




# Ferris Wheel!




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# Ferris Wheel 1 Syllabus

Unit	Learning Objectives	Main vocabulary	Key language	Values	Content-based learning	Culture	Project
<div>Hello</div> <div></div>	Identify and name Mimi and Dylan Identify and name two colours Identify and name Mummy and Daddy Sing <i>Hello, hello, hello</i> Sing <i>Welcome to the Ferris Wheel</i> Say <i>hello</i> and your name Say if you're a boy or girl	Mimi, Dylan, Mommy, Daddy, boy, girl; red; Ferris Wheel	Hello, I'm (Mimi).				
<div>Family</div> <div></div>	Identify and name family members Sing the language song <i>Where's your grandma?</i> Ask and say where family members are Understand and join in the story <i>The Ferris Wheel</i> Sing and act out the story song <i>The Ferris Wheel song</i> Sing the values song <i>I love my family</i> Recognize the value of loving your family Understand that wheels go round Sing and act out the traditional song <i>The wheels on the bus</i> Review your learning and progress Participate in a collaborative project	mommy, daddy, grandma, grandpa, brother, sister; blue, green, orange, pink, red, yellow	Where's your (grandma)? Here. This is my (mommy). Here we go. Round and round. I love my (mommy). Wheels go round and round.	<b>I love my family</b>	<b>Wheels go round and round:</b> round, wheel	<b><i>The wheels on the bus:</i></b> bus, wheels	A family display
<div>Classroom</div> <div></div>	Identify and name classroom objects Sing the language song <i>Stand up! Sit down!</i> Ask and say where things are Understand and join in the story <i>Mimi's first day at school</i> Sing and act out the story song <i>Where's your book?</i> Sing the values song <i>I'm your friend</i> Recognize the value of friendship Identify and name where things go in the classroom Sing and act out the traditional song <i>This is the way I say hello</i> Review your learning and progress Participate in a collaborative project	book, chair, crayon, eraser, pencil, table	Sit down. Stand up. Look! It's a (chair). I don't know. I'm (happy). What color is your (book)? It's (red). I care. I'm your friend. I put the (crayon) (in) the (tray). This is the way I say (hello).	<b>I'm your friend:</b> care, friend; happy, sad	<b>Putting classroom objects where they belong:</b> shelf, tray	<b><i>This is the way I say hello:</i></b> bye bye, hello; friends, school	A tray and crayons made from modeling clay



Unit	Learning Objectives	Main vocabulary	Key language	Values	Content-based learning	Culture	Project
<b>My face</b>  	Identify and name parts of your face Sing the language song <i>I have two eyes</i> Say parts of the face you have Understand and join in the story <i>Splash!</i> Sing and act out the story song <i>Two eyes, two ears</i> Sing the values song <i>I'm happy I'm me</i> Develop self-esteem Identify and name what you use to hear and see with Sing and act out the traditional song <i>Here are my ears</i> Review your learning and progress Participate in a collaborative project	ear, eye, hair, mouth, nose, teeth	I have (a nose). I have (two) (eyes). It's (a boy) in the water. My (eyes) are special. I (see) with my (eyes). Here is my (nose). Here are my (eyes).	<b>I'm happy</b> <b>I'm me:</b> special	<b>What we do with our ears and eyes:</b> hear, see	<b>Here are my ears:</b> hands, toes	A faces display
<b>Clothes</b>  	Identify and name clothes Sing the language song <i>The clothes song</i> Ask and say where clothes are Understand and join in the story <i>Time to get dressed!</i> Sing and act out the story song <i>Where's your T-shirt?</i> Sing the values song <i>I'm neat</i> Recognize the value of being neat Identify clothes for rainy and sunny weather Sing and act out the traditional rhyme <i>Itsy, bitsy spider</i> Review your learning and progress Participate in a collaborative project	boots, coat, hat, shoes, shorts, T-shirt	Put on your (hat). Take off your (shoes). Where are your (boots)? Here. I'm neat. I put my (coat) away. It's (rainy). I put on my (coat).	<b>I'm neat:</b> neat	<b>Clothes for sunny and rainy weather:</b> rainy, sunny	<b>Itsy, bitsy spider:</b> spider; rain, sun	A weather display
<b>Toys</b>  	Identify and name toys Sing the language song <i>What's this?</i> Ask about toys and make suggestions Understand and join in the story <i>The old toy box</i> Sing and act out the story song <i>Let's look in the toy box</i> Sing the values song <i>Let's play together</i> Recognize the value of working and playing together Identify and name places at school where you work and play Say and act out the traditional rhyme <i>Bouncy ball</i> Review your learning and progress Participate in a collaborative project	ball, car, doll, scooter, teddy, train	What's this? It's a (train). Let's play with the (ball). What's your favorite toy? It's my (teddy). Let's (play) together. I (play) in the (playground).	<b>We play together:</b> play, work	<b>Where we play and where we work:</b> classroom, playground; play, work	<b>Bouncy ball:</b> big; bouncy, round; numbers 1–3	A toy mobile



Unit	Learning Objectives	Main vocabulary	Key language	Values	Content-based learning	Culture	Project
<b>Food</b> 	Identify and name food Sing the language song <i>I like bananas</i> Ask for food and say food you like Understand and join in the story <i>The picnic</i> Sing and act out the story song <i>I'm hungry</i> Sing the values song <i>Two little words</i> Recognize the value of saying 'please' and 'thank you' Identify and name things we eat and drink Sing and act out the traditional song <i>Ten little apples</i> Review your learning and progress Participate in a collaborative project	apple, banana, cookie, juice, sandwich, water	I like (bananas). I'm hungry. Can I have (a sandwich), please? Here's (a sandwich) for you. / Here you go. Thank you. Are you hungry? I eat (apples). I drink (water).	<b>I say 'please' and 'thank you':</b> please, thank you	<b>Things we drink and things we eat:</b> drink, eat	<b>Ten little apples:</b> orange; little; tree; numbers 1–10	A picnic blanket and food made from modeling clay
<b>Pets</b> 	Identify and name pets Sing the language song <i>I have a cat</i> Ask and say if something is yours Understand and join in the story <i>The little dog</i> Sing and act out the story song <i>I'm a little dog</i> Sing the values song <i>I'm kind to you</i> Recognize the value of being kind to others Identify and name animals that swim or fly Sing and act out the traditional song <i>Little Peter Rabbit</i> Review your learning and progress Participate in a collaborative project	bird, cat, dog, fish, mouse, rabbit	I have a (mouse). Is this your (mommy)? Yes, it is. / No, it isn't. My (fish) is (orange). I'm kind to you. I help you. Birds fly. Fish swim. Little Peter Rabbit has a fly on his nose.	<b>I'm kind to you</b>	<b>Animals that fly and animals that swim:</b> fly, swim	<b>Little Peter Rabbit:</b> fly, rabbit	Our favorite pets poster
<b>Beach</b> 	Identify and name things at the beach Sing the language song <i>I can see the ocean</i> Say what you can see and ask how many Understand and act out the story <i>Five little crabs</i> Sing and act out the story song <i>One, two, three, four, five little crabs</i> Sing the values song <i>I love our world</i> Recognize the value of respecting nature Identify and name animals that live on land or in water Sing and act out the traditional song <i>One, two, three, four, five</i> Review your learning and progress Participate in a collaborative project	bucket, crab, ocean, sand, shell, shovel	I can see (a crab). Me too. How many (little crabs)? (Five). What color are the (shells)? They're (pink). I love the (blue) (ocean). (Fish) live in (water). (Cats) live on (land).	<b>I love our world:</b> trees	<b>Where animals live:</b> land, water	<b>One, two, three, four, five:</b> crab, fish, shell; numbers 1–10	A beach display





Unit	Learning Objectives	Main vocabulary
Endmatter	<b>Colors</b> Introduce, reinforce, consolidate or revise colors	numbers 1–10
	<b>Numbers</b> Introduce, reinforce, consolidate or revise numbers	circle, triangle
	<b>Shapes</b> Introduce, reinforce, consolidate or revise a shape	rectangle, square
	<b>Concepts</b> Introduce, reinforce, consolidate or revise concepts	happy, sad
Festivals	<b>Carnival</b> Identify and name Carnival vocabulary Sing and act out the song <i>Carnival parade</i> Colour and count masks Participate in celebrating a special day Paint and decorate a Carnival mask	Carnival, mask, parade, dance, sing
	<b>International Family Day</b> Identify and name International Family Day vocabulary Sing and act out the song <i>Happy Family Day</i> Draw a picture of your family Participate in celebrating a special day Identify differences between two family pictures	happy, family; mommy, daddy, grandma, grandpa, brother, sister
	<b>Teddy Bear Day</b> Identify and name Teddy Bear Day vocabulary Sing and act out the song <i>I love my teddy bear</i> Trace and color teddy bears Participate in celebrating a special day Identify teddy bears that are the same	brown; eyes, feet, fur; teddy bear






# Ferris Wheel!




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# Ferris Wheel 2 Syllabus




Unit	Learning Objectives	Main vocabulary	Key language	Values	Content-based learning	Culture	Project
<b>Hello</b> 	Say <i>Hello, I'm ...</i> Identify and name colors Count to six Sing <i>Hello, I'm Mimi</i> . Identify and name the course characters Identify and name toys Sing <i>Where's the ball?</i> Ask and say where things are Say what color things are	Mommy, Daddy, Mimi, Dylan, Ferris Wheel blue, green, orange, pink, red, yellow numbers 1–6 ball, car, doll, teddy, train, scooter	Hello, I'm (Mimi). Where's the (ball)? Here's the (ball)! It's (blue).				
<b>Classroom</b> 	Identify and name classroom objects Sing the language song <i>Do you have your backpack?</i> Ask and say what classroom objects you have Understand and act out the story <i>Fun with paint!</i> Sing and act out the story song <i>The paint song</i> Sing the values song <i>Be good at home</i> Recognize the value of good behavior Identify and name places at school Sing and act out the traditional song <i>Wind the bobbin up</i> Review your learning and progress Participate in a collaborative project	backpack, crayons, glue, paints, paper, pencil, pencil case, scissors	Do you have your/a (pencil)? Yes, I do / No, I don't. I have (red) (paint). I don't have (scissors). I'm good at (home). Go to the (playground). Point to the (ceiling).	<b>Good behavior:</b> home, school	<b>Places at school and what we do there:</b> cafeteria, classroom, library, playground	<b><i>Wind the bobbin up:</i></b> ceiling, clap, door, floor, hands, knee, window	Our Ferris Wheel
<b>My body</b> 	Identify and name parts of the body Sing the language song <i>I can move my head</i> Ask and say what you can do Understand and act out the story <i>I can dance!</i> Sing and act out the story song <i>I can dance. You can dance too!</i> Sing the values song <i>I can do it if I try</i> Recognize the value of making an effort Identify and name ways you use your body to be active Sing and act out the traditional song <i>One finger, one thumb, keep moving</i> Review your learning and progress Participate in a collaborative project	arms, feet, fingers, hands, head, legs, toes, tummy	I can/can't move my (head). Can you? Can you move your (head)? Yes, I can. / No, I can't. What can you do? I can/ can't (dance). Move your (head). I can/can't (put on my shoes/cut with scissors).	<b>Making an effort:</b> coat, scissors, shoes	<b>Things we can do with our bodies:</b> climb, hop, jump, run	<b><i>One finger, one thumb, keep moving:</i></b> thumb, stand up, sit down, turn round, keep moving	Dancing pasta pictures



Unit	Learning Objectives	Main vocabulary	Key language	Values	Content-based learning	Culture	Project
<b>Clothes</b> 	Identify and name clothes Sing the language song <i>My clothes</i> Say what you're wearing Understand and act out the story <i>Let's dress up!</i> Sing and act out the story song <i>Let's wear funny clothes today!</i> Sing the values song <i>When we play together</i> Recognize the value of cooperating Identify and name clothes to wear when it's hot and cold Sing and act out the traditional song <i>This is the way I put on my shirt</i> Review your learning and progress Participate in a collaborative project	coat, dress, pants, shirt, shoes, skirt, socks, sweater	This is my (skirt). These are my (shoes). What are you wearing? I'm wearing (a white) (hat). I (play) with my (friends). It's (cold). This is the way I put on my (socks).	<b>Cooperating:</b> learn, play, share; family, friends	<b>Clothes for hot and cold weather:</b> gloves, sandals, scarf; cold, hot	<i><b>This is the way I put on my shirt</b></i>	Clothes lines with clothes for hot and cold weather
<b>Home</b> 	Identify and name rooms and places in a home Sing the language song <i>Where's Sam?</i> Ask and say where people are Understand and act out the story <i>Hide and seek</i> Sing and act out the story song <i>Hide and seek is lots of fun</i> Sing the values song <i>Some families are big</i> Recognize the value of families Identify and name places to put things away at home Say and act out the traditional rhyme <i>Round and round the garden</i> Review your learning and progress Participate in a collaborative project	bathroom, bedroom, dining room, garage, house, kitchen, living room, yard	Is (Sam) in the (garden)? Yes, he/she is. / No, he/she isn't. Where's (Dylan)? In the (dining room). He's/She's in the (house). He/She isn't in the (garage). My family is (small). I have (one brother). I put (paper) in the (recycling bin).	<b>Families are different:</b> baby; big, small	<b>Putting things away where they belong:</b> box, closet, recycling bin, shelf	<i><b>Round and round the garden:</b></i> garden	A model of a street
<b>Food</b> 	Identify and name food items Sing the language song <i>Yummy, yummy</i> Say food you like and don't like Understand and act out the story <i>I like ice cream!</i> Sing and act out the story song <i>The shopping song</i> Sing the values song <i>Little helper</i> Recognize the value of helping Identify and name food that grows in the garden Sing and act out the traditional song <i>Peas pudding hot</i> Review your learning and progress Participate in a collaborative project	apples, bananas, bread, carrots, cereal, eggs, ice cream, milk	I like (carrots). I don't like (cereal). How about you? Do you like (bananas)? Yes, I do. / No, I don't. Put the (eggs) in the cart. I help my (mommy).	<b>Helping others:</b> teacher	<b>Food that grows in the garden:</b> pears, peas, potatoes, tomatoes	<i><b>Peas pudding hot:</b></i> peas, plate, pudding	Food made from modeling clay

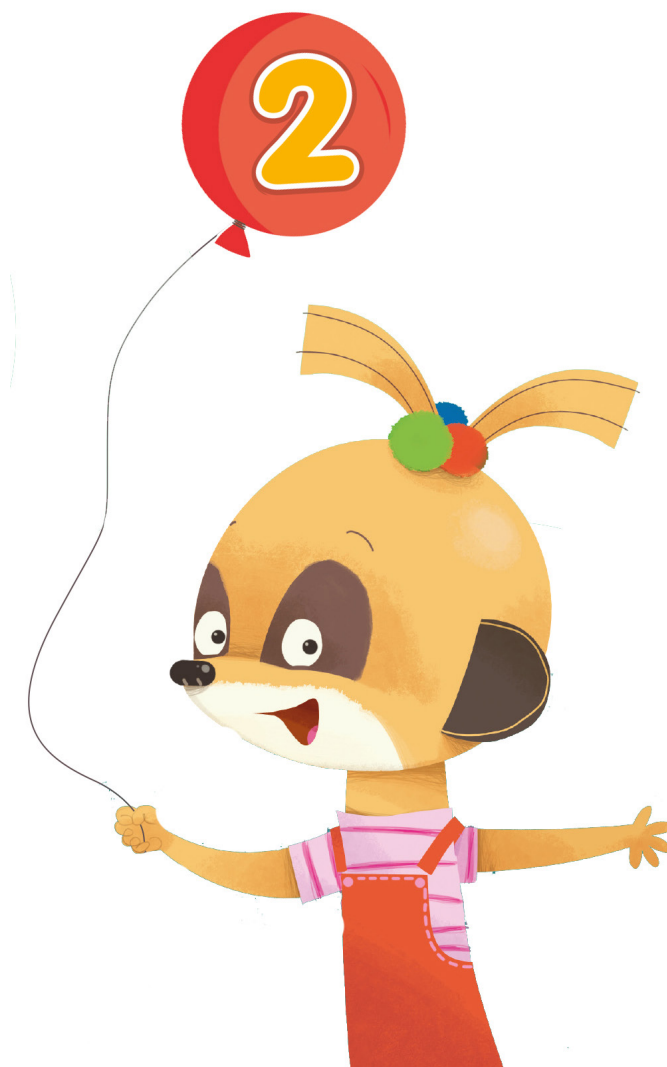




Unit	Learning Objectives	Main vocabulary	Key language	Values	Content-based learning	Culture	Project
<b>Farm animals</b> 	Identify and name farm animals Sing the language song <i>On the farm</i> Say what animals there are on the farm Understand and act out the story <i>Aunt Emma's farm</i> Sing and act out the story song <i>Don't be silly!</i> Sing the values song <i>Be kind to animals</i> Recognize the value of being kind to animals Identify and name baby farm animals Sing and act out the traditional song <i>Five little ducks</i> Review your learning and progress Participate in a collaborative project	cow, dog, duck, goat, hen, horse, rooster, sheep	There's a (horse). There are (cows). How many (hens)? (Four). The (sheep) goes (baa). I'm kind to animals. The baby is a (calf).	<b>Being kind to animals:</b> clean, food, home, kind, water	<b>Animals and their babies:</b> calf, foal, lamb, puppy	<b>Five little ducks:</b> little, pond, quack, swimming	Our favorite farm animals poster
<b>Transportation</b> 	Identify and name forms of transportation Sing the language song <i>Let's go by boat!</i> Suggest and say how you want to travel Understand and act out the story <i>Let's go by bike!</i> Sing and act out the story song <i>I want to go by bike</i> Sing the values song <i>I think of my mommy</i> Recognize the value of being polite and considerate Identify and name where different forms of transportation go Sing and act out the traditional song <i>Row, row, row your boat</i> Review your learning and progress Participate in a collaborative project	bike, boat, bus, car, motorcycle, plane, train, truck	Let's go by (bus)! Yes. / No. I want to go by (car). Do you want to go by (bus)? Yes, I do. / No, I don't. I think of my (daddy). I say (please/sorry/thank you). A (bus) goes (on the road). Row, row, row your boat.	<b>Thinking of others:</b> friend, teacher	<b>Different forms of transportation and where they go:</b> air, road, track, water	<b>Row, row, row your boat:</b> dream, row, stream	Transportation poster
<b>Space</b> 	Identify and name things in space Sing the language song <i>What's this?</i> Ask and say what you can see Understand and act out the story <i>Mimi's dream</i> Sing and act out the story song <i>Rocket to the moon</i> Sing the values song <i>Sometimes I'm happy</i> Recognize and respect that we have different feelings Understand and name differences between day and night Say and act out the traditional rhyme <i>Hey diddle, diddle</i> Review your learning and progress Participate in a collaborative project	astronaut, Earth, moon, planet, rocket, sky, star, sun	What's this? It's (the sun). Can you see (the moon)? Yes, I can. / No, I can't. What can you see? How many (stars) can you see? Sometimes I'm (sleepy). (In the day), I can see (clouds). My favorite character is the (dish).	<b>Feelings:</b> angry, calm, happy, sad, scared, sleepy	<b>What we can see in the sky at night and in the day:</b> day, night; clouds, rainbow	<b>Hey diddle, diddle:</b> dish, spoon	Model space rockets



Unit	Learning Objectives	Main vocabulary	Key Language
Endmatter	<b>Colors</b> Identify and name colors Say what color you like	black, blue, brown, green, orange, pink, purple, red, white, yellow	
	<b>Numbers</b> Learn, reinforce, consolidate or review numbers	numbers 1–20	
	<b>Shapes</b> Learn, reinforce, consolidate or review shapes	circle, diamond, oval, rectangle, square, star, triangle	
	<b>Concepts</b> Learn, reinforce, consolidate or review concepts	hot, cold, noisy, quiet, clean, messy	
Festivals	<b>Peace Day</b> Identify and name Peace Day vocabulary Sing and act out the song <i>We love the world</i> Trace and color the bird of peace Participate in celebrating a festival Color and talk about things you love	animals, bird, children, fly, happy, peace, world	
	<b>Carnival</b> Identify and name Carnival vocabulary Sing and act out the song <i>It's Carnival today</i> Match pictures, choose and talk about your Carnival costume Participate in celebrating a festival	Carnival, clown, crown, king, pirate, queen	I'm a (pirate).
	<b>Children's Day</b> Identify and name Children's Day vocabulary Sing and act out the song <i>It's Children's Day</i> Identify things you love to do and draw a picture Participate in celebrating a festival Identify activities children are doing	happy children; hug, play, run, talk	I love to (play).






# Ferris Wheel!

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# Ferris Wheel 3 Syllabus



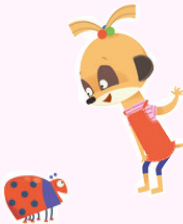
Unit	Learning Objectives	Main vocabulary	Key language	Values	Content-based learning	Culture	Project
<b>Hello</b> 	Activate familiar language Review colors and numbers Sing <i>Ferris Wheel</i> Ask and say how you are Understand and act out the Story <i>Hurry up, Mommy</i> Name clothes	Mommy, Daddy, Mimi, Dylan; Ferris Wheel; blue, green, orange, pink, red, yellow; numbers 1–6	Hello. How are you? I'm fine, thank you. Where's number (one)? It's on (red). I'm (sleepy). Hurry up. Here's your (hat). Goodbye.				
<b>School</b> 	Identify and name school activities Sing the language song <i>What do you do at school?</i> Ask and say what you do at school Understand and act out the story <i>A new friend</i> Sing and act out the story song <i>Katy Kangaroo</i> Ask and say what you want to do Understand a story about being kind Recognize the value of being kind Identify and name activities we do to get exercise Sing and act out the traditional song <i>Go in and out the window</i> Review your learning and progress Participate in a collaborative project	color, count, dance, draw, jump, paint, play, run, sing, think	What do you do at school? I (draw) at school. Do you want to (color)? Yes, I do. / No, I don't. I want to (jump). I don't want to (draw). I like/don't like (school). I'm (happy). What exercise do you do? I (play soccer).	<b>Being kind:</b> help, play, share, sit down	<b>Doing exercise:</b> play soccer, ride my bike, swim, walk (to school)	<b>Go in and out the window:</b> go, shake hands, stand; partner, window	A chart of our favorite school activities
<b>The park</b> 	Identify and name things in the park Sing the language song <i>There's a pond in the park</i> Say what there is in the park Understand and act out the story <i>Mimi's kite</i> Sing and act out the story song <i>Fly the kite</i> Ask and say what there is in the park Sing the values song <i>Put your trash in the trash can</i> Recognize the value of looking after the environment Learn about the life cycle of a plant Understand the traditional story <i>Little Red Riding Hood</i> Review your learning and progress Participate in a collaborative project	bench, flowers, grass, merry-go-round, path, pond, seesaw, slide, swing, trees	There's (a path). There are (trees). It's (windy). Is there (a slide)? Are there (swings)? Where's (Mommy)? Under the (tree). On the (bench). Put your (trash) in the (trash can). I put my trash in the trash can.	<b>Looking after the environment:</b> park, trash, trash can; clean	<b>The life cycle of a plant:</b> leaves, plant, roots, seed, sun, water	<b>Little Red Riding Hood:</b> cake, wolf	A model of a park





Unit	Learning Objectives	Main vocabulary	Key language	Values	Content-based learning	Culture	Project
<b>Wild animals</b> 	Identify and name things in the park Sing the language song <i>There's a pond in the park</i> Say what there is in the park Understand and act out the story <i>Mimi's kite</i> Sing and act out the story song <i>Fly the kite</i> Ask and say what there is in the park Sing the values song <i>Put your trash in the trash can</i> Recognize the value of looking after the environment Learn about the life cycle of a plant Understand the traditional story <i>Little Red Riding Hood</i> Review your learning and progress Participate in a collaborative project	crocodile, elephant, giraffe, hippo, lion, monkey, parrot, snake, tiger, zebra	What's that? It's a (snake). What are those? They're (monkeys). It's (black and white). It has (big teeth). I'm a (crocodile). I'm hungry. I can help you! Thank you. (Five) little monkeys sitting in a tree. You can't catch me! Along comes Mr. Crocodile.	<b>Saying 'thank you':</b> mouse; head, teeth	<b>Animal body parts:</b> claws, fur, tail, whiskers	<b>Five little monkeys</b>	A safari park mobile
<b>Daily routines</b> 	Identify and name daily routines Sing the language song <i>What do you do every day?</i> Say what you do every day Understand and act out the story <i>Giant Joe</i> Sing and act out the story song <i>Giant Joe's day</i> Ask and say where you do things Sing the values song <i>I sleep, I eat, I learn, I play</i> Recognize the value of having a daily routine Learn about how and when to wash your hands Understand the traditional story <i>Goldilocks and the three bears</i> Review your learning and progress Participate in a collaborative project	brush my hair/teeth, get dressed, get up, have breakfast/ lunch/dinner, take a shower, wash my face/hands	What do you do every day? I (get up). Do you (wash your hands) (at school)? Yes, I do. / No, I don't. It's time to (get dressed). What do you do at (home)? I (have breakfast) at (home). I don't (have dinner) at (school). I wash my hands with soap. This (bowl) is (small).	<b>Having a daily routine:</b> drink water, eat, learn, play, sleep	<b>How and when to wash your hands:</b> faucet, soap, towel, water; clean	<b>Goldilocks and the three bears:</b> bed, bowl, tiny; Baby Bear	Our book, <i>Giant Joe's Day</i>
<b>Meals</b> 	Identify and name food for meals Sing the language song <i>What do you have for breakfast?</i> Ask and say food you have for different meals Understand and act out the story <i>Toast, toast, toast</i> Sing and act out the story song <i>The toast song</i> Ask and say what you want for (lunch) Understand a story about being willing to try food Recognize the value of willingness to try food Learn about food that is and isn't good for you Sing and act out the traditional song <i>Mix a pancake</i> Review your learning and progress Participate in a collaborative project	chicken, fish, pancake, pizza, rice, salad, soup, spaghetti, toast, yogurt	What do you have for (dinner)? I have (soup). Do you want (pancakes)? Yes, please. / No, thank you. I want/don't want (toast). I like/don't like (soup). (Oranges) are/aren't good for you. (Candy) isn't good for you. (Mix) the pancake.	<b>Willingness to try food:</b> food, peas, tomatoes	<b>Healthy and unhealthy food:</b> fruit, vegetables; candy, carrots, chips, cupcakes, ice cream, oranges, peas, plums, tomatoes	<b>Mix a pancake:</b> pan, pancake; catch, cook, mix, toss	Plates of healthy food



Unit	Learning Objectives	Main vocabulary	Key language	Values	Content-based learning	Culture	Project
<b>Town</b> 	Identify and name places in town Sing the language song <i>Do you want to go to the zoo?</i> Ask and say where you want to go Understand and act out the story <i>A day out</i> Sing and act out the story song <i>Dinosaurs in space</i> Ask and say what you want to do Sing the values song <i>I find out about my world</i> Recognize the value of being interested in learning Learn about how to cross the street safely Understand the traditional story <i>The enormous carrot</i> Review your learning and progress Participate in a collaborative project	bookstore, mall, movie theater, museum, park, restaurant, supermarket, swimming pool, toy store, zoo	Do you want to (go to the zoo)? Yes, I do. / No, I don't. Where do you want to go? I want to (go to the museum). Let's (go to the mall). The (stoplights) are (red). Do you want to help? Yes, of course. The (man) pulls the (woman).	<b>Interest in learning:</b> ask questions, find out about my world, go to school, look at books, play games, talk to friends, watch movies/TV	<b>Crossing the street safely:</b> crosswalk, sidewalk, stoplights, street; stop, look, listen	<i><b>The enormous carrot:</b></i> man, woman; pull	A map of Mimi's town
<b>Music</b> 	Identify and name musical instruments and activities Sing the language song <i>Listen, clap, dance!</i> Ask and say what you're doing Understand and act out the story <i>Mimi's band</i> Sing and act out the story song <i>Welcome to our show</i> Ask and say what you like doing Understand a story about willingness to practice Recognize the value of being willing to practice Recognize and reproduce a musical rhythm Sing and act out the traditional song <i>I am the music man</i> Review your learning and progress Participate in a collaborative project	drum, guitar, maracas, piano, recorder, tambourine; clap, dance, listen, sing	What are you doing? I'm (playing the piano). Do you like (playing the maracas)? Yes, I do. / No, I don't. I like (playing the drum). It's (loud). Clap the rhythm. What can you play? I play the (violin).	<b>Willingness to practice:</b> practice	<b>Different rhythms:</b> fast, slow, loud, quiet	<i><b>I am the music man:</b></i> trombone, violin	Maracas to play different rhythms
<b>Bugs</b> 	Identify and name bugs Sing the language song <i>Does a butterfly have wings?</i> Ask about and describe bugs Understand and act out the story <i>Honey for dinner</i> Sing and act out the story song <i>We want to get some honey</i> Sing the values song <i>I care for our world</i> Recognize the value of caring for our world Learn about the life cycle of a butterfly Understand the traditional story <i>The ant and the grasshopper</i> Review your learning and progress Participate in a collaborative project	ant, bee, butterfly, ladybug, snail, worm; legs, spots, stripes, wings	Does (a snail) have (spots)? Yes, it does. / No, it doesn't. Where are the (bees)? I don't know. Ask the (ladybug), please. It doesn't have (stripes). I care for (nature). They're eggs on a leaf.	<b>Caring for our world:</b> animals, bugs, family, flowers, friends, nature, trees	<b>The life cycle of a butterfly:</b> caterpillar, chrysalis, egg, leaf	<i><b>The ant and the grasshopper:</b></i> grasshopper; summer, winter; play, work; food	A bug diorama



Unit	Learning Objectives	Main vocabulary	Key Language
Endmatter	<b>Colors</b> Identify and name colors Associate colors with animals	black, blue, brown, gray, green, orange, pink, purple, red, white, yellow	It's (red).
	<b>Numbers</b> Learn, reinforce, consolidate or review numbers	numbers 1–100	
	<b>Shapes</b> Learn, reinforce, consolidate or review shapes	circle, diamond, oval, rectangle, square, star, triangle	It's a (star). I can see (three) (diamonds).
	<b>Concepts</b> Learn, reinforce, consolidate or review concepts	hungry, thirsty, clean, dirty, old, young	I'm (hungry). He's/She's/ It's (old).
Festivals	<b>World Book Day</b> Name World Book Day vocabulary Sing and act out the song <i>We love books</i> Participate in celebrating a special day	animals, people, pictures, stories, words, world	I like books about (people). I like books with (pictures).
	<b>World Animal Day</b> Name World Animal Day vocabulary Sing and act out the song <i>Save the rhino</i> Participate in celebrating a special day	elephant, gorilla, panda, polar bear, rhino, tiger	Save the (panda).
	<b>World Environment Day</b> Name World Environment Day vocabulary Sing and act out the song <i>When we go to the countryside</i> Participate in celebrating a special day	beach, countryside, forest, mountains	I go to the (countryside). Let's protect the (beach).

