Level 2 Scope and Sequence

Vocabulary	Language Structures	Early Literacy
Unit 1 **School Is Cool!** 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 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** 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 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** 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 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** 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 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** 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 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

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Unit 6 **Collections** *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 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** *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 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** *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 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** *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 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** *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