

Sunrise Preschool

Topic	Communicative Goals	Vocabulary and Expressions	Psychomotor Skills	Cognitive Skills	Affective Skills
<p>Unit 1 I'm Beautiful!</p> <p>Story: Monstry Is Beautiful</p> <p>Project: Beautiful Self Portrait</p>	<p>My body: head, arms, hands, legs, neck, fingers, knees, feet, toes. Body care.</p> <p>Feelings: mad, sad, scared, happy.</p> <p>Symmetry _____ 9</p> <p>Hot - Cold _____ 12</p> <p>We are different! _____ 13</p>	<p>Identifies and describes body parts</p> <p>Expresses how people feel</p> <p>Head Neck Arms Hands Fingers Legs Knees Feet Toes</p> <p><i>What is this?</i> <i>This is my ...</i> <i>I'm a beautiful child!</i></p>	<p>Coloring Tracing Cutting Pasting Printing Painting</p>	<p>Knowing how to name body parts</p> <p>Understanding types of feelings</p>	<p>Knowing how to express feelings</p> <p>Showing respect for difference</p>
<p>Unit 2 A Great Family!</p> <p>Story: Where's My Kite?</p> <p>Project: A Family House</p>	<p>My family: dad, mom, sister, brother, aunt, uncle, cousins, grandma, grandpa.</p> <p>Months of the year</p> <p>My house: table, sofa, bed, lamp, toilet, sink, shower, fridge, stove.</p> <p>Inside - Outside _____ 21</p> <p>Day and night _____ 24</p> <p>Days of the week _____ 25</p>	<p>Expresses where things are</p> <p>Identifies parts of the house</p> <p>Identifies family members</p> <p>Family members Inside Outside Parts of the house Day / Night Days of the week Months of the year</p> <p><i>Where is it?</i> <i>Here it is!</i> <i>Where are you?</i> <i>My birthday is in + month!</i> <i>What months is it?</i> <i>It's + month!</i> <i>(To be) near something</i> <i>(To be) far from something</i> <i>It's near/far</i></p>	<p>Coloring Tracing Cutting Pasting</p>	<p>Identifying the members of his/her family</p> <p>Understanding the concepts near/far/from</p>	<p>Listening to others</p> <p>Drawing responses according to personal experiences</p>

 Math

 Science

 Social Studies





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<p>Unit 3 A Magic Classroom!</p> <p>Story: Pencil Boy and Crayon Girl</p> <p>Project: School Spaceship</p>	<p>My school: board, eraser, backpack, crayon, marker, notebook, book, pencil, pencil case, lunchbox, glue, sharpener, scissors, paint.</p> <p>We can work together! — 33</p> <p>The solar system — 36</p> <p>Numbers: 1-20, I — 37</p>	<p>Expresses abilities</p> <p>Identifies school objects</p> <p>Expresses quantities</p>	<p>Actions performed at school</p> <p>Numbers from 1 to 10</p> <p>Numbers from 11 to 20</p> <p>Spaceships</p> <p><i>What can you/he/she do?</i> <i>I/he/she can + verb</i> <i>Who are you? What's your name?</i> <i>I am ...</i> <i>What can you do with + school supplies?</i> <i>I can ...</i> <i>We can work together!</i> <i>Draw + number + target vocabulary</i> <i>What number is this?</i> <i>How many ... can you count/see?</i></p>	<p>Moons</p> <p>Planets</p> <p>Stars</p> <p>Acting out</p> <p>Mimicking</p> <p>Using body movements</p> <p>Coloring</p> <p>Tracing</p> <p>Cutting</p> <p>Pasting</p> <p>Drawing</p> <p>Painting</p> <p>Writing</p> <p>Jumping</p> <p>Counting</p> <p>Modeling</p>	<p>Identifying school supplies</p> <p>Counting up to 20</p>	<p>Following classroom rules</p> <p>Working cooperatively with classmates</p>
<p>Unit 4 When I Grow Up</p> <p>Story: Fishy and His Plans</p> <p>Project: Occupations Headbands</p>	<p>Occupations: doctor, police officer, baker, teacher, pilot, firefighter.</p> <p>Classification — 45</p> <p>My senses: sight, touch, hearing, smell, taste — 48</p> <p>Places and occupations — 49</p>	<p>Identifies vocabulary related to specific jobs.</p> <p>Identifies vocabulary related to specific senses</p> <p>Participates in simple dialogs</p>	<p>Firefighter</p> <p>Fire truck</p> <p>Ladder</p> <p>Dog</p> <p>Sunglasses</p> <p>Board</p> <p>Airplane</p> <p>Bread</p> <p>Paper and crayons</p> <p>Cookies</p> <p><i>What do you want to be?</i> <i>I want to be a...</i> <i>Who is this?</i> <i>This is a...</i> <i>What does a... use?</i> <i>A... uses...</i> <i>Where does the... work?</i></p>	<p>Police officer</p> <p>Water</p> <p>Cap</p> <p>Books</p> <p>Paper and pencils</p> <p>Suitcase</p> <p>Boots</p> <p>Vitamins</p> <p>Badge</p> <p>Cakes</p> <p>Coloring</p> <p>Tracing</p> <p>Cutting</p> <p>Pasting</p> <p>Hopping</p> <p>Running</p> <p>Matching</p> <p>Mimicking</p> <p>Standing still</p>	<p>Understanding different roles people play</p> <p>Understanding types of jobs</p> <p>Relating body parts to senses</p>	<p>Participating in different classroom activities</p> <p>Taking and respecting turns in different classroom activities</p>

Unit 5 Animaltastic Friends!

Story:
Jungle Party

Project:
Paper Animal
Folding

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**

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	Compares physical features and abilities Expresses location Describes according to colors	Wild animals Big / Bigger Fast / Faster In Forest River <i>This is big</i> <i>Where is the ...?</i> <i>It's behind the ...</i> <i>So (emphasis)</i> <i>What animal is this?</i> <i>What color is the ...?</i> <i>It's ...</i> <i>It's a ...</i> <i>Where does the ... live?</i> <i>The ... lives in the ...</i> <i>Where is the ...?</i> <i>I'm not a ...</i>	Tall / Taller Small / Smaller (To) live in Behind Beach Trees <i>This is bigger</i>	Using body movements Coloring Tracing Cutting Pasting Mimicking Clapping Matching Standing still	Making comparisons	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 Identifies and describe clothes Gives instructions	Clothes Under Play football Take a shower Soap body Make the bed <i>Where is the ...?</i> <i>I'm sorry!</i> <i>What season is it?</i> <i>What do people wear in ...?</i> <i>Say good bye</i> <i>Go home</i> <i>In my room</i>	On Ride bike Jump rope Brush teeth Fold clothes <i>I cannot say!</i> <i>It's OK!</i> <i>Afternoon</i> <i>In my house</i> <i>What can I wear?</i>	Folding Coloring Tracing Cutting Pasting Drawing Writing	Understanding that people wear clothes according to seasons and weather	Demonstrating sensitiveness in difficult situations
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<p>Unit 7 The World Around Me!</p> <p>Story: The Magic Paper Plane</p> <p>Project: Magic Camping Tent</p>	<p>Means of transportation Places: beach, mountain, river, lake.</p> <p>Numbers: 1-20, II — 81 Natural resources: water — 84 Practicing sports — 85</p>	<p>Identifies means of transportation</p> <p>Expresses sporty practices people do</p> <p>Describes qualities</p>	<p>Means of transportation Numbers from one to twenty Volleyball Soccer Basketball Clean Contaminated</p> <p><i>What does + name + do?</i> <i>Name + plays + sport!</i> <i>What number is this?</i> <i>Where does + name + live?</i> <i>I play + sport</i> <i>Who plays + sport?</i> <i>Student's name/he/she plays + sport</i></p>	<p>Coloring Tracing Cutting Pasting Folding Using body movements Painting Modeling Clapping</p>	<p>Understanding that there are sporty and ecological practices</p>	<p>Expressing preference for a sport</p> <p>Playing with classmates respectfully</p>
<p>Unit 8 Yummy Food!</p> <p>Story: Katie and the Monkey Bars</p> <p>Project: Breakfast Art</p>	<p>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.</p> <p>Polite expressions: Thank you!</p> <p>Patterns for measuring — 93 Food groups — 96 Making decisions — 97</p>	<p>Expresses what is wanted to eat or drink</p> <p>Expresses length</p> <p>Compares items</p>	<p>Vocabulary related to food Knife Fork Spoon Breakfast Lunch Dinner Healthy Unhealthy</p> <p><i>What do you have for breakfast?</i> <i>I drink + (yogurt/coffee with milk)</i> <i>I have + (cereal/buttered bread)</i> <i>How long is the ... ?</i> <i>Which one is longer?</i> <i>I like ...</i> <i>Is this healthy or unhealthy?</i></p>	<p>Matching Mimicking Coloring Tracing Cutting Pasting Jumping Printing Painting Using body movements</p>	<p>Understanding the difference between healthy and unhealthy eating practices</p>	<p>Working cooperatively with classmates</p> <p>Expressing her/his own opinion</p>