# Nursery Level Scope and Sequence

| Vocabulary | Language Structures | Early Literacy |
|---|---|---|
| Unit 1 **Hello, Teacher!**<br>*hello, girl, boy, book, crayon, teacher, red* | *Hello, (Meg).* | Print awareness<br>Exposure to left-right directionality<br>Early Writing Skills: fingerprinting<br>Language Awareness: English has different words for known items |
| Unit 2 **Look at Me!**<br>*eyes, nose, ears, mouth, hand, bye-bye, circle, blue* | *Bye-bye, (Meg).* | Print awareness<br>Exposure to left-right directionality<br>Early Writing Skills: fingerprinting, matching with fingers<br>Language Awareness: English has different words for known items |
| Unit 3 **Family and Friends**<br>*mom, dad, grandma, cookies, friend,* number 1 | *Hello, (Dad). (One) (book).* | Print awareness<br>Exposure to left-right directionality<br>Early Writing Skills: fingerprinting, matching with fingers<br>Language Awareness: English has different words for known items |
| Unit 4 **Toys, Toys, Toys!**<br>*bear, truck, car, doll, please, thank you,* numbers 1–2 | *Can I have a (doll), please? Thank you. (Two) (bears).* | Print awareness<br>Exposure to left-right directionality<br>Early Writing Skills: fingerprinting, matching with fingers, finger painting<br>Language Awareness: English has different words for known items |
| Unit 5 **My Clothes**<br>*dress, hat, T-shirt, pants, little, big,* numbers 1–2 | *(Blue) (pants).* | Print awareness<br>Exposure to left-right directionality<br>Early Writing Skills: fingerprinting, matching with fingers, finger painting<br>Language Awareness: English has different words for known items |

# Nursery Level Scope and Sequence

| Vocabulary | Language Structures | Early Literacy |
|---|---|---|
| Unit 6 **Fun Food**<br>*apples, bananas, juice, oranges, triangle, yellow* | *I like (oranges).* | Print awareness<br>Exposure to left-right directionality<br>Early Writing Skills: fingerprinting, matching with fingers, finger painting<br>Language Awareness: English has different words for known items |
| Unit 7 **Park Play**<br>*ball, bike, slide, seesaw, numbers 1–3* | *(Three) (balls).* | Print awareness<br>Exposure to left-right directionality<br>Early Writing Skills: fingerprinting, matching with fingers, finger painting<br>Language Awareness: English has different words for known items |
| Unit 8 **I See**<br>*bug, leaf, water, flower, green,* numbers 1–3 | *I see (a flower).* | Print awareness<br>Exposure to left-right directionality<br>Early Writing Skills: fingerprinting, matching with fingers, finger painting<br>Language Awareness: English has different words for known items |
| Unit 9 **Let's Move**<br>*wave, clap, hands, walk, dance, square, orange* | *I can (walk).* | Print awareness<br>Exposure to left-right directionality<br>Early Writing Skills: fingerprinting, matching with fingers, finger painting<br>Language Awareness: English has different words for known items |
| Unit 10 **Dad's Big Car**<br>*up, down, hill, slow, dad, car, big, sun, sky, bird, high, yellow, sheep, flowers, red, park, stop, play, ball, slide, orange,* numbers 1–3 | | Print awareness<br>Exposure to left-right directionality<br>Early Writing Skills: finger painting, drawing<br>Language Awareness: English has different words for known items |

# Level 1 Scope and Sequence

| Vocabulary | Language Structures | Early Literacy |
|---|---|---|
| **Unit 1 Hello!**<br>*book, ball, pencil, crayon, hello, look, scissors, paper, friend, Gus, Meg, Kit, girl, boy, yes, no,* numbers 1–2<br>Social Studies: *select* | *What's this? A (pencil).*<br>*I'm (Gus). I'm a (girl).*<br>*What's your name? My name is (Jill).*<br>*How are you? Fine, thank you.*<br>*(Two) (crayons).* | **Early Reading Skills:** Left-right directionality<br>**Early Writing Skills:** Circling; tracing; left-right directionality<br>**Language Awareness:** English has different words for known items<br>**Phonological Awareness:** Rhyming words<br>**Print Awareness:** Title; speech bubbles<br>**Narrative Skills:** Predicting from pictures. |
| **Unit 2 My Toys**<br>*bear, doll, boat, car, toy, wave, bye-bye, bus, toys, teacher, turtles, table, red, blue, bike, rabbit, swing, good (friends), chairs, sit,* number 3<br>Math: *sort* | *My (boat). This is my (boat). That's cool! Look at my (toys).*<br>*Let's count the (turtles). Go, turtles, go!*<br>*It's (red). A (blue) (car). We can share.* | **Early Reading Skills:** The alphabet; letter recognition (Tt); rebus sentences<br>**Early Writing Skills:** Circling; tracing; left-right direcionality<br>**Phonological Awareness:** /t/ sound<br>**Print Awareness:** Speech bubbles<br>**Narrative Skills:** Predicting from pictures |
| **Unit 3 My Family**<br>*dad, mom, grandma, grandpa, family, brother, sister, me, monkey, little, big, run, hug, door, window, house, draw, birthday, cake, candles, piñata, candy, pulls, ears, happy, balloons, sad, faces,* number 4<br>Social Studies: *talk about* | *Who's this? My (dad). I love my (family).*<br>*Knock on the door.*<br>*Happy birthday! It's my birthday today. How many (faces)?* | **Early Reading Skills:** Letter recognition (Mm); rebus sentences<br>**Early Writing Skills:** Circling, tracing; drawing; left-right directionality<br>**Phonological Awareness:** /m/ sound<br>**Print Awareness:** Captions<br>**Narrative Skills:** Predicting from photos |
| **Unit 4 About Me**<br>*eyes, nose, mouth, ears, open, close, hair, cat, yellow, green, hands, wash, fingers,* number 5<br>Science: *mix;* Art: *paint (n)* | *I have (two) (eyes). Wash your hands.*<br>*Look at the (ears).*<br>Science and Art: *The color changes.* | **Early Reading Skills:** Letter recognition (Cc); rebus sentences<br>**Early Writing Skills:** Circling; tracing; drawing; left-right directionality<br>**Phonological Awareness:** /k/ sound<br>**Print Awareness:** Speech bubbles<br>**Narrative Skills:** Predicting from pictures; retelling a story |
| **Unit 5 I Can Run**<br>*run, walk, hop, clap, eggs, dance, wiggle, wave, elephants, make, snake, angry, dog, dig, climb, sleep, but, number 6*<br>*Art: clay, roll, round, long, flat* | *(I) can (walk). We put the (eggs) away.*<br>*(They) can make (a snake).*<br>*What can you make?*<br>*How do you feel? I'm (happy).*<br>*Are you (happy)? Me, too.*<br>*Make a (happy face).*<br>*Can you? Yes, I can. No, I can't.* | **Early Reading Skills:** Letter recognition (Ww, Ee); rebus sentences<br>**Early Writing Skills:** Circling; tracing; drawing Phonological Awareness: Initial /w/ and /e/ sounds<br>**Print Awareness:** Speech bubbles<br>**Narrative Skills:** Predicting from pictures; making comparisons; retelling a story |

# Level 1 Scope and Sequence

| Vocabulary | Language Structures | Early Literacy |
|---|---|---|
| **Unit 6 Look Outside**<br>*leaf, frog, rock, flower, outside, trees, rain, sing, sun, seed, plate, water, grow, on, under, bird, bugs, logs,* number 7<br>Science: *bigger* | *What do you see? I see a (flower).*<br>*What do you hear? I hear a (rock).*<br>*My (seeds) grow.*<br>*Where is the (frog)?*<br>*The (frog) is under the (rock).* | **Early Reading Skills:** Letter recognition (Rr, Ss); rebus sentences<br>**Early Writing Skills:** Circling; tracing; drawing<br>**Phonological Awareness:** Initial /r/ and /s/ sounds<br>**Print Awareness:** Speech bubbles<br>**Narrative Skills:** Sequencing a story |
| **Unit 7 I Like Apples**<br>*apples, bananas, oranges, grapes, pears, peas, popcorn, noodles, nuts, please, thank you, butter, cream, bread, shake, pot, put, hot, oil, grin, strawberries,* number *8*<br>Science: *taste, good, bad* | *Do you like (apples)? Yes, I like (apples).*<br>*I don't like (grapes). Please pass the (peas).* | **Early Reading Skills:** Letter recognition (Pp, Nn); rebus sentences and questions<br>**Early Writing Skills:** Circling; tracing; drawing<br>**Phonological awareness:** Initial /p/ and /n/ sounds<br>**Print awareness:** Captions<br>**Narrative Skills:** Predicting from photos |
| **Unit 8 Socks!**<br>*socks, T-shirt, hat, pants, sunglasses, sunny, put away, head, dish, dry, wet, cold, shoes, dress, hide (v),* number 9<br>Science: *squeeze, wind* | *Do you have (a T-shirt)?*<br>*Yes, I have (a T-shirt).*<br>*I can put away my (socks).*<br>*It's (sunny).*<br>Science: *Hang it on the clothesline.* | **Early Reading Skills:** Letter recognition (Hh, Dd); rebus sentences and questions<br>**Early Writing Skills:** Circling; tracing; drawing<br>**Phonological Awareness:** Initial /h/ and /d/ sounds<br>**Print Awareness:** Speech bubbles<br>**Narrative Skills:** Predicting from pictures |
| **Unit 9 The Playground**<br>*slide, seesaw, monkey bars, sandbox, playground, together, lizard, ladder, umbrella, up, shape, circle, square, triangle, paint (n), black, build, our, tree house, slide (v), paint (v),* number 10<br>Art: *print;* Math: pattern | *I like the (slide). OK. Let's go to the (slide)!*<br>*What shape is it?*<br>*What shape do you like?* | **Early Reading Skills:** Letter recognition (Ll, Uu); rebus sentences and questions<br>**Early Writing Skills:** Circling, tracing, drawing<br>**Phonological Awareness:** Initial /l/ and /u/ sounds<br>**Print Awareness:** speech bubbles; captions<br>**Narrative Skills:** Predicting from pictures |
| **Unit 10 Five Little Ducks**<br>*duck, hill, Mommy, Daddy, pink, white, over the hill, far away, go out to play, run back* | | **Early Reading Skills:** Rebus sentences<br>**Early Writing Skills:** Tracing, painting, drawing<br>**Phonological Awareness:** Rhyming words<br>**Print Awareness:** Captions; an invitation<br>**Narrative Skills:** Understanding plot; retelling a story |

# Level 2 Scope and Sequence

| Vocabulary | Language Structures | Early Literacy |
|---|---|---|
| **Unit 1 School Is Cool!**<br>*tape, picture, pencil, marker, book, new, ball, pink, purple, journal, backpack, jacket, orange, green, blue, favorite, red, paintbrush, turtle, computer, puppet, alphabet, sing, letter, letter names, crayons,* numbers 1–5<br>Math: *graph* | *Is this your (marker)? Yes. Thanks! This is my (marker). What do you see? I see (a picture). How are you? What color is your (journal)? It's (orange). How many children like (red)? What's your favorite color? We take turns with the (turtle). My turn. Your turn. Who is (she)? How old is (she)? She's (five). How old are you? I'm (four). I see (one) (pencil). How many pencils do you see?* | Recognizing and tracing *Tt, Cc, Mm, Pp*; recognizing words and letter sounds; learning the alphabet; reading rebus sentences; writing your name |
| **Unit 2 My Five Senses**<br>*see, smell, hear, taste, feel, tree, bird, rock, flower, apple, banana, grass, trail, rectangle, triangle, circle, big, little, lime, soap, tea, scratch, sticker, game, go, green, gold, five, four, fingers, feet, friend, cookie, candy, egg, taste, sweet, hands, feel, wall, rope, elephant, trunk, side, leg, tail, cute, creeping, coconut, caterpillar, sneeze,* number 0<br>Science: *same* | *What can you (hear)? I can (hear) a (bird). Use your (eyes). What shape can you see? A (rectangle). Is it little or big? It's (big). Are they the same? Yes, they are. / No, they aren't. Go, Gus, go! Five fingers. Four feet! Taste the (cookie). Is it sweet? Yes, it is. / No, it isn't. Use your hands to feel. What does it feel like? It feels like a (wall).* | Recognizing and tracing *Gg* and *Ff*; recognizing words and letter sounds; reading speech bubbles; predicting; following a story |
| **Unit 3 At Home**<br>*bathroom, bedroom, kitchen, living room, house, Mom, Dad, Grandma, Grandpa, car, doll, play, swim, read, run, dance, brother, build, apartment, floors, box, knee, elbow, shoulder, head, octopus, on, kangaroo, kick, beds, lamps, bears, bathtub, work, go shopping, help, play music, fly kites, children, paper dolls, boys, girls, together,* numbers 6–10<br>Math: *record, height* | *Where are (you)? I am in the bedroom. Where (is) (Mom)? (She is) in the (kitchen). This is my dollhouse.What do you like to do? I like to (play). Where do you live? How tall is it? It's as tall as my (elbow). An octopus is on my bed. A kangaroo can kick. There is one (elephant). How many (beds) are there? There are two (beds). How many children altogether?* | Recognizing and tracing *Oo* and *Kk*; recognizing words and letter sounds; reading captions; predicting; following a factual text |
| **Unit 4 Animal Fun**<br>*bat, owl, mouse, lizard, bee, wings, sky, ground, rabbit, spots, stripes, tail, nice, fun, hide, gray, brown, leaf, frog, log, bees, bats, birds, shark, shoe, shoulder, shelf, snake, butterfly, fish, animal, hen, farmer, pen,* numbers 11–12<br>Science: *camouflage* | *(A) (bat) has wings. A (mouse) doesn't have wings. It can fly. Look at the (owl). I like it! I like you. A (gray) frog can hide on a (rock). Bees and bats and birds, Little shark is on my shoulder. Does a rabbit have (ears)? Yes, it does. /No, it doesn't. Farmer Ben has (twelve) hens.* | Recognizing and tracing *Bb* and *Sh sh*; recognizing words and letter sounds; predicting; reading a factual text |
| **Unit 5 Healthy Kids**<br>*pears, plums, mangos, carrots, peppers, tomatoes, chicken, rice, salad, foot, crab, stand, walk, apples, alligator, alphabet, ants, cat, hat, sad, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, pizza, burger, beans and rice, ice cream, ride our bikes, run, go for a walk, swim in the pool, healthy, more,* numbers 13–14<br>PE: *balance* | *Does (he) like (pears)? Yes, (he) does. / No, (he) doesn't. (I like (pears). He likes (plums). Do you like (tomatoes)? Would you like some (chicken)? Yes, please. / No, thank you. Please pass the (chicken). Thank you very much.Stand on one foot. Walk like a (crab). Put your (elbow) on your (foot). Can (you) do it? Yes, (I) can. / No, (I) can't. Auntie Ann likes (apples). Auntie Ann doesn't like ants. The cat has a hat. Today is (Sunday). On (Sunday), we eat (salad).* | Recognizing and tracing *Aa*; recognizing words and letter sounds; word blending; reading a title; predicting; reading a factual text |

# Level 2 Scope and Sequence

| Vocabulary | Language Structures | Early Literacy |
|---|---|---|
| **Unit 6 Collections**<br>*small, long, short, old, new, shells, different, same, collection, plane, helicopter, rocket, iguana, in, ink, quack, quick, quilt, smaller, bigger, tiny, gold, ring, sister, a beautiful thing, marble, silver,* number 15<br>Math: *measure* | *This car is (big). These cars are (small). Some shells are (big). Which shells are the same? What's that? This is a (big) (blue) (plane). How long is it? My backpack is (three) crayons long. Iggy iguana is in the ink. Quick under the quilt! Which (hat) it bigger? This one. I can't get my ring. I'm too big. Are you sad? I can try.* | Recognizing and tracing *Ii* and *Qq*; recognizing words and letter sounds; tracing words; word blending; predicting; reading a story |
| **Unit 7 Day and Night**<br>*pancakes, bread, cereal, yogurt, eggs, eat, breakfast, morning, lunch, sandwich, milk, happy, tired, silly, day, bear, zebra, zoo, zigzag, jacket, jump, night, good night, moon, pajamas, nightgown, hug, town, upstairs, downstairs, knocking, window, calling, lock, eight o'clock, running, hopping, walking, dancing, stars, shining,* numbers 16–17<br>Science: *nocturnal* | *Good morning. It's time for (breakfast). What are you eating? I'm eating (pancakes). We're eating (eggs). He's eating (cereal). How are you feeling today? I'm (tired). The (bat) is sleeping. The (bear) is not sleeping. The (bear) is awake. These animals are awake. The zebras at the zoo. Put on your jacket, then jump! They're wearing pajamas. She's wearing a nightgown. What (are) the (brothers) doing? They're brushing their teeth. She's combing her hair. We're putting on our pajamas. Wee Willie Winkie is (running) through the town.* | Recognizing and tracing *Zz* and *Jj*; recognizing words and letter sounds; tracing words; word blending; reading a title; predicting; reading a story rhyme |
| **Unit 8 Our Community**<br>*park, pool, airport, library, toy store, fire fighter, fire station, puppets, next to, between, pizza shop, police station, bakery, school, hospital, teacher, doctor, pilot, police officer, van, violin, vase, children, choose, reading, swimming, playing games, sharing, listening, using the computer, getting books, take care of, pizza,* numbers 18–19<br>Social Studies: *professions, workplaces* | *Where are (you) going? (I'm) going to the (library). Where is (she) going? (She's) going to the (pool). They're going to the (airport). The (plane) is next to the (puppets). I want the toy plane. Where is the (bakery)? It's next to the (police station). The (police station) is between the (pizza shop) and the (bakery). I want to be a (teacher). A (teacher) works in a (school). Put the violin in the van. Choose a chick! I love (reading) at the (library). We love (going to the library). We take care of (our books).* | Recognizing and tracing *Vv* and *Ch ch*; recognizing words and letter sounds; tracing words; word blending; reading a title; predicting; reading a factual text |
| **Unit 9 Rainy Day**<br>*sunny, rainy, cloudy, snowy, windy, rainbow, puddles, boots, make a puppet, watch TV, play a game, weather, think, thin, three, moths, sloths, cloths; fox; yes, yellow, box, boots, mittens, sunglasses, wonderful, living things, plants, animals, people, raindrops,* number 20<br>Science/Math: *chart* | *What's the weather like today? It's (cloudy). It's a (rainy) day today. I want to play outside. What do you want to do? I want to (make a puppet). Think of three thin (moths). Yes, there's a fox. What does (he) need? What do (you) need? He needs (a jacket). I need (mittens). We all need (water)..* | Recognizing and tracing *Th th, Xx,* and *Yy*; recognizing words and letters; tracing words; word blending; reading a title; predicting; reading a factual text |
| **Unit 10 The Gift**<br>*gift, food, carrot, lucky, give, crow, leave, door, basket, nuts, berries* | *It's our lucky day. We can (show we care).* | reading a title; predicting; reading a story; making a story map; acting out a story |

# Level 3 Scope and Sequence

| Vocabulary | Language Structures | Literacy and Phonics |
|---|---|---|
| **Unit 1 At School**<br>*clock, calendar, door, window, board, computer, room, circle, rectangle, shapes, bookmark, lunchbox, pencil case, desk, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, sunny, rainy, cloudy, windy, apple, cat, turtle, lion, yell, pot, lap, clap, tap, cup, word box, sentence, bat, cap, friend, wave, shake hands, bow, high five, smile, rulers, orange, green,* letters a, c, t, l, p, numbers 1–10<br>Science: *weather dial* | *Where is the (clock)? It's over there. What shapes do you see? Where is my (bookmark)? I don't know. It has my name on it. Is this your (bookmark)? Yes, that's mine. Thanks! What day is it today? What's the weather like? What's that? It's my word box. What does the sentence say? It says "I see a cat." How are you? Fine, thank you. It's nice to meet you. How many (rulers) do you see?* | Recognizing and writing the letters and sounds a, c, t, l, p; reading rebus sentences, story captions, and speech bubbles |
| **Unit 2 Fun and Games**<br>*throw, kick, bounce, hit, roll, catch, ball, OK, map, bike, kite, jump rope, soccer ball, park, helmet, beanbag, hat, sun, igloo, bib, Bill, sit, hill, hit, fish, letter, start, marbles, score, turn, touch, elephant, trunk, stars, add, plus, equals, big, little, altogether,* letters h, s, i, k, b, numbers 1–4<br>PE: *stretch, spin, hop, clap, wave, wiggle, toss* | *(Throw) the ball. I can (throw) the ball. I got it! I missed. What can you do? I'm throwing a ball! What are you doing? I'm getting my (bike). Where are you going? I'm going to the park. Take turns. Toss the beanbag. What do you like to do? I like to (stretch). I have the letter (s). Which word starts with (s)? I know! Which games do you want to play? I want to play (Marble Bridge). There are (two) (big bikes). How many (bikes) are there altogether?* | Recognizing and writing the letters and sounds h, s, i, k, b; reading sentences, story captions, and speech bubbles |
| **Unit 3 Clothes**<br>*uniform, shirt, sweater, socks, shoes, slippers, backpack, home, school; jacket, watch, mittens, boots, big, small, zip, zipper, button, snap, girl, feet, old, new, blue, black, bag, map, green, red, yellow, purple, orange, brown, snow, lose, chilly, warm, mouse, fox, bear, stretches, bigger, washes,* letters m, g, f, sh, numbers 1–20<br>Math: *graph* | *Hurry up! Where is my (shirt)? Here it is. Where are my (shoes)? Here they are. Don't forget your (backpack). Put on your (uniform). What do you wear at (school)? This/that (jacket). These/those (boots). Does (that jacket) fit? No, (it's) too (big). Do (those mittens) fit? Yes, (they're) just right. (She) can (zip) a (zipper). I can (button) a (button). Which do you like best? I like (zippers) best. A (green, blue, and red) slipper. Is this your other slipper? Yes, it is. / No, it isn't. He loses a mitten. I'm nice and warm. The (mouse) goes into the mitten. It gets bigger. What's next? What's missing?* | Recognizing and writing the letters and sounds m, g, f, sh; reading rebus sentences, story captions, and speech bubbles |
| **Unit 4 Farm Fun**<br>*hen, sheep, cow, chicks, lambs, calf, older, younger, some, bigger, smaller, duckling, bunny, kitten, puppy, trophy, the biggest, the softest, the smallest, the quietest, horse, llamas, goats, elephant, rabbit, duck, nest, eggs, sometimes, pen, bed, last, chicken, sky, fall, wise, animal, help, silly,* letters e, r, d, n, numbers 1–15.<br>Math: *more, compare* | *How many (hens) are there? There is (one) (hen). There are (three) (chicks). There are some (chicks). Which is (bigger) a (hen) or a (chick)? Which animal is (the biggest)? I think the (puppy) is (the biggest). Are there more (hens) or (llamas)? There are more (horses). What is the last letter in (pen)? It's (n). How do you spell (ten)? The sky is falling. The sky isn't falling. You are sillier. I am the silliest. Let's go home.* | Recognizing and writing the letters and sounds e, r, d, n; reading and matching sentences, reading speech bubbles |
| **Unit 5 Our Amazing Bodies**<br>*head, shoulders, back, feet, chin, cheeks, eyes, nose, puppets, on, under, next to, arms, legs, move, dancing, down, up, knee, elbow, toe, bandage, hand, thumb, centimeters, long, longer, van, cut, vet, ant, amazing, tongue, tail, scales, giraffe, snake, lizard, bug, leaves, tree, eat, smell, catch, wash, clean, fingers, dirty,* letters v, ch, numbers 1–30<br>Math: *measure, length* | *Put your other hand (on) your (head). Like this? This is my (head). These are my (shoulders). Which puppet parts can move? What's wrong? I hurt my (knee). I'm sorry. Is it bleeding? Here's a bandage. Whose (hand) is longer? How long is your (hand)? My (hand) is (10) centimeters long. (Arms) are amazing. We use our (arms) to do many things. I use my (arms) to (throw a ball). A (snake) uses its tongue to (smell). How many (hands)? How many (fingers) altogether?* | Recognizing and writing the letters and sounds v, ch; reading and responding to sentences, reading story captions and speech bubbles |

# Level 3 Scope and Sequence

| Vocabulary | Language Structures | Literacy and Phonics |
|---|---|---|
| **Unit 6 Let's Eat**<br>*squeeze, peel, cut, measure, mix, pour, lime, banana, milk, smoothie, cup, sandwiches, salad, eggs, dip, cousin, aunt, uncle, picnic, bread, hummus, cheese, lettuce, first, next, then, up, Gus, jump, rug, jam, clay, mix, visitors, hide, hungry, share, stone, salt, pepper, potato, turnip, sink, bookshelf, behind, cupcakes, cherry, zero,* letters j, u<br>Social Studies: *spread, put, add* | *What are you doing? I'm (squeezing) the lime. What is (Meg) doing? (She's) (peeling) the (banana). Can you make a smoothie? (I'm) (making) (sandwiches). What can I do? You can make dip! (First) (spread) (hummus) on the (bread). What letter are you making? I'm making the letter (s). What word are you writing? I'm writing the word (Gus). We need a (potato). The soup is ready. Now we can share. There are (two) (cupcakes). Meg eats (one) (cupcake). How many are left? (Five) take away (one) is (four).* | Recognizing and writing the letters and sounds j, u; sounding out words, playing a word game, reading sentences and story captions |
| **Unit 7 At the Beach**<br>*beach ball, pail, shovel, towel, camera, beach chair, beach, sand, sun, swimming, playing, bear, sunglasses, sunny, waves, sandcastle, crab, shells, jump, build, look for, boat, float, win, thin, swim, net, whale, octopus, jellyfish, shark, sea turtle, ocean, far, safe, shells, shore, sea, sells,* letters w, th, numbers 1–50<br>Science/Art: *clay, round, flat* | *What would you like? I'd like a (beach ball), please. I love (swimming). What do you want to do at the beach? I want to (jump in the waves). Does it float? Yes, it does. / No, it doesn't. Does it still float? What are you drawing? I'm drawing a (whale). How many letters are in the word (whale)? 1, 2, 3, 4, 5. Five letters. Hurry up! There are more than (fifty). They are not good to eat. How can we help? We can (volunteer). How many (shells)? How many (shells) altogether?* | Recognizing and writing the letters and sounds w, th; sounding out words, reading and responding to sentences, and reading story captions |
| **Unit 8 On the Go**<br>*taxi, subway, train, ferry, bus, trolley, park, zoo, museum, city, escalator, elevator, stairs, revolving door, bathroom, playground, view, ramp, car, race, blocks, win, log, frog, dog, rock, hops, pond, off, into, near, by, rhyme, time, chime, clock, chair, bear, square, hair, zebra, drive away,* letters o, x<br>Math: *steeper, farther, faster, steepest* | *How do we get to the (park)? We can take a (taxi). Can we take a (taxi)? We can't take the (ferry). Where do you want to go? Can you take a train? Excuse me. How do we get to the (Bubble Room)? Take the (escalator). Thank you. Which (ramp) is (steeper)? This (ramp) is (steeper). Which car (goes farther)? What rhymes with (sock)? (Rock) rhymes with (sock). We like (riding our bike). Take a picture. What do you like doing?* | Recognizing and writing the letters and sounds o, x; sounding out words; reading sentences and story captions |
| **Unit 9 Celebrations**<br>*concert, party, field day, graduation, play, parade, morning, this afternoon, today, tomorrow, tonight, right now, week, act, march, bow, cheer, instrument, maraca, rain stick, drum, loudest, quilt, yes, zip (v), quick, zigzag, hop, run, quack, learn, grow, talk in English, summer, fall, winter, spring, wait, balloons,* letters y, z, q, numbers 1–100<br>Art: *can, rice, tube* | *When is your (concert)? It's (this afternoon). What (do) (you) like to do? (I) like to (cheer). Which instrument is the loudest? Tap the drum. Shake the maraca. Turn the rain stick upside down. Can you (quack)? Yes, I can. / No, I can't. My hat is (red) and (purple). Is this your hat? Yes, it is. / No, it isn't. (We) like to (read). We learn to (wait). We try to do our best. Let's count. How many balloons do you see? What number is next? How many balloons altogether?* | Recognizing and writing the letters and sounds y, z, q; reading and responding to sentences, reading story captions and speech bubbles |
| **Unit 10 The Name of the Tree**<br>*giraffe, monkey, turtle, zebra, King Lion, run, swim, climb, forest, river, hill* | *We're so hungry. What can we do? What's the name of the tree? What beautiful fruit! How do we get it? I don't understand. What do you mean? Can I help you? Please tell me the name of the tree. I can't remember the name.* | Reading rebus sentences; reading and listening to a story; reading aloud |