe.com | (800) 321-4332

Contents

Appendix A: Vocabulary Index	2
Appendix B: Grammar Index	8
Appendix C: Functions and Forms Index	11
Appendix D: Work with Text Functions and Forms Index	17
Appendix E: Frames Index	20
Appendix F: Language Development Goals, Content Connections, and Academic Skills	27
Appendix G: Text Index	30
Appendix H: Capstone Projects	31
Appendix I: EnglishMats	32
Appendix J: Building Connections	32

Appendix A Vocabulary Index

Word	Part of Speech	Chapter
1	adjective	1
2	adjective	1
3	adjective	1
4	adjective	1
5	adjective	1
6	adjective	1
7	adjective	1
8	adjective	1
9	adjective	1
10	adjective	1
a lot	quantifier	10
across from	preposition	9
add	verb	5
after	adverb	9
afternoon	noun	7
air	noun	10
airplane	noun	9
animal	noun	5
arm	noun	3
art	noun	10
at [night]	preposition	7
author	noun	4
bakery	noun	9
ball	noun	2
barn	noun	5
baseball	noun	2
basketball	noun	2
bathroom	noun	1
bear	noun	6
beautiful	adjective	7

Word	Part of Speech	Chapter
behind	preposition	4
bend down	verb	10
between	preposition	7
bicycle (bike)	noun	9
big	adjective	5
black	adjective	4
block	noun	1
blow	verb	8
blue	adjective	4
board game	noun	2
boat	noun	5
body	noun	3
book	noun	1
boots	noun	8
bored	adjective	3
bottle	noun	10
bounce	verb	4
brave	adjective	3
bread	noun	9
breakfast	noun	7
bright	adjective	7
brown	adjective	4
brush	verb	7
bug	noun	6
bus	noun	9
bus driver	noun	1
buy	verb	9
can	noun	10
car	noun	9
card game	noun	2

Word	Part of Speech	Chapter
catch	verb	2
cave	noun	6
chair	noun	1
change	verb	8
chicken	noun	5
circle	noun	7
city	noun	9
class	noun	1
classroom	noun	1
clean	adjective	10
clean	verb	10
climb	verb	4
cloud	noun	7
cloudy	adjective	8
cold	adjective	8
color	verb	2
come up	verb	5
community	noun	9
cook	verb	2
cool	adjective	8
count	verb	1
cover	verb	10
cow	noun	5
coyote	noun	6
crayon	noun	1
cry	verb	3
dance	verb	2
day	noun	2
deer	noun	6
describe	verb	5
desert	noun	6
desk	noun	1
dinner	noun	7
dirt	noun	10

Word	Part of Speech	Chapter
dirty	adjective	10
do	verb	2
doctor	noun	3
door	noun	1
down	adverb	7
draw	verb	1
dress	noun	4
drink	verb	6
dry	adjective	6
dump	noun	10
ear	noun	3
Earth	noun	10
eat	verb	2
egg carton	noun	10
elbow	noun	3
elephant	noun	5
eye	noun	3
face	noun	3
fall	noun	8
farm	noun	5
fast	adjective	5
fat	adjective	5
feather	noun	6
feel	verb	3
field	noun	5
fin	noun	6
finger	noun	3
fire station	noun	9
fire truck	noun	9
first	adverb	4
fish	noun	6
flag	noun	1
floor	noun	7
fly	verb	2

Appendix B

Grammar Index

		Chapter										Examples
		1	2	3	4	5	6	7	8	9	10	
Nouns	Regular plurals -s	x		x			x					What are these? These are ____.
Articles	a/an			x								a leg, an arm
Pronouns	Subject (<i>I, you, he/she/it; we, you, they</i>)	x	x									Do you like to play ____? Yes, I like to play ____.
	Demonstrative (<i>this/these, that/those</i>)	(x)	x	x	x						x	What are these? These are ____.
	Possessive (<i>my, your</i>)			x					x			This is my nose.
	Object (<i>it</i>)										x	I should put it in the trash.
Question words	who	x				(x)	(x)	(x)	(x)			Who is this?
	what	x	x	x	(x)	(x)	x	x	x	x	x	What is this? What does ____ look like?
	what ____ (<i>what day, what habitat...</i>)		x				x				x	What day is it? What habitat is this?
	how old	x										How old are you?
	how many	x	x						x		x	How many ____ do you see?
	how do you know		(x)	(x)	(x)							How do you know?
	how (other)			x			x	(x)		x	(x)	How does it make you feel? How are ____ and ____ the same?
	which picture, which ____	(x)	(x)	(x)	(x)	(x)			x	(x)		Which picture shows ____? Which ____ is ____er?
	what word/words	(x)		(x)				(x)				What word tells you this?
	what happens	(x)	(x)		x	x	(x)	x			(x)	What happens at the end of the story?
	why	(x)						(x)	x	(x)	(x)	Why is it your favorite?
	where		x		x	x	x	x		x	x	Where is the ____?
	when							x	(x)			When do you eat ____?
	yes/no (<i>do you have, do you like</i>)	(x)	x	(x)								Do you like to ____?
	choice questions (<i>__ or __</i>)		(x)			x			(x)			Are they playing inside or outside?

x = students should be able to understand and produce the grammatical form

(x) = students only need to understand the grammatical form; they do not need to produce the form

Appendix C

Functions and Forms Index

Function	Grammatical Form	Example Sentence Frames	Chapter									
			1	2	3	4	5	6	7	8	9	10
Social interaction												
Greet people	[vocabulary/holistic phrases: greetings]	Hello! Hi!	x									
Ask for name	Interrogative (what)	What is your name?	x									
Introduce oneself	Simple present	My name is _____. I am _____ years old. This is me.	x									
Ask about age	Interrogative (how old)	How old are you?	x									
Give age	Simple present	I am _____ years old.	x									
Introduce others	Demonstrative pronoun (this)	This is _____.		x								
Ask about weather	Interrogative (what + be + time phrase)	What is/was the weather like?								x		
Describe conditions	Adjectives, coordinate adjectives, comparatives with -er, present progressive, past tense (was), time phrases	It is _____. Today, it is _____ing. It was _____. _____.									x	
Ask for personal information	Interrogative (where)	Where do you live? Where is your school?									x	
Give personal information	Prepositions of location (in)	I live in _____. It is in _____.									x	
Ask about future plans	Interrogatives (what, where, how + will)	What will _____ do _____? (time phrase) Where will _____ go _____? (time phrase) How will _____ get there? What will _____ do?									x	x
Describe future plans	Simple future (will)	_____ will _____. _____ will go to _____. I will _____ to _____ (verb) (vehicle) (place). We will _____ the _____. _____.									x	x

Appendix D

Work with Text Functions and Forms Index

Function	Grammatical Form	Example Sentence Frames	Chapter									
			1	2	3	4	5	6	7	8	9	10
Understand comprehension questions												
	who	Who is this? Who is the main character in the story?	x					x	x	x		
	what	What is this? What happens at the end? What does Bear want?	x	x	x	x	x	x	x	x		x
	what word/words	What words tell you this? What word tells how ____ feels?	x		x				x			
	what happens	What happens first in the text? What happens at the end?	x	x		x	x	x	x	x		x
	how old	How old is ____?	x									
	how many	How many animals are in the story?		x								
	how do you know	How do you know?		x	x	x						
	how + feel	How does ____ feel at the end of the story?			x			x	x			x
	how + same	How are ____ and ____ the same?									x	
	how + different	How are ____ and ____ different?									x	
	how	How can we keep the Earth clean?									x	x
	which picture	Which picture shows ____?	x	x	x	x	x	x				
	which ____	Which ____ have ____?									x	
	why	Why do you think ____? Why does ____ (character) ____?	x						x	x	x	x
	where	Where are they? Where are ____ and ____ going next?				x	x	x	x	x		
	when	When does ____ wear ____? When do the birds return home?										x
	either/or questions	Are the people playing inside or outside?		x								x

Appendix E Frames Index

Frames are provided in alphabetical order on the Teacher's e-Port.

Chapter	Code	Frame
1	C1F1	What is your name?
1	C1F2	My name is _____.
1	C1F3	I like to _____.
1	C1F4	What do you like to do?
1	C1F5	Do you have _____?
1	C1F6	Yes, I do.
1	C1F7	No, I don't.
1	C1F8	I have _____.
1	C1F9	What is this?
1	C1F10	This is a _____.
1	C1F11	It is a _____.
1	C1F12	Who is this?
1	C1F13	He/She is a _____.
1	C1F14	How many _____ do you have?
1	C1F15	How old are you?
1	C1F16	I am _____ years old.
1	C1F17	What do you see?
1	C1F18	I see _____.
1	C1F19	This is me.
1	C1F20	This is _____. (person, place, or object)
2	C2F1	What day is it?
2	C2F2	It's _____.
2	C2F3	You like to _____.
2	C2F4	What does _____ like to do?
2	C2F5	_____ likes to _____.
2	C2F6	Do they like to _____?
2	C2F7	They like to _____.
2	C2F8	Do you like to _____?
2	C2F9	Does _____ like to _____?
2	C2F10	_____ doesn't like to _____.

Appendix F

Language Development Goals, Content Connections, and Academic Skills

Chapter	Language Development Goals	Content Connections	Academic Skills
1	• Introductions and greetings • Identifying people, places, and objects at school • Understanding commands • Expressing quantity from 1 to 10	• Language Arts • Math	• With prompting and support, ask and answer questions about key details in a text • With prompting and support, identify the relationship between a person or idea depicted in an illustration and the text in which it appears • Understand the relationship between numbers and quantities • When counting objects, say the number names in the standard order • Count to answer <i>how many</i> questions
2	• Days of the week and everyday verbs • Describing actions and activities • Expressing likes and dislikes	• Language Arts • Math	• Follow words from left to right, top to bottom, and page by page • Sort words into categories • Confirm understanding of a text read aloud by asking and answering questions about key details • Organize, represent, and interpret data with up to three categories • Ask and answer questions about <i>how many</i> in each category
3	• Parts of the body • Expressing feelings and emotions • Identifying aches and pain	• Language Arts	• Participate in collaborative conversations with partners, peers, and adults about topics and texts • Ask and answer questions about key details in a text • Combine drawing, dictating, and writing to compose a simple text • Identify words in a text that suggest feelings • Identify a similarity between two people in two texts

Appendix G Text Index

Big Book	Page	Text Title	Text Type	Lexile	Chapter • Lessons
A	1	<i>Let's Go to School!</i>	Informational	600L	Chapter 1 • Lesson 5
A	9	<i>Annie</i>	Fiction	470L	Chapter 1 • Lessons 8, 9; Chapter 4 • Lesson 1
A	17	<i>Bird and Bear</i>	Fiction	530L	Chapter 2 • Lesson 4
A	25	<i>Let's Play Ball!</i>	Informational	480L	Chapter 2 • Lesson 8
B	1	<i>Ouch!</i>	Fiction	460L	Chapter 3 • Lesson 5
B	9	<i>Everyday People</i>	Informational	410L	Chapter 3 • Lesson 9
B	17	<i>A Day at the Park</i>	Fiction	570L	Chapter 4 • Lessons 3, 5, 7
B	25	<i>Storytellers</i>	Informational	670L	Chapter 4 • Lesson 6
C	1	<i>Miss Hippo and Her Friends</i>	Fiction	500L	Chapter 5 • Lessons 4, 5
C	9	<i>Farm Animals</i>	Informational	460L	Chapter 5 • Lesson 7
C	17	<i>Little Foo</i>	Fiction	600L	Chapter 6 • Lesson 4
C	25	<i>Look at Me!</i>	Informational	370L	Chapter 6 • Lesson 6
C	29	<i>Turtles and Birds</i>	Informational	490L	Chapter 6 • Lesson 8
D	1	<i>Our Big, Beautiful Sky</i>	Informational	490L	Chapter 7 • Lessons 4, 5
D	9	<i>Make Hay While the Sun Shines</i>	Fiction	740L	Chapter 7 • Lesson 8
D	17	<i>Sara, the Weather Girl</i>	Fiction	630L	Chapter 8 • Lesson 4
D	25	<i>The Four Seasons</i>	Informational	460L	Chapter 8 • Lessons 6, 8
E	1	<i>How Do You Get There?</i>	Informational	470L	Chapter 9 • Lessons 1, 7
E	9	<i>Carlos's Community</i>	Fiction	510L	Chapter 9 • Lesson 5
E	17	<i>Keep Our Earth Clean</i>	Informational	630L	Chapter 10 • Lessons 2, 8, 10
E	25	<i>Circle of Life</i>	Fiction	510L	Chapter 10 • Lesson 4

Appendix H Capstone Projects

Teacher's Guide	Chapter	Page	Description
A	1	28	Create a self-portrait with one added detail representing a concept studied in the chapter and present the self-portrait to classmates.
A	2	56	Create a T-Chart about an activity, survey five people about the activity and record their responses on the chart, and then describe the T-Chart orally.
B	3	28	Illustrate and describe two pages in a mini-book about feelings. Create a cover for the book, and present the book orally to the class.
B	4	56	Create and present an illustrated mini-book that retells a familiar story, including a description of one character and the setting, and a sequence of events using sequencing words.
C	5	28	Create and label a stick animal puppet. With a partner, role-play a dialogue between two puppets that includes a greeting, self-introduction, description of appearance and/or size, and identifying something it likes to do.
C	6	56	Create and illustrate a paper plate diorama of an animal in its habitat, including a food the animal eats, and present the diorama orally.
D	7	28	Create a mobile that represents the sky at a particular time of day and describe it in an oral presentation.
D	8	56	Make and present an informational poster about one season with details about the weather, trees, clothing, and activities during that season.
E	9	28	Create a community map with three places on it; present the map and describe one of the places, what you do there, its location, and how to get there.
E	10	56	Using recycled items, students create a 3D drawing of a place or an animal and give an oral presentation.

Appendix I EnglishMats

Mat	Themes	Content Connection
1	School, Clothes	Describe a Character
2	Friends, Activities, Animals	Describe a Character
3	Feelings, Family	Describe a Character
4	Adventure, Pets	Tell a Story
5	Animals, Nature, Weather	Tell a Story
6	Animals, Habitats, Friends	Describe a Scene
7	Daily Routines, Night	Describe a Scene
8	Seasons, Weather, Activities	Describe a Scene
9	Travel, Family	Tell a Story
10	Work, Outdoors	Tell a Story

Appendix J Building Connections

Teacher's Guide	Chapter	Page	Description
A	1	17	Students identify a person they see after school each day and share with a partner.
A	2	51	Students share a sport, game, or activity that they play or watch at home with friends or family.
B	3	17	Students illustrate and then share a personal or made up "ouch" story or "happy" story.
B	4	53	Students share books or oral stories from home (or from the classroom or library) with the class.
C	5	21	Students describe personal experiences or information about pets or animals in nature or on a farm.
C	6	49	Students identify foods they eat with family or acquaintances and the foods are recorded on a class chart and compared.
D	7	19	Students work with an adult at home to record an observation of the night sky and share the observation with class.
D	8	45	Students share personal experiences related to the weather in the place they live now or have lived in the past.
E	9	19	Students share information about a place they have been or would like to go.
E	10	51	Students collect information about trash and recycling in their home or neighborhood and share with the class.