

Sunrise B Preschool

Topic	Communicative Goals	Vocabulary and Expressions		Psychomotor Skills	Cognitive Skills	Affective Skills	
Unit 1 This Is My Body Story: Funny Look Project: Funny People	My body: head, arms, hands, legs, neck, feet. Symmetry _____ 9 Feelings _____ 12 My senses: touch _____ 13	Identifies some body parts Names some feelings or emotions Uses the sentence <i>Look at my...</i>	Mad Happy Arms Hands Funny (To) touch <i>Look at my...</i> <i>I lost my...</i> <i>This is my...</i> <i>I am...</i>	Sad Head Legs Feet People (To) feel	Coloring Tracing Cutting Pasting Hopping Walking Running	Counting objects Identifying objects with symmetry	Expressing emotions assertively Expressing appreciation for friends
Unit 2 My Lovely Family Story: A Weekend with My Cousins Project: Family Scrapbook	My family: aunt, uncle, cousins. Daily actions: get up, go to bed, sleep, wash, eat, drink, play, share. Days of the week Numbers 1 -10 _____ 21 Proper use of water _____ 24 Mass-media _____ 25	Identifies some action words Names some members of the family Uses the sentence <i>This is my...</i>	Aunt Cousin Water (To) run (To) ride (To) get up (To) go to sleep (To) go to bed One Two Four Six Eight Ten Milk Newspaper Computer <i>This is my...</i> <i>I like to...</i>	Uncle (To) save (To) play (To) slide (To) share	Coloring Tracing Cutting Pasting Printing Hopping Running	Sequencing events in logical order	Expressing appreciation of family Working cooperatively with classmates



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<p>Unit 3 Fun at School!</p> <p>Story: Classroom Party</p> <p>Project: I Am a Classroom Helper!</p>	<p>At school: computers, tables, chairs, board, markers, erasers, crayons, scissors, paints. Draw, paint, color, sing, cut, dance, clean up.</p> <p>Colors: blue, pink, black, gray.</p> <p>Shapes _____ 33</p> <p>Recycling _____ 36</p> <p>My Classroom _____ 37</p>	<p>Names some colors</p> <p>Names some shapes</p> <p>Names some class supplies</p> <p>Uses the sentence <i>It's time to...</i></p>	<p>Classroom</p> <p>Erasers</p> <p>Paints</p> <p>Colors</p> <p>Tables</p> <p>Computers</p> <p>Books</p> <p>(To) sing</p> <p>(To) color</p> <p>(To) recycle</p> <p>(To) paint</p> <p><i>It's time to...</i></p>	<p>Pencils</p> <p>Scissors</p> <p>Crayons</p> <p>Markers</p> <p>Chairs</p> <p>Board</p> <p>Helper</p> <p>(To) draw</p> <p>(To) dance</p> <p>(To) prefer</p> <p>(To) clean up</p>	<p>Coloring</p> <p>Painting</p> <p>Modeling</p> <p>Tracing</p> <p>Cutting</p> <p>Pasting</p> <p>Running</p>	<p>Following instructions</p> <p>Relating shapes and objects</p> <p>Sorting objects following a criterion</p>	<p>Working cooperatively with classmates</p> <p>Creating own learning materials</p> <p>Completing class activities enthusiastically</p>
<p>Unit 4 Places in My Neighborhood</p> <p>Story: Sam Loves His Neighbors</p> <p>Project: I Love My Neighborhood!</p>	<p>Places: supermarket, drugstore, bakery, park, bus stop.</p> <p>Full – Empty _____ 45</p> <p>Environmental care _____ 48</p> <p>Jobs and occupations _____ 49</p>	<p>Names some places in the neighborhood</p> <p>Names some community helpers</p> <p>Uses the sentence <i>This is the...</i></p>	<p>Park</p> <p>Stop sign</p> <p>Bakery</p> <p>Bread</p> <p>Cereal</p> <p>Drugstore</p> <p>Supermarket</p> <p>Bag</p> <p>Empty</p> <p>Medicine</p> <p>(To) love</p> <p>Neighborhood</p> <p><i>This is the...</i> <i>May I help you?</i> <i>Thank you!</i> <i>You're welcome!</i> <i>Where are you going?</i></p>	<p>Bus Stop</p> <p>Traffic Light</p> <p>Milk</p> <p>Cheese</p> <p>Baker</p> <p>Pharmacist</p> <p>Clerk</p> <p>Full</p> <p>Cake</p> <p>Planet</p> <p>(To) help</p> <p>Helper</p>	<p>Coloring</p> <p>Painting</p> <p>Tracing</p> <p>Cutting</p> <p>Pasting</p> <p>Running</p>	<p>Relating objects and places</p> <p>Matching objects following a criterion</p> <p>Understanding the concepts full/empty</p>	<p>Offering help and thanks to people</p> <p>Showing appreciation for people who help in the community</p>

Unit 5 Farm Animals

Story:
A Surprise for Raffy

Project:
Animal Puppets

Farm animals:
rooster, dog, cat, rabbit,
hamster, bird, cow, horse, pig,
sheep, duck.

Big – Small _____ **57**

Different sounds _____ **60**

Living things grow _____ **61**

Topic	Communicative Goals	Vocabulary and Expressions	Psychomotor Skills	Cognitive Skills	Affective Skills	
	Identifies farm animals and pets Identifies where farm animals and pets are Identifies sounds animals make	Horse Rooster Chick Rabbit Cat Fish Big <i>What is this?</i> <i>It is a(n)...</i> <i>Where is the...?</i> <i>This is a growing...</i> <i>Is this... big/small?</i>	Cow Sheep Pig Dog Hamster Size Small	Clapping Drawing Tracing Coloring Cutting Pasting Painting Folding	Associating images with specific animals Differentiating between big and small animals	Working cooperatively with classmates Imitating sounds playfully

Unit 6 My Favorite Clothes

Story:
Picture Day

Project:
Clothes Photo Album

Clothes and weather:
shoes, dress, jacket, pants,
pajamas, uniform, sweater,
jeans, shirt, socks, skirt, dress,
shorts. Sunny, rainy, snowy,
cloudy.

Classification _____ **69**

Kinds of houses _____ **72**

Different kinds of weather _____ **73**

Identifies garments and say what people wear Shows appreciation for different fashion styles Describes what the weather is like Identifies places people live	Socks Dress Pants Jacket Skirt Igloo House Apartment Rainy Cloudy <i>What is this?</i> <i>It is a(n)...</i> <i>Where do you live?</i> <i>I live in a(n)...</i> <i>What is the weather like?</i> <i>It's...</i>	Shoes Sweater Jeans T-shirt Underwear Tepee Room Snowy Sunny	Drawing Decorating Tracing Coloring Cutting Pasting Running Tearing	Understanding that there are different types of garments Sorting garments by gender	Relating unit content to her/his own reality
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Unit 7 Magic Toys

Story:
Jim and Kelly Play
Together

Project:
My Train

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Toys: bike, motorcycle, ball, rope, car, bus, train, airplane. Sequences _____ 81 My senses: sight and hearing _____ 84 Means of transportation _____ 85	Asks identification questions Provides personal information Names things that are seen or heard Uses appropriate expressions to praise others' artwork	Bike, motorcycle, ball, rope, car, bus, train, airplane Sight (book, balloon, house, moon), hearing (clock, drum, telephone, trumpet) Boat (water), car (land), airplane (air) <i>What is this? It's a...</i> <i>Do you go to school by car or by bus?</i> <i>By bus/car Walking</i> <i>Where are you?</i> <i>I am in/on + means of transportation</i> <i>Do you hear the...?</i> <i>Do you see...?</i> <i>To work together</i>	Drawing Printing Tracing Coloring Cutting Pasting Solving puzzles	Naming toys related to transport Organizing logical series of elements	Participating in team activities Working cooperatively with classmates

Unit 8 Delicious Food

Story:
School Picnic Day

Project:
We Can Share
Some Food!

Food: Lunch. Pizza, juice, sandwich, hot dog, soda, milk, cheese, cake, water. Polite expressions: Please Thank you Patterns _____ 93 Feelings _____ 96 My senses: taste and smell _____ 97	Identifies vocabulary related to food Asks people what they have for lunch Asks people how they feel Expresses likes and dislikes Expresses courtesy	Pizza Sandwich Hot dogs Water Happy Scared Thank you! <i>What is this? This is...</i> <i>Are you...?</i> <i>Yes, I am.</i> <i>No, I'm not.</i> <i>Do you like it?</i> <i>Yes, I do.</i> <i>No, I don't.</i> <i>Can you pass me the..., please?</i> <i>Sure!</i> <i>Thank you!</i>	Tracing Coloring Cutting Pasting	Understanding that patterns have specific order	Communicating with different classmates Sharing with people
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