

Hats On Top Nursery Level: Scope and Sequence

Unit	Vocabulary	Learning Activities	Value
Unit 1 Hello!	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
Unit 2 My Friends	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
Unit 3 Let's Play!	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
Unit 4 Mommy and Daddy	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
Unit 5 Big and Little	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

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

Hats On Top Level 1: Scope and Sequence

Unit	Language Structures	Vocabulary	Content Areas
Unit 1 Hello	<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>	Early Literacy: rebus sentences; names Social Studies: classroom community; routines; greetings; polite language Math: sorting; matching pairs Art: making hats
Unit 2 Look at Me	<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>	Early Literacy: rebus sentences; numeral recognition: 1 & 2; sounds and rhythms Health: hand-washing; body parts Math: numbers 1 & 2; sorting; counting Science: mirrors; sounds; shadows Art: self-portraits; music; handprint mural
Unit 3 I Love My Family	<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>	Early Literacy: symbol recognition; rebus sentences; syllables Social Studies: families; feelings/emotions; polite language Math: numbers 1 & 2; classifying; patterns; charts Art: heart necklaces; faces Science: animal families
Unit 4 Color Fun	<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>	Early Literacy: numeral recognition: 3; left-right patterns; picture interpretation; rebus sentences Math: colors; shapes; number 3; sorting; patterns Art: colors; shape art Social Studies: game-playing conventions Science: mixing colors
Unit 5 My Clothes	<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>	Early Literacy: story-telling; rebus sentences; syllables; phonemic awareness: /s/ Science: clothes and weather; wet vs. dry Social Studies: helping others; putting clothes away; cooperation Art: dressing up, rain paintings

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

Hats On Top Level 2: Scope and Sequence

Unit	Language Structures	Vocabulary	Content Areas
Unit 1 This Is My School	<i>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)?</i>	<i>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</i>	Early Literacy: greetings; rebus sentences; numeral recognition: 1–5 Social Studies: classroom community; routines; greetings Math: sorting; numbers 1–5 Science: mixing colors
Unit 2 My Toys	<i>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).</i>	<i>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</i>	Early Literacy: phonemic awareness: /d/ / Math: size; shapes; numbers 1–5 Art: toys; shape pictures Science: floating and sinking; kites
Unit 3 All About Me	<i>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).</i>	<i>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</i>	Early Literacy: numeral recognition: 6–10; phonemic awareness: /f/ Health/Science: body parts; movement; first-aid Math: numbers 1–10; early addition
Unit 4 At Home	<i>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).</i>	<i>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</i>	Early Literacy: the alphabet; spelling; birthdays and ages Social Studies: families; birthdays; feelings and empathy Math: counting; patterns; graphs Art: family portraits; doll furniture; paper chains Science: free-standing structures
Unit 5 I Like Food	<i>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.</i>	<i>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</i>	Early Literacy: pictorial menus; recipes; the letter <i>Pp</i> Health: healthy eating; hygiene Art: apple printing; popcorn collage Social Studies: mealtimes; grocery shopping; polite conversation Math: patterns; matching pairs Science: mixtures

Unit	Language Structures	Vocabulary	Content Areas
Unit 6 Clothes	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	Early Literacy: the letter <i>Hh</i> ; descriptions; writing skills Social Studies: clothes and weather; helping Math: patterns; writing numerals; graphs Science: weather; fasteners
Unit 7 The Farm	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	Early Literacy: the letter <i>Cc</i> ; diagrams and labels; spelling Science: animals; seeds; eggs Math: counting and sorting animals; measuring growth Art: drawing plants; dramatic games
Unit 8 Going Places	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	Early Literacy: the letter <i>Tt</i> ; telephone conversations; directions Social Studies: community places and workers; maps; transport Art: paper planes; trains Science: magnets
Unit 9 Good Night	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	Early Literacy: comparisons; the letter <i>Ll</i> Science: nighttime animals; comparing day and night; shadows Math: counting backwards Social Studies: day and night activities; bedtime
Unit 10 The Noisy House	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	Early Literacy: the letter <i>Ss</i> Math: numbers 1–10; shapes; sorting Art: costumes; performing a play Science: sound shakers; snacks

Hats On Top Level 3: Scope and Sequence

Unit	Language Structures	Vocabulary	Content Areas
Unit 1 I'm Ready for School	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.	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	Early Literacy: the letters Bb, Gg, and Mm; the alphabet Social Studies: greetings; introductions; invitations Math: non-standard measurement; numbers 1–10
Unit 2 Let's Play	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).	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	Early Literacy: the letters Ll, Pp, and Tt Health: body parts; movements Science: color-mixing; sounds Art: self-portraits; models Math: sorting; graphs; patterns
Unit 3 At the Beach	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)?	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	Early Literacy: the letters Dd, Ff, and Ss Science: wet and dry; speed Math: classifying by size, shape, and color; addition Art: crayon paintings; fish
Unit 4 We Help Each Other	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.	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	Early Literacy: the letter Aa; word blending; decoding a sentence Social Studies: helping; emotions; collaborative games Art: posters; playdough whales
Unit 5 Snack Time	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!	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	Early Literacy: the letter Ii; word blending; decoding a sentence Health: healthy snacks; hygiene Social Studies: polite requests; table manners Math: numbers 1–12; subtraction; volume

Unit	Language Structures	Vocabulary	Content Areas
Unit 6 At the Playground	<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>	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	Early Literacy: the letter Oo; word blending; decoding a sentence Science: balance Social Studies: invitations; preferences Math: numbers 1–15
Unit 7 The Weather Today	<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>	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	Early Literacy: the letters Ww and Ee; word blending; decoding a sentence Science: weather; water and wind Math: numbers 1–30 Social Studies: birthdays; age Art: wind paintings; mini-play
Unit 8 Around the Town	<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>	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	Early Literacy: the letter Uu; word blending; decoding a sentence Math: numbers 1–60; subtractions; maps Social Studies: community workers; directions; fire safety; mailing letters
Unit 9 At the Zoo	<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>	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	Early Literacy: short vowel sounds review; /z/ and /kw/ sounds Math: numbers 1–100; subtraction; division; classifying by size, age, and weight Art: musical instruments Science: high and low notes; sounds
Unit 10 The Little Red Hen's Party	<i>I'm going to (have a party). I will do it myself. I'm too busy. Sorry.</i>	apron, belt, dress, pants, shirt, shoes, skirt, sweater, decorations, party	Early Literacy: performing a play Art: costumes; invitations; performing a play