



## SERIES 1: OUTDOORS

LESSON	VOCABULARY/ SIGHT WORDS	PATTERN CONVERSATION	PHONICS	PHYSICAL ACTIVITIES	SKILL SETS INTRODUCED	ACTIVITIES
<b>At the Beach</b>	bag, ball, beach Bella, Ben, bucket, cloud, fish, flag, sand sandcastle, shell, shovel, sun, water	<ul style="list-style-type: none"> <li>Hello, my name is...</li> <li>What's your name?</li> <li>Hi, I'm...</li> <li>Nice to meet you!</li> <li>Good-bye!</li> <li>Bye!</li> </ul>	/b/ (bag, ball, beach, Bella, Ben, bucket)	✓	<ul style="list-style-type: none"> <li>Greetings and introductions</li> <li>Words that begin with the "b" sound</li> </ul>	Stickers (word recognition) Maze (word recognition) Phrase completion (listening) Phrases in sequence (listening) Drawing objects (listening to vocabulary) Matching (object to word) Practice with letters of words Connect the dots (vocabulary) Drawing freestyle and creative writing
<b>The Picnic</b>	ant, bird, blanket, bread cheese, flower, fork, glass, knife, milk, picnic, plate, stream, potato, tomato	<p><i>Emotion:</i></p> <ul style="list-style-type: none"> <li>I'm hungry.</li> </ul> <p><i>Conversation:</i></p> <ul style="list-style-type: none"> <li>Would you like _____?</li> <li>Yes, please.</li> </ul>	/p/ (picnic, potato, plate, Pete)	✓	<ul style="list-style-type: none"> <li>Words that begin with the "p" sound</li> <li>"Would you like . . ." phrases</li> <li>Plurals</li> </ul>	Matching phrases (word recognition) Stickers (listening to vocabulary) Stickers (word recognition) Drawing (listening to vocabulary) Writing a story Math (adding objects) Puzzle (word recognition) Identifying plurals (word recognition) Writing (completion of plurals) Phrases in sequence: requests (listening)
<b>Going Camping</b>	a bed, a dog, a ghost, a mask, moon, night, an owl, scary, sky to sleep (v), to sing, a star, a teddy bear, a tent, a tree	<ul style="list-style-type: none"> <li>I'm tired. Are you tired?</li> <li>Yes, I'm sleepy.</li> <li>Let's go to bed.</li> <li>Goodnight!</li> <li>'Night!</li> </ul>	/s/ (sleep)	✓	<ul style="list-style-type: none"> <li>Words that begin with the "s" sound</li> <li>Night/outdoor words</li> </ul>	Matching vocabulary to pictures (word recognition) Matching phrases in sequence Stickers (listening to vocabulary) Stickers (word recognition) Drawing and creative writing Drawing and completing pictures Puzzle (word recognition) Tracing "don't be" phrases (listening/writing) Connect-the-dots (vocabulary) Puzzle/Maze (vocabulary)

## SERIES 2: GOING PLACES

LESSON	VOCABULARY/ SIGHT WORDS	PATTERN CONVERSATION	PHONICS	PHYSICAL ACTIVITIES	SKILL SETS INTRODUCED	ACTIVITIES
<b>The Bus Ride</b>	a bus driver, a passport, a picture, a picture machine, a train station, a ticket, traffic lights, a wheel, a wiper, to go, to ride, to stop, below, stuck, top	<ul style="list-style-type: none"> <li>Where would you like to go? We're going to _____ (the train station)</li> <li>Where's the bus? / Here it is. Where are our passports? / Here is/are _____(s)</li> <li>_____ means _____. Red means stop. Green means go.</li> </ul>	/r/ (round ["the wheels on the bus go..."], red, to ride, right, rhyme)	✓	<ul style="list-style-type: none"> <li>Words that begin with the "r" sound</li> <li>Traffic words</li> <li>"Where is/are...?" phrases</li> <li>Here it is. / Here they are.</li> <li>Rhyming</li> <li>Short Idiomatic Expressions: I have an idea. I have a great idea. / _____, please. / Thanks for _____. / It's my turn.</li> </ul>	Matching words to pictures (word recognition) Matching (rhyming words) Stickers (listening to vocabulary) Drawing objects (listening to vocabulary) Drawing freestyle/creative writing Writing (completion of words) Math (adding; completing plurals) Connect-the-dots  Cultural Tips
<b>The Train Station</b>	a bridge, a counter, a house, a platform, a schedule, a squirrel, a ticket, a track, a tunnel, again, closed, dark, heavy, open, a schedule, to arrive, to move	<ul style="list-style-type: none"> <li>Would you like to come for a ride? _____Yes! (please)</li> <li>It's closed/ open now/again.</li> <li>It's dark. I can't see. I can see again.</li> <li>Don't worry. I can help.</li> </ul>	/t/ (ticket, tunnel, turn, track, two, tree, train)	✓	<ul style="list-style-type: none"> <li>Words that begin with the "t" sound</li> <li>Train words</li> <li>Use of "can" and "cannot"</li> <li>Short Idiomatic Expressions: Come in. / Well done. / Thanks for _____.</li> </ul>	Matching (word recognition) Stickers (listening to vocabulary) Drawing freestyle and creative writing Drawing (complete partial scene) Puzzle (word recognition) Listening (practice of "can" and "cannot") Phrase ordering of "Is it...?" and response  Cultural Tip: Onomatopoeia in English.
<b>The Airport</b>	an airport, a cold, a holiday, a pilot, a plane, a scarf, a seat belt, light, suitcase, to board, to fasten, to fly, to land, to look, to pack, to ready, to take off	<ul style="list-style-type: none"> <li>I'm sorry / we're very sorry / That's okay.</li> <li>The plane is landing/ taking off.</li> <li>I've got a cold. I don't feel very well.</li> <li>That's better</li> <li>Fasten seat belts. We're ready for take-off. Sit back and enjoy the flight.</li> </ul>	/v/ (very, heavy, have, five move, love, live, etc.)	✓	<ul style="list-style-type: none"> <li>Words with the "v" sound in the beginning or in the middle of the words.</li> <li>How to apologize</li> <li>Present participle: _____ is/am landing. _____ is/am taking off.</li> <li>Feeling sick</li> <li>Airplane Vocabulary</li> <li>Short Expression: Have a nice time. / We're going on a holiday. / Hurry up. / Come on board. / Come and help me, please.</li> </ul>	Matching (word recognition) Matching (illustrations to verb phrases) Stickers (listening to vocabulary ) Drawing freestyle and creative writing Drawing objects (listening to vocabulary) Maze/Puzzle Listening (video clips of "negatives" phrases) Connect-the-dots (vocabulary)  Two Petes: Pete the Parrot and Pete the Pilot

## SERIES 3: IN THE CIRCUS

LESSON	VOCABULARY/ SIGHT WORDS	PATTERN CONVERSATION	PHONICS	PHYSICAL ACTIVITIES	SKILL SETS INTRODUCED	ACTIVITIES
<b>Ben the Clown</b>	a circus, a clown, a flower, a joke, stomach, to feel, to hurt, to juggle, to laugh, to smell, to spin, to start, to try, funny, ill	<ul style="list-style-type: none"> <li>• What's wrong? I'm ill. My _____ hurts.</li> <li>• Would you like to _____? (juggle / spin / try, etc.)</li> <li>• Yes, please.</li> </ul>	/f/ (flower, Filo, feel, funny, for, fine, fun, falling)	✓	<ul style="list-style-type: none"> <li>• Words that begin with the "f" sound (compare with "p")</li> <li>• Is/are</li> <li>• How to ask and say feelings (health phrases)</li> <li>• Would you like to _____? / Yes, please.</li> <li>• Circus vocabulary</li> </ul> <p>Short expressions: Filo looks (ill/funny/ sad/ bad). _____ will be fine. Do not feel down. I got wet.</p>	Matching (matching pictures) Stickers (word recognition) Stickers (vocabulary listening) Drawing (complete partial scene) Puzzle (word recognition) Listening (practice of "can" and "cannot") Phrase ordering of "How do you feel?" and response
<b>Marcello the Magician</b>	a coin, an egg, a hat, a lock, a magician, a pear, a rabbit, a trick, to change, to conjure, to disappear, to play, to pull behind	<ul style="list-style-type: none"> <li>• Where is it?</li> <li>• It's (not) here / It's (not) there.</li> <li>• Where is he?</li> <li>• He's (not) here / He's (not) there.</li> <li>• Where are you?</li> <li>• I'm here.</li> </ul>	/m/ (Marcello, magician, magic, make, me, meow, more)	✓	<ul style="list-style-type: none"> <li>• Words that begin with the "m" sound</li> <li>• Positive/negative answers "It's here."/"It's not here."</li> <li>• Singular vs. Plural Nouns: a(an) _____ vs. (more) _____s</li> </ul> <p>Short Idiomatic Expressions: Are you in there? I am here. / I'm finished.</p>	Matching (correct response with "where" and "How will you" questions) Stickers (word recognition) Stickers (vocabulary listening) Maze/puzzle Drawing objects (listening to vocabulary) Drawing freestyle and label objects Math (counting and comparing) Puzzle/word search (vocabulary) Phrase ordering of "Is it here/ there?" Cultural Tip: Onomatopoeia in English
<b>Tito the Tightrope Walker</b>	an act, applause, an elephant, a mouse, a pool, a tightrope, a trunk, to fall, to help, to hit, to walk, afraid, dangerous, high, wet	<ul style="list-style-type: none"> <li>• Stop! That's dangerous.</li> <li>• Help me, please.</li> <li>• A big round of applause for ___!</li> <li>• What a cool ___</li> <li>• He/She's a really good ___</li> <li>• Bravo, good job.</li> </ul>	/w/ (walk, walker, wobble, wet, water, wow, whew)	✓	<ul style="list-style-type: none"> <li>• Words that begin with the /w/ sound</li> <li>• Use of "very" / "really" / "how"</li> <li>• ("Look how high he is." "He's really high.")</li> <li>• Dangerous/afraid</li> <li>• Complimentary phrases</li> <li>• Do &amp; a Doer: walk—a walker; ride—a rider, etc.</li> </ul> <p>Short Idiomatic Expressions: Stop! That's dangerous. / Help me, please. / Bye, see you later. / What's happening?</p>	Matching (word recognition) Stickers (vocabulary listening) Stickers (completion of phrases) Maze/puzzle Drawing freestyle and creative writing Puzzle/coloring Phrases in sequence: use of positive/negative in answers to questions involving dangerous/afraid

## SERIES 4: AT THE ZOO

LESSON	VOCABULARY/ SIGHT WORDS	PATTERN CONVERSATION	PHONICS	PHYSICAL ACTIVITIES	SKILL SETS INTRODUCED	ACTIVITIES
<b>Rory the Lion</b>	an animal, a chest, a giraffe, a gorilla, a kangaroo, mane, a neck, a paw, recorder, a sore throat, a tape, a zoo, teeth, to bounce, to guess, to roar, loud	<ul style="list-style-type: none"> <li>I can jump like a kangaroo. I can/can't roar. I can roar louder than you.</li> <li>a lion: <i>big</i> teeth / <i>huge</i> paws /</li> <li>a giraffe: a long neck</li> </ul>	/l/ (lion, look, loud, let's, lost, like, love)	✓	<ul style="list-style-type: none"> <li>Comparing /r/ &amp; /l/ sounds; a loud roar / really loud / Rory the lion / lost my roar etc.</li> <li>Describing animals: matching names &amp; parts</li> <li>can/can't</li> <li>Comparative: "I can roar louder."</li> </ul> <p>Short Idiomatic Expressions: It's my turn now. / What happened to _____? I've got a sore throat. / Guess again!</p>	Matching (word recognition) Matching (rhyming words) Stickers (vocabulary listening) Maze/puzzle Drawing (draw pictures to complete a phrase) Drawing/coloring (word recognition) Puzzle (use phrase completion) Phrases in sequence: use of comparatives
<b>The Cheeky Monkey</b>	a banana, a door, a flying carpet, a monkey, a peanut, a zookeeper, to eat, to find, to jump, to sleep, to swing, cheeky, hungry, like, whole	<ul style="list-style-type: none"> <li>Can you look for him, please? No, I can't (see) him. Now, I can (see) him.</li> <li>jump/swing/eat <i>like</i> the monkey</li> </ul>	/g/ (gone, get, gorilla, give)	✓	<ul style="list-style-type: none"> <li>Words that begin with the "g" sound</li> <li>"How will we _____?" phrases and answers</li> <li>More future: "We'll _____."/ "I'll _____"</li> <li>"do like" (an animal).</li> <li>What can I do for you?</li> <li>May I have (a banana), please?</li> </ul>	Matching (word recognition) Matching (listening to vocabulary) Stickers (listening to vocabulary) Stickers (word recognition and writing) Puzzle/coloring (rhyming) Drawing (listening and responding) Drawing of objects and writing Puzzle/word search (word recognition) Game/phrases in sequence: "Mother, may I?"
<b>The Ice House</b>	a chameleon, a hippopotamus, mud, a penguin, a polar bear, sunglasses, a tongue, to melt, to roll, to shower, to splash, to wear, cool, empty, hot	<ul style="list-style-type: none"> <li>Who did that? Did <i>you</i> do that?</li> <li>Yes, I did! / No, you did! / No, he did! / No, she did!</li> </ul>	/h/ (hot, hippopotamus, house, head, hello, have, help, happen)	✓	<ul style="list-style-type: none"> <li>Words that begin with the "h" sound</li> <li>Phrases with "I love _____ing"</li> <li>Construction of negatives: don't (do not) / won't (will not) / isn't (is not)</li> </ul> <p>Short Idiomatic Expressions: Me too! / Could you help me, please? / I'll be back soon. / Thank you for your help. / I'm back.</p>	Matching (completion of phrases) Matching (opposites) Stickers (listening to vocabulary) Maze/puzzle Drawing and writing (fill in blanks in sentences) Drawing (listening and responding) Writing (fill in blanks) Phrases in sequence: completion of "I love__ing ."

## SERIES 5: ON THE FARM

LESSON	VOCABULARY/ SIGHT WORDS	PATTERN CONVERSATION	PHONICS	PHYSICAL ACTIVITIES	SKILL SETS INTRODUCED	ACTIVITIES
<b>The Lost Egg</b>	a barn, a boat, a chicken, a duck, a farm, a friend, hide and seek, a pig, to count, to find, to float, to live, to swim, inside, lost	<ul style="list-style-type: none"> <li>• What is this?</li> <li>• It's a _____. [chicken / pig / duck]</li> <li>• Is this a _____? [again with the animal sounds]</li> <li>• Yes, it is. / No, it's not. It's a _____.</li> </ul>	Words that begin with "c" and have /k/ sound (cluck, cool, count, come, can)	✓	<ul style="list-style-type: none"> <li>• Words that begin with the "c" (/k/)</li> <li>• Connecting farm animals and the sounds</li> <li>• "Is this . . ." questions and answers</li> <li>• Farm words</li> <li>• Has/have with verb: "Has anyone lost an egg?"</li> </ul> <p>Short Idiomatic Expressions: Let's play hide and seek! / I have lost _____. / Here we go. / You must be joking. / Come back.</p>	<p>Matching (word recognition) Matching (animal sounds) Stickers (word recognition) Stickers (listening/ verbs) Puzzle Drawing (complete scene) Drawing (sentence completion) Puzzle/word search (word recognition) Phrases in sequence: "Is that a ___?" Yes, that is a ____./ No, that is a ____.</p> <p>Cultural Tip: Onomatopoeia in English</p>
<b>The Apple Tree</b>	an apple, a chair, a family, a home, a horse, a monster, a table, a worm, to break, to sit, broken, delicious, huge, small, tired	<ul style="list-style-type: none"> <li>• How many _____(s) are there?</li> <li>• There are [number] _____(s).</li> <li>• You broke _____. Where am I going to _____?</li> <li>• small/big/ huge</li> </ul>	/h/ (house, home, hungry, huge, horse, happy, how many)	✓	<ul style="list-style-type: none"> <li>• Words that begin with the "h" sound</li> <li>• Sizes (small, big, huge)</li> <li>• "How many _____?" questions</li> <li>• "You broke my _____. Where am I going to _____?"</li> </ul>	<p>Matching (sizes of apples) Matching (completing phrases) Stickers (listening to vocabulary) Stickers (word recognition) Maze/puzzle Drawing (listening/ numbers) Drawing/writing Phrases in sequence/writing: "You broke my bed. Where am I going to _____?"</p>
<b>The Dancing Cow</b>	a bull, a cow, feet, grass, ground, head, to dance, to follow, to like, to love, to make, to shake, to show, to tap, sad	<ul style="list-style-type: none"> <li>• What do you like to do?</li> <li>• I like to _____.</li> <li>• Would you like to _____ with me?</li> <li>• Yes, I love/like to _____.</li> <li>• No, thanks, I don't like to _____.</li> </ul>	/æ/ [short a, long a] [at (a+ t), dance (d+a), sad (s+a), make (m+a), tap (t+a)]	✓	<ul style="list-style-type: none"> <li>• Words with the "a" sound (putting a vowel together with consonants)</li> <li>• "like to/love to" phrases</li> <li>• General vs. specific: "Cows eat grass."/ "This cow dances."</li> </ul> <p>Short Idiomatic Expressions: What's wrong? / You look so sad. / That's clever.</p>	<p>Matching (rhyming) Matching (fill in the blank/ verbs) Writing (fill in blank) Stickers (word recognition) Stickers (listening to vocabulary) Maze/puzzle Drawing (listening and responding) Math (counting) Puzzle/word search (vocabulary) Phrases in sequence "Do you like to _____?"</p> <p>Cultural Tip: Onomatopoeia in English</p>

## SERIES 6: SHOPPING

LESSON	VOCABULARY/ SIGHT WORDS	PATTERN CONVERSATION	PHONICS	PHYSICAL ACTIVITIES	SKILL SETS INTRODUCED	ACTIVITIES
<b>Thomas the Talking Tomato</b>	floor, a food shop, a ham, a lemon, mice (a mouse), money, a sandwich, a slice, to buy, to have, to need, to shop, to talk, round, square	<ul style="list-style-type: none"> <li>• What would you like to buy?</li> <li>• I would like to buy _____(s).</li> <li>• Is there anything else?</li> <li>• Yes, I need _____(s), too.</li> <li>• Anything else?</li> <li>• No, thank you.</li> </ul>	various /o/ sounds [on (o+n), go (g+o), no (n+o), so (s+o), open(o+p), okay(o+k), home(h+o), broken (r+o)]	✓	<ul style="list-style-type: none"> <li>• Words with the “o” sound (putting a vowel together with consonants)</li> <li>• Shopping phrases</li> <li>• Food words</li> </ul> <p>Short Idiomatic Expressions: Anybody there? / What shall we buy? / Watch out! / Are you okay? I'm okay.</p>	<p>Matching (listening to vocabulary) Stickers (word recognition) Maze/puzzle (word recognition) Drawing/writing: Complete pictures and write words. Drawing freestyle Math (counting) Picture crossword puzzle Phrases in sequence: “What would you like to buy?” “I would like to buy _____.”</p>
<b>The Magic Sweet Shop</b>	hair, a lollipop, magic, a sweet shop, a toe (toes), a surprise, to cost, to get, to grow, to hop, to last, to return, to welcome, tall, thin	<ul style="list-style-type: none"> <li>• Welcome to my shop. Can I help you? Which _____ would like to buy?</li> <li>• Here's (are) _____ for you.</li> <li>• How much does this cost?</li> <li>• This costs _____.</li> <li>• How much do these cost?</li> <li>• These cost _____.</li> <li>• Okay, I'll buy [number]_____.</li> </ul>	/ch/ (change, cheese, chair, chocolate, chest, chicken)	✓	<ul style="list-style-type: none"> <li>• Words that begin with the “th” sound</li> <li>• “does” vs. “do”</li> <li>• “those are” / “this is”</li> <li>• Phrases heard in a shop (a shop owner &amp; a customer)</li> </ul>	<p>Matching (listening and writing) Stickers (colors) Stickers (listening to vocabulary) Puzzle (listening and responding) Drawing (matching sentences) Drawing freestyle and writing Puzzle/word search Phrases in sequence</p>
<b>The Toy Shop</b>	an arm, a box, a doll, a ladder, a leg, a present, a princess, a shelf, a strawberry, a toy shop, a truck, to carry, to take, to want	<ul style="list-style-type: none"> <li>• Do you know where the _____ is? (train station, airport, beach)</li> <li>• Yes, I do. / No, sorry, I don't.</li> <li>• Can you show me?</li> <li>• Yes, follow me!</li> <li>• How do I get to the _____? We'll take you to _____.</li> <li>• I want a _____.</li> </ul>	/sh/ (shop, show, shelf, shell, shovel, shower)	✓	<ul style="list-style-type: none"> <li>• Words that begin with the “sh” sound</li> <li>• Asking for directions</li> <li>• I want _____(to _____).</li> </ul> <p>Short Idiomatic Expressions: _____taste(s) good. / What happened to your _____? / Thank you for helping me. / Don't forget. / This is a present to (for) you for helping.</p>	<p>Matching (word recognition) Matching (statements with pictures) Stickers (listening to vocabulary) Stickers (listening and responding) Maze/puzzle Drawing freestyle and writing: “Do you know where the _____ is?” and draw picture. Drawing (completing a scene) Drawing freestyle and writing to describe the picture. Phrases in sequence: “Can you _____?” “Yes, I can _____” or “No, I can't _____.”</p>