

## Hats On Top Nursery Level: Scope and Sequence

Unit	Vocabulary	Learning Activities	Value
<b>Unit 1</b> <b>Hello!</b>	hello, hand, bye-bye, ball	Saying hello to friends Meeting Sam, one of the Hat People Learning songs and action rhymes Doing TPR activities Participating in singing games, dramatic play, and art activities Developing fine motor and thinking skills Developing book and print awareness	Realizing that they are appreciated as an individual
<b>Unit 2</b> <b>My Friends</b>	boy, girl, chair, hat	Saying hello to friends Meeting Cassie, one of the Hat People Learning songs and action rhymes Doing TPR and sorting activities Participating in guessing games, dress-up play, and art activities Developing fine motor and thinking skills Developing book and print awareness	Feeling part of a community, which works and plays together
<b>Unit 3</b> <b>Let's Play!</b>	What's your name?, teddy bear, walk, one, two, red	Introducing themselves Learning songs and action rhymes Doing TPR activities and rhythmic movement Participating in singing games, color hunts, and art activities Developing fine motor and thinking skills Developing book and print awareness	Appreciating that playing together is fun
<b>Unit 4</b> <b>Mommy and Daddy</b>	I love you., Mommy, Daddy, blue	Introducing themselves Talking about families (mommies and daddies) Learning songs and action rhymes Doing TPR activities and rhythmic movement Participating in singing games, color hunts, and art activities Developing fine motor and thinking skills Developing book and print awareness	Discovering that we all love our families and learning to express this
<b>Unit 5</b> <b>Big and Little</b>	little, big, three, yellow	Introducing themselves Developing an awareness of similarities and differences Learning songs and action rhymes Doing TPR activities and rhythmic movement Participating in singing games, color hunts, counting activities, and art activities Developing fine motor and thinking skills Developing book and print awareness	Developing an awareness that learning is fun

<b>Unit 6</b> <b>Go, Car, Go!</b>	yes, no, car, go	Learning songs and action rhymes Expressing agreement or disagreement by saying <i>yes</i> or <i>no</i> Identifying objects by touch Participating in TPR games and clean-up activities Exploring toy cars and ramps Developing fine motor and thinking skills Developing book and print awareness	Learning that it is important to pick up after ourselves
<b>Unit 7</b> <b>Hop, Hop, Stop!</b>	bird, hop, stop, green	Learning songs and action rhymes Participating in TPR games and art projects Developing body awareness and large motor control (hopping and stopping) Following simple directions and commands Sorting objects by type, color, or size Developing fine motor and thinking skills Developing book and print awareness	Developing physical coordination, balance, and control, and learning to respect other people's space
<b>Unit 8</b> <b>Thank You!</b>	book, please, thank you, apple	Introducing themselves Comparing little and big Learning basic manners and how to use the words <i>please</i> and <i>thank you</i> Learning songs and action rhymes Doing TPR activities and rhythmic movement Participating in singing games, color hunts, counting activities, and art activities Developing fine motor and thinking skills Developing book and print awareness Learning how to handle books appropriately	Learning how to show politeness and respect for others
<b>Unit 9</b> <b>Cats and Dogs</b>	cat, dog, fly, run	Learning songs and action rhymes Developing an awareness and appreciation of animals Following and giving commands Doing TPR activities and rhythmic movement Participating in singing games, hunts, patterning activities, and art activities Developing fine motor and thinking skills Developing book and print awareness	Appreciating and enjoying animals and learning how to be gentle with them
<b>Unit 10</b> <b>The Big Carrot</b>	carrot, pull, help, orange	Learning songs and action rhymes Participating in drama and art projects Following simple directions and commands Sorting objects by type and by size Developing fine motor and thinking skills Developing book and print awareness	Learning to work together to achieve big things

## Hats On Top Level 1: Scope and Sequence

Unit	Language Structures	Vocabulary	Content Areas
<b>Unit 1</b> <b>Hello</b>	<i>Hello, (teacher). Hi. How are you? Fine, thank you. What's your name? What's this? A / My (pencil). This is my (hat). Find (a hat).</i>	<i>boy, girl, teacher, book, crayon, hat, pencil, picture, name</i>	<b>Early Literacy:</b> rebus sentences; names <b>Social Studies:</b> classroom community; routines; greetings; polite language <b>Math:</b> sorting; matching pairs <b>Art:</b> making hats
<b>Unit 2</b> <b>Look at Me</b>	<i>Put your finger on your (nose). Is it the same? I have (one) (mouth). Wash your (hands). Listen. Look.</i>	<i>ear, eye, finger, hand, mouth, nose, chair, door, paper, one, two, bean, rice, mom, yes, no</i>	<b>Early Literacy:</b> rebus sentences; numeral recognition: 1 & 2; sounds and rhythms <b>Health:</b> hand-washing; body parts <b>Math:</b> numbers 1 & 2; sorting; counting <b>Science:</b> mirrors; sounds; shadows <b>Art:</b> self-portraits; music; handprint mural
<b>Unit 3</b> <b>I Love My Family</b>	<i>I love you. I love my (sister). Who is this? (The baby) is (sad). (Mommy) (cats) love their (babies). Here you are.</i>	<i>baby, brother, dad, daddy, family, mommy, sister, bear, bird, cat, dog, happy, sad, glue stick, goodbye, please, thank you</i>	<b>Early Literacy:</b> symbol recognition; rebus sentences; syllables <b>Social Studies:</b> families; feelings/emotions; polite language <b>Math:</b> numbers 1 & 2; classifying; patterns; charts <b>Art:</b> heart necklaces; faces <b>Science:</b> animal families
<b>Unit 4</b> <b>Color Fun</b>	<i>What color is it / this? A (green) (bear). What's next? How many (chairs)? Let's play. This is for you. You're welcome.</i>	<i>blue, green, orange, red, yellow, circle, square, triangle, ball, carrot, playdough, rabbit, three</i>	<b>Early Literacy:</b> numeral recognition: 3; left-right patterns; picture interpretation; rebus sentences <b>Math:</b> colors; shapes; number 3; sorting; patterns <b>Art:</b> colors; shape art <b>Social Studies:</b> game-playing conventions <b>Science:</b> mixing colors
<b>Unit 5</b> <b>My Clothes</b>	<i>I have (a jacket). I have (black) (shoes). It's a (rainy) day. Is it (wet)? Put on your (jacket). Put your (socks) on your (feet).</i>	<i>backpack, jacket, pants, shirt, shoes, socks, black, pink, cold, rain, rainy, sun, sunny, feet, head, silly, water, wet</i>	<b>Early Literacy:</b> story-telling; rebus sentences; syllables; phonemic awareness: /s/ <b>Science:</b> clothes and weather; wet vs. dry <b>Social Studies:</b> helping others; putting clothes away; cooperation <b>Art:</b> dressing up, rain paintings

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<b>Unit 6</b> <b>Let's Eat</b>	<i>I like (cookies). I don't like (soup). Me, too! Do you like (soup)? (Two (bananas), please. Here you are. Look inside.</i>	<i>apple, banana, cake, candy, cookie, grape, milk, orange, plum, soup, strawberry, seed, purple, white, big, little</i>	<b>Early Literacy:</b> phonemic awareness: /k/; symbol and numeral recognition <b>Social Studies:</b> feelings and preferences; polite language; grocery shopping <b>Science:</b> fruits and seeds; sprouting seeds; mixing colors <b>Math:</b> sorting; numbers 1–3; patterns
<b>Unit 7</b> <b>1, 2, 3 ... Go</b>	<i>What do you see? I see (a bike). It's a (boy) on a (bike). Where is (the little ball)? Here it is. I don't know.</i>	<i>bike, box, bus, car, skateboard, stroller, wheel, go, stop, four, bye-bye</i>	<b>Early Literacy:</b> phonemic awareness: /b/; numeral recognition: 4; interpreting signs <b>Science:</b> ramps and rolling; wheels; prints and tracks <b>Math:</b> number 4; classifying; problem-solving <b>Social Studies:</b> traffic signs; road safety <b>Art:</b> tracks; model cars
<b>Unit 8</b> <b>Amazing Animals</b>	<i>Where is (the duck)? (The bee) is in the (tree). (A dog) can (run). I can (swim).</i>	<i>bee, butterfly, duck, fish, frog, house, sky, tree, wing, fly, hop, make, run, swim, amazing, real</i>	<b>Early Literacy:</b> phonemic awareness: /d/; reading conventions; retelling stories <b>Science:</b> animal movements, habitats, and animal sounds; butterfly prints <b>Art:</b> singing games; butterfly prints <b>Math:</b> numbers 1–4; sorting; one-to-one correspondence
<b>Unit 9</b> <b>We Can Play</b>	<i>I / We can (walk).</i>	<i>catch, clap, dance, march, sit, throw, walk, five, beanbag, mango, marker, monkey, moon, mountain, rock, good night, up, down</i>	<b>Early Literacy:</b> phonemic awareness: /m/; numeral recognition: 5; directions <b>Health:</b> physical movement; coordination <b>Math:</b> number 5; sorting; identifying sets <b>Social Studies:</b> working together; family activities <b>Art:</b> music and rhythm; moon prints; rock paintings; collages <b>Science:</b> beanbags; natural world
<b>Unit 10</b> <b>Friends</b>	Cumulative review	Cumulative review; <i>cow, sheep, help</i>	<b>Early Literacy:</b> phonics review; story-telling; performing <b>Art:</b> performing a play; making costumes <b>Social Studies:</b> cooperative games; helping friends; certificate of achievement <b>Math:</b> numbers 1–5 <b>Science:</b> making snacks

## Hats On Top Level 2: Scope and Sequence

Unit	Language Structures	Vocabulary	Content Areas
<b>Unit 1</b> <b>This Is My School</b>	What's this? A (book). This is a / my (hat). (Thomas) is a (boy). What's your name? My name is ... What's missing? Let's (go to school). What color is it / this? How many (blue pencils)?	hello, bye-bye, backpack, bear, book, crayon, hat, name, paint, paint brush, paper, pen, pencil, penguin, picture, school, baby, boy, dad, girl, mom, teacher, one, two, three, four, five, blue, green, orange, purple, red, yellow	<b>Early Literacy:</b> greetings; rebus sentences; numeral recognition: 1–5 <b>Social Studies:</b> classroom community; routines; greetings <b>Math:</b> sorting; numbers 1–5 <b>Science:</b> mixing colors
<b>Unit 2</b> <b>My Toys</b>	How many (cars) do you see? Put (five coins in the boat). Does (your boat) float? What shape is this? What shape do you see? Is it big or little? What do you have? I have (a big ball). What do you see? I see (five) (cars). (One) (orange) (triangle).	ball, boat, car, doll, kite, plane, truck, bird, cat, dog, duck, fish, coin, float, fly, play, sky, water, wave, dry, wet, word, circle, square, triangle, shape, big, little, black, white, yes, no, goodbye	<b>Early Literacy:</b> phonemic awareness: /d/ <b>Math:</b> size; shapes; numbers 1–5 <b>Art:</b> toys; shape pictures <b>Science:</b> floating and sinking; kites
<b>Unit 3</b> <b>All About Me</b>	How are you? What's wrong? My (head) hurts. I'm sorry. Do you have (a purple hat)? Who has (glasses)? (The girl) has (glasses). How many (arms) does (Sam) have? He / She has (two) (arms).	arm, ear, eye, finger, foot, hair, hand, head, knee, leg, mouth, nose, shoulder, thumb, toe, tummy, count, hear, hop, run, try, wiggle, frog, glasses, nurse, quilt, please, thank you, six, seven, eight, nine, ten	<b>Early Literacy:</b> numeral recognition: 6-10; phonemic awareness: /f/ <b>Health/Science:</b> body parts; movement; first-aid <b>Math:</b> numbers 1–10; early addition
<b>Unit 4</b> <b>At Home</b>	I have (five) people in my family. I love my (mom). Who is this? Where is (the chair)? Here (it) is. Who is in the (kitchen)? (Mom) is in the (kitchen). Happy birthday! How old are you? I'm (four). How old is (Sam)? (Sam) is (four). This is our (room). I / We can (build a house). Our (room) has (two) (windows). How are you feeling? I'm (happy). How is (Baby) feeling? (Baby) is (sad). Are you (angry)? What's the first letter in (your name)? I can (spell my name).	brother, family, grandma, grandpa, people, sister, bedroom, kitchen, living room, bed, cake, candle, chair, door, floor, gift, house, room, rug, table, wall, window, birthday, build, angry, glad, happy, sad, tired, first, letter, spell, the alphabet	<b>Early Literacy:</b> the alphabet; spelling; birthdays and ages <b>Social Studies:</b> families; birthdays; feelings and empathy <b>Math:</b> counting; patterns; graphs <b>Art:</b> family portraits; doll furniture; paper chains <b>Science:</b> free-standing structures
<b>Unit 5</b> <b>I Like Food</b>	Do you like (apples)? Yes, I do. No, I don't. I like (apples). I don't like (apples). How about you? Wash your hands. Brush your teeth. Dry your hands (on a paper towel). Do you like (peanut butter) best? I like (jelly) best. (Pam) likes (pie). We both like (pizza). Please pass the (pizza). You're welcome.	apple, apple juice, banana, bread, cheese, cracker, egg, grape, jelly, lemon, lemonade, milk, orange, orange juice, pancake, peanut, peanut butter, pie, pizza, popcorn, rice, sandwich, strawberry, sugar, cup, paper towel, parrot, soap, spoon, crush, drink, eat, pour, spread, squeeze, stir, yummy	<b>Early Literacy:</b> pictorial menus; recipes; the letter Pp <b>Health:</b> healthy eating; hygiene <b>Art:</b> apple printing; popcorn collage <b>Social Studies:</b> mealtimes; grocery shopping; polite conversation <b>Math:</b> patterns; matching pairs <b>Science:</b> mixtures

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<b>Unit 6</b> <b>Clothes</b>	Look at me. I'm wearing (a blue shirt). What is he / she wearing? He / She's wearing (brown) (pants). What are you wearing today? It's a (rainy) day. It's time to (put on your jacket). Thank you for helping.	baseball hat, belt, boots, buckle, button, camera, chef's hat, dress, jacket, mittens, pants, raincoat, rain hat, shirt, shoe, shoelaces, skirt, sock, sunglasses, Velcro®, zipper, cold, rain, rainy, sun, sunny, different, good night, hi, horse, hot dog, march, parade, playground, brown, today	<b>Early Literacy:</b> the letter Hh; descriptions; writing skills <b>Social Studies:</b> clothes and weather; helping <b>Math:</b> patterns; writing numerals; graphs <b>Science:</b> weather; fasteners
<b>Unit 7</b> <b>The Farm</b>	How many (ducks) are there? There is (one) (horse). There are (four) (ducks). What are you doing? I'm (eating). (The horse) is (running). We're (sitting). (The ducks) are (swimming). Can I help? We have (seeds). What's inside (this egg)? Sure.	animal, cow, crocodile, lamb, turtle, barn, farm, make, pick, plant, run, sit, sleep, stand, swim, carrot, corn, dirt, flower, grass, leaf, root, seed, stem, box, cookie, cookie cutter, same	<b>Early Literacy:</b> the letter Cc; diagrams and labels; spelling <b>Science:</b> animals; seeds; eggs <b>Math:</b> counting and sorting animals; measuring growth <b>Art:</b> drawing plants; dramatic games
<b>Unit 8</b> <b>Going Places</b>	Where are you going? I'm going to the (library). Where can you find (a book)? In the (library). (The doctor) is going to the (hospital). Where are you? I'm at work. I'm in the (library). What does your (mom) do? He / She's a (pilot). Drive to the (library). Park next to the (school). Stop at the (stop sign). (Toto) takes a (taxi) to the (toy store).	beach, classroom, fire station, hospital, library, supermarket, toy store, doctor, firefighter, librarian, pilot, bike, bus, engine, fire truck, taxi, toys, train, magnet, telephone, drive, fix, go, park, stop, write, new, old	<b>Early Literacy:</b> the letter Tt; telephone conversations; directions <b>Social Studies:</b> community places and workers; maps; transport <b>Art:</b> paper planes; trains <b>Science:</b> magnets
<b>Unit 9</b> <b>Good Night</b>	Are you (sleeping)? Wake up! (The mouse) is (under) the (tree). Can a (skunk) (fly)? Turn on / off the light. We're going to the (moon). Are you ready? Blast off! Sleep tight.	bat, bee, butterfly, monkey, mouse, owl, skunk, snake, wolf, cave, hive, log, rock, tree, children, flashlight, pajamas, moon, shadow, star, daytime, nighttime, dark, light, in, on, under, howl, bigger, small, smaller, very	<b>Early Literacy:</b> comparisons; the letter Ll <b>Science:</b> nighttime animals; comparing day and night; shadows <b>Math:</b> counting backwards <b>Social Studies:</b> day and night activities; bedtime
<b>Unit 10</b> <b>The Noisy House</b>	We cannot (sleep). It's too (noisy). Bring the (cows) in the house. Take the (cows) out of the house.	clock, farmer, spider, noisy, quiet, bring, sing, take, song	<b>Early Literacy:</b> the letter Ss <b>Math:</b> numbers 1–10; shapes; sorting <b>Art:</b> costumes; performing a play <b>Science:</b> sound shakers; snacks

## Hats On Top Level 3: Scope and Sequence

Unit	Language Structures	Vocabulary	Content Areas
<b>Unit 1</b> <b>I'm Ready for School</b>	<i>What's your name? My name is ... Do you have (a pencil)? I have (a pencil). What's missing? I'm a (teacher). (Sam) is a (boy). How many (boys)? What's the first letter in (your name)? It's nice to meet you. What do you have? Do you want to (play)? Let's (play). (The boy) has (a book). Who has the letter (Bb) in their name? Do we have (wheels)? We have (a train). Me, too.</i>	<i>backpack, balloon, bike, boat, book, box, chair, crayon, game, glasses, glue stick, hat, hill, map, marker, notebook, paper clip, pencil, school, table, train, wheel, window, baby, boy, girl, kid, mom, teacher, bear, monkey, circle, square, triangle, come back, count, go, make, measure, play, run away, name, some, yes, no, hello, hi, numbers 1–10, the alphabet</i>	<b>Early Literacy:</b> the letters Bb, Gg, and Mm; the alphabet <b>Social Studies:</b> greetings; introductions; invitations <b>Math:</b> non-standard measurement; numbers 1–10
<b>Unit 2</b> <b>Let's Play</b>	<i>Where is (my leg)? It's (on) the (table). Here (it is). How many (legs) do you have? (A bear) has (four) (legs). Which (toy) do you like? I like the (blue) (ball). What color is (the parrot)? (The parrot) is (green). What do you like to do? I like / don't like (to run). Do you like (to dance)? Yes, I do. No, I don't. How are you? What's next? You like (me).</i>	<i>arm, back, ear, eye, finger, hair, hand, head, knee, leg, mouth, nose, shoulder, tail, toe, tummy, dog, lion, parrot, turtle, ball, car, kite, lamp, lock, paper, pen, playdough, potato, towel, toy, climb, dance, draw, go to bed, hop, read, run, sing, stand on my head, swing, black, blue, green, orange, pink, purple, red, yellow, white, chain, pattern, dress, on, under</i>	<b>Early Literacy:</b> the letters Ll, Pp, and Tt <b>Health:</b> body parts; movements <b>Science:</b> color-mixing; sounds <b>Art:</b> self-portraits; models <b>Math:</b> sorting; graphs; patterns
<b>Unit 3</b> <b>At the Beach</b>	<i>There is (one) (little) (shell). There are (seven) (big) (shells). How many (shells) are there (altogether)? There is (sand) / are (shells) at the (beach). What can you (do at the beach)? Can you (dig)? I / We can (catch fish) in the (sea). May I (have a donut), please? Here you are. Thank you. You're welcome. What shape is (a donut)? Which (fish) is (bigger)? This is (the tail). These are (the fins). This (rock) is (little). These (rocks) are (big). Who is (faster)? Is it (big) or (little)?</i>	<i>bird, bug, duck, fish, fox, frog, snake, fin, teeth, beach, bottom, doll, door, hole, log, rock, sand, sea, shell, sock, sun, catch, dig, find, stop, swim, cup, donut, orange, sandwich, dad, big, bigger, fast, faster, little, long, longer, round, sad, thin, thinner, in</i>	<b>Early Literacy:</b> the letters Dd, Ff, and Ss <b>Science:</b> wet and dry; speed <b>Math:</b> classifying by size, shape, and color; addition <b>Art:</b> crayon paintings; fish
<b>Unit 4</b> <b>We Help Each Other</b>	<i>I help (my dad). I / We (set the table). Who is this? Are you (a helper)? Yes, I'm (a helper). I'm / He's / She's in the (kitchen). What is (Mom) doing? He / She's (reading). What are you doing? I'm (cooking). (The whales) are (swimming). Yes, I / we can. No, I / we can't.</i>	<i>brother, family, grandma, grandpa, sister, helper, carry, clean (the board), cook, hand out (the pencils), help, live, pick up, set the table, wash (the car), water (the plants), (work) on the computer, bathroom, bedroom, kitchen, living room, yard, ant, bat, cat, whale, board, computer, fan, friend, home, man, music, pan, plant, river, goodbye, angry, bad, happy, lost, tired, up, down</i>	<b>Early Literacy:</b> the letter Aa; word blending; decoding a sentence <b>Social Studies:</b> helping; emotions; collaborative games <b>Art:</b> posters; playdough whales
<b>Unit 5</b> <b>Snack Time</b>	<i>Are you (making a snack with apples)? Yes, I am. No, I'm not. Brush your (teeth). What do you want? I want (a hot dog), please. Do you want (a hamburger) or (a hot dog)? Fine, thank you. Yes, please. No, thanks. How many (cookies) are left? Sure!</i>	<i>apple, banana, cookie, cupcake, drink, hamburger, hot dog, ice, ice cream, jelly, juice, lunch, milk, peanut, peanut butter, pear, raisin, salad, salt, snack, sugar, bag, fork, knife, napkin, plate, spoon, brown, ink, king, kiss, lips, picture, ring, rabbit, slippers, smile, wing, eleven, twelve, clap, kick</i>	<b>Early Literacy:</b> the letter Ii; word blending; decoding a sentence <b>Health:</b> healthy snacks; hygiene <b>Social Studies:</b> polite requests; table manners <b>Math:</b> numbers 1–12; subtraction; volume

Unit	Language Structures	Vocabulary	Content Areas
<b>Unit 6</b> <b>At the Playground</b>	<i>I / We play on the (swings). Are we having fun? Yes, we are. Our (playground) has (six) (swings). Do you want to (play jump rope)? I want to (play hopscotch). Can I (play), too? OK! Watch out! Don't (fall)!</i>	<i>ladder, tube, monkey bars, seesaw, slide, swings, merry-go-round, playground, baseball, basketball, hopscotch, jump rope, soccer, tag, clock, balance, crawl, fall, follow, roll, throw, walk, around, through, block, side, grass</i>	<b>Early Literacy:</b> the letter Oo; word blending; decoding a sentence <b>Science:</b> balance <b>Social Studies:</b> invitations; preferences <b>Math:</b> numbers 1–15
<b>Unit 7</b> <b>The Weather Today</b>	<i>Is it (sunny) today? Yes, it is. No, it isn't. How is the weather today? It's (cloudy). What day is it today? It's (Monday). How old are you? I'm (six). When is your birthday? In (April). Happy birthday! What (are) (you) wearing? (I'm) wearing (a scarf). Put on / Take off your (scarf). I'm (stronger) than you. You're (stronger) than me. Watch (me)! What happens?</i>	<i>cloud, cloudy, rain, rainy, snow, snowy, sunny, wind, windy, weather, day, month, today, week, year, thirteen, fourteen, fifteen, birthday, cake, candle, egg, hen, nest, pet, sled, vest, wet, cold, colder, hot, strong, stronger, boots, jacket, mittens, scarf, drop, water, touch, days of the week, months of the year</i>	<b>Early Literacy:</b> the letters Ww and Ee; word blending; decoding a sentence <b>Science:</b> weather; water and wind <b>Math:</b> numbers 1–30 <b>Social Studies:</b> birthdays; age <b>Art:</b> wind paintings; mini-play
<b>Unit 8</b> <b>Around the Town</b>	<i>Where are we going? We're going to the (zoo). Who are we going to see? We're going to see (a pilot). Excuse me. (The post office) is next to (the hospital).</i>	<i>airport, bakery, bus station, fire station, hospital, library, pet store, post office, supermarket, town, toy store, zoo, bus driver, cashier, doctor, firefighter, librarian, mail carrier, pilot, zookeeper, sixteen, seventeen, eighteen, nineteen, twenty, bell, bun, fire, hug, mug, rug, bus, fire truck, hose, pole, smoke, drive, drop, put out, ride, use, write, address, envelope, letter, mailbox, stamp, mail, quack</i>	<b>Early Literacy:</b> the letter Uu; word blending; decoding a sentence <b>Math:</b> numbers 1–60; subtractions; maps <b>Social Studies:</b> community workers; directions; fire safety; mailing letters
<b>Unit 9</b> <b>At the Zoo</b>	<i>Which (animal) is (the tallest)? (The giraffe) is the (tallest). Which one do you like? The one with the (seal). (Play) the (highest note) you can.</i>	<i>animal, elephant, giraffe, kangaroo, penguin, seal, skunk, zebra, biggest, fastest, funny, funniest, heavy, heavier, heaviest, high, higher, highest, light, lightest, longest, loud, louder, loudest, low, lower, lowest, old, older, oldest, quiet, short, slow, slower, slowest, small, smaller, smallest, strongest, tall, taller, tallest, youngest, buy, say, sleep, tap, wave, wiggle, win, drum, guitar, lunchbox, note, prize, queen, quilt, race, rubber band, T-shirt, winner, zipper, different, same, one hundred</i>	<b>Early Literacy:</b> short vowel sounds review; /z/ and /kw/ sounds <b>Math:</b> numbers 1–100; subtraction; division; classifying by size, age, and weight <b>Art:</b> musical instruments <b>Science:</b> high and low notes; sounds
<b>Unit 10</b> <b>The Little Red Hen's Party</b>	<i>I'm going to (have a party). I will do it myself. I'm too busy. Sorry.</i>	<i>apron, belt, dress, pants, shirt, shoes, skirt, sweater, decorations, party</i>	<b>Early Literacy:</b> performing a play <b>Art:</b> costumes; invitations; performing a play