## Unit 1
### I’m Beautiful!
#### Story:
Monstry Is Beautiful

#### Project:
Beautiful Self Portrait

<table>
<thead>
<tr>
<th>Topic</th>
<th>Communicative Goals</th>
<th>Vocabulary and Expressions</th>
<th>Psychomotor Skills</th>
<th>Cognitive Skills</th>
<th>Affective Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>My body:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>head, arms, hands,</td>
<td>Identifies and describes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>legs, neck, fingers</td>
<td>body parts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>knees, feet, toes.</td>
<td>Expresses how people feel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feelings:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>mad, sad, scared,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>happy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Symmetry    | 9                   |                             |                    |                  |                  |
| Hot - Cold  | 12                  |                             |                    |                  |                  |
| We are different! | 13         |                             |                    |                  |                  |

### My body:
- head, arms, hands, legs, neck, fingers, knees, feet, toes. Body care.

### Feelings:
mad, sad, scared, happy.

### Project:
Beautiful Self Portrait

- Symmetry
- Hot - Cold
- We are different!

## Unit 2
### A Great Family!
#### Story:
Where’s My Kite?

#### Project:
A Family House

<table>
<thead>
<tr>
<th>Topic</th>
<th>Communicative Goals</th>
<th>Vocabulary and Expressions</th>
<th>Psychomotor Skills</th>
<th>Cognitive Skills</th>
<th>Affective Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>My family:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>dad, mom, sister,</td>
<td>Expresses where things are</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>brother, aunt,</td>
<td>Identifies parts of the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>uncle, cousins,</td>
<td>house</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>grandma, grandpa.</td>
<td>Identifies family members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Months of the year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My house:</td>
<td>table, sofa, bed,</td>
<td>Family members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>lamp, toilet, sink</td>
<td>Inside</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>shower, fridge,</td>
<td>Outside</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>stove.</td>
<td>Parts of the house</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Inside – Outside | 21         |                             |                    |                  |                  |
| Day and night    | 24         |                             |                    |                  |                  |
| Days of the week | 25         |                             |                    |                  |                  |

### My family:
dad, mom, sister, brother, aunt, uncle, cousins, grandma, grandpa.

### Months of the year

### My house:
table, sofa, bed, lamp, toilet, sink, shower, fridge, stove.

### Project:
A Family House

- Inside – Outside
- Day and night
- Days of the week

### Math

### Science

### Social Studies

- Coloring
- Tracing
- Cutting
- Pasting
- Coloring
- Tracing
- Cutting
- Pasting
- Coloring
- Tracing
- Cutting
- Pasting

- Identifying the members of his/her family
- Understanding the concepts near/far/from

- Listening to others
- Drawing responses according to personal experiences

<table>
<thead>
<tr>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Unit 3
**A Magic Classroom!**

**Story:** Pencil Boy and Crayon Girl

**Project:** School Spaceship

<table>
<thead>
<tr>
<th>Topic</th>
<th>Communicative Goals</th>
<th>Vocabulary and Expressions</th>
<th>Psychomotor Skills</th>
<th>Cognitive Skills</th>
<th>Affective Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school:</td>
<td>Expresses abilities</td>
<td>Actions performed at school</td>
<td>Moons</td>
<td>Identifying school supplies</td>
<td>Following classroom rules</td>
</tr>
<tr>
<td>board, eraser, backpack, crayon, marker, notebook, book, pencil, pencil case, lunchbox, glue, sharpener, scissors, paint.</td>
<td>Identifies school objects</td>
<td>Numbers from 1 to 10</td>
<td>Planets</td>
<td>Counting up to 20</td>
<td>Working cooperatively with classmates</td>
</tr>
<tr>
<td>We can work together!</td>
<td>Expresses quantities</td>
<td>Numbers from 11 to 20</td>
<td>Stars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The solar system</td>
<td>SpacESHIPS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numbers: 1-20, I</td>
<td>What can you/he/she do?</td>
<td>Moons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>I/he/she can + verb</td>
<td>Planets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Who are you? What's your name?</td>
<td>Water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am …</td>
<td>What can you do with + school supplies?</td>
<td>Ladder</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can …</td>
<td>We can work together!</td>
<td>Cap</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We can work together!</td>
<td>Draw + number + target vocabulary</td>
<td>Dog</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What number is this?</td>
<td>What number is this?</td>
<td>Books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many … can you count/see?</td>
<td>How many … can you count/see?</td>
<td>Suitcase</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Unit 4
**When I Grow Up**

**Story:** Fishy and His Plans

**Project:** Occupations Headbands

<table>
<thead>
<tr>
<th>Topic</th>
<th>Communicative Goals</th>
<th>Vocabulary and Expressions</th>
<th>Psychomotor Skills</th>
<th>Cognitive Skills</th>
<th>Affective Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupations:</td>
<td>Identifies vocabulary related to specific jobs.</td>
<td>Firefighter</td>
<td>Coloring</td>
<td>Understanding different roles people play</td>
<td>Participating in different classroom activities</td>
</tr>
<tr>
<td>doctor, police officer, baker, teacher, pilot, firefighter.</td>
<td>Identifies vocabulary related to specific senses</td>
<td>Fire truck</td>
<td>Tracing</td>
<td>Understanding different roles people play</td>
<td>Taking and respecting turns in different classroom activities</td>
</tr>
<tr>
<td>Classification</td>
<td>Participates in simple dialogs</td>
<td>Ladder</td>
<td>Cutting</td>
<td>Understanding types of jobs</td>
<td></td>
</tr>
<tr>
<td>My senses: sight, touch, hearing, smell, taste</td>
<td></td>
<td>Dog</td>
<td>Pasting</td>
<td>Relating body parts to senses</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td></td>
<td>Sunglasses</td>
<td>Running</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Places and occupations</td>
<td></td>
<td>Board</td>
<td>Matching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48</td>
<td></td>
<td>Airplane</td>
<td>Mimicking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bread</td>
<td>Standing still</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paper and crayons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cookies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What do you want to be?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I want to be a…</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Who is this?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This is a…</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What does a… use?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A… uses…</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Where does the… work?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Unit 5: Animaltastic Friends!

**Story:** Jungle Party

**Project:** Paper Animal Folding

#### Topic: Jungle
- Trees, plants, elephant, monkey, hippo, zebra, tiger, lion, bear, giraffe, turtle.

#### Comparatives:
- Strong - stronger, small - smaller, tall - taller, big - bigger, fast - faster.

#### Behind 57
- Different landscapes 60
- Habitats 61

#### Vocabulary and Expressions:
- **Wild animals**
  - Big / Bigger
  - Fast / Faster
- **In**
  - Forest
  - River
- **This is big**
  - This is bigger
- **Where is the …?**
  - It's behind the …
  - So (emphasis)
- **What animal is this?**
  - What color is the …?
- **It's …**
  - Is this a … or a …?
  - It's a …
- **Where does the … live?**
  - The … lives in the …
- **Where is the …?**
  - I'm not a …

#### Psychomotor Skills:
- Using body movements
- Coloring
- Tracing
- Cutting
- Pasting
- Mimicking
- Clapping
- Matching
- Standing still

#### Cognitive Skills:
- Making comparisons

#### Affective Skills:
- Participating respectfully in group activities

### Unit 6: Seasonal Clothing!

**Story:** Paper Bag Clothes

**Project:** Summer Closet

#### Clothes and seasons:
- Swimsuit, raincoat, gloves, scarf, blouse, skirt, shoes, T-shirt, trousers, boots, sandals, hat.
- Spring, summer, fall, winter.

#### On – Under 69
- Body care 72
- My responsibilities 73

#### Expresses abilities
- Expresses location
- Expresses location
- Expresses location
- Expresses location
- Expresses location

#### Expresses abilities
- Identifies and describe clothes
- Gives instructions
- Expresses abilities
- Expresses abilities
- Expresses abilities

#### Clothes
- On
  - Ride bike
  - Jump rope
  - Brush teeth
  - Fold clothes

#### Where is the …?
- I cannot say!
- It's OK!

#### What season is it?
- Afternoon

#### What do people wear in …?
- In my house

#### Say goodbye
- What can I wear?

#### Matching
- Demonstrate sensitiveness in difficult situations

---

**Math**  
**Science**  
**Social Studies**
<table>
<thead>
<tr>
<th><strong>Unit 7</strong></th>
<th>The World Around Me!</th>
</tr>
</thead>
</table>
| **Topic** | Means of transportation  
Places:  
beach, mountain, river, lake. |
| **Communicative Goals** | Identifies means of transportation  
Expresses sporty practices people do  
Describes qualities |
| **Vocabulary and Expressions** | Means of transportation  
Numbers from one to twenty  
Volleyball  
Soccer  
Basketball  
Clean  
Contaminated  
What does + name + do?  
Name + plays + sport!  
What number is this?  
Where does + name + live?  
I play + sport  
Who plays + sport?  
Student’s name/he/she plays + sport |
| **Psychomotor Skills** | Coloring  
Tracing  
Cutting  
Pasting  
Folding  
Using body movements  
Painting  
Modeling  
Clapping |
| **Cognitive Skills** | Understanding that there are sporty and ecological practices |
| **Affective Skills** | Expressing preference for a sport  
Playing with classmates respectfully |

| **Numbers: 1-20, II** | 81 |
| **Natural resources: water** | 84 |
| **Practicing sports** | 85 |

<table>
<thead>
<tr>
<th><strong>Unit 8</strong></th>
<th>Yummy Food!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Story:</strong></td>
<td>Katie and the Monkey Bars</td>
</tr>
<tr>
<td><strong>Project:</strong></td>
<td>Breakfast Art</td>
</tr>
</tbody>
</table>
| **Food:** | breakfast, lunch, dinner.  
Cereal, yogurt, chocolate,  
butter, soup, rice, tuna, bread,  
oranges, carrots, apples, milk,  
chips, French fries, donuts,  
sandwiches, juice, chicken,  
fish, salad. |
| **Polite expressions:** | Thank you! |
| **Patterns for measuring** | 93 |
| **Food groups** | 96 |
| **Making decisions** | 97 |
| **Expresses what is wanted to eat or drink** | Expresses length  
Compares items |
| **Vocabulary related to food** | Knife  
Fork  
Spoon  
Breakfast  
Lunch  
Dinner  
Healthy  
Unhealthy |
| **Matching** | Mimicking  
Coloring  
Tracing  
Cutting  
Pasting  
Jumping  
Printing  
Painting  
Using body movements |
| **Understanding the difference between healthy and unhealthy eating practices** | Working cooperatively with classmates  
Expressing her/his own opinion |

| **Math** |  |  |  |
| **Science** |  |  |  |
| **Social Studies** |  |  |  |