

Alcance y secuencia

Unit 1 My School

Objetivos	Vocabulario	Estructuras	Habilidades cognitivas	Habilidades motrices
- Identificar objetos escolares - Identificar lugares en la escuela - Identificar colores - Contar del 1 al 5 - Poner en práctica el valor de la responsabilidad - Practicar habilidades de lectura y comprensión de lectura	backpack, bathroom, blue, book, boy, brown, chair, clap, classroom, crayon, cut, door, five, four, girl, glue stick, green, jump, one, orange, paintbrush, paste, pink, playground, point, purple, red, ruler, school, scissors, table, teacher, three, two, white, window, yellow	What's this? It's (a window). Where are they? At school/In the classroom. She's the teacher. I erase the board. I close the door. I cut with the scissors. What's this? It's (a pencil). Is your (backpack) (blue)? Yes./No. Is it (blue)? What does (Max) have? (Max) has a backpack. (Cris) has (a red pencil). The (door) is (brown). Let's count the (scissors). What are these? They're (backpacks). How many? Is this the number five? Yes./No. How many circles are there? There is (one) (door). There are (two) (windows). Do you take your backpack to school? Yes./No. There are three scissors.	- Cantar - Memorizar - Relacionar imágenes - Identificar imágenes - Categorizar objetos - Identificar colores - Seguir instrucciones - Seguir órdenes - Recordar partes de una historia - Hablar sobre temas que les son familiares	- Actuar - Señalar - Caminar - Correr - Mantener el equilibrio - Trazar círculos - Trazar líneas rectas - Trazar números - Recortar - Pegar - Brincar - Colorear sin salirse del contorno - Lanzar - Doblar

Unit 2 My Home and Family

Objetivos	Vocabulario	Estructuras	Habilidades cognitivas	Habilidades motrices
- Identificar a los miembros de la familia - Identificar las partes de la casa - Diferenciar entre pequeño y grande, triste y contento, joven y viejo - Identificar colores - Contar del 1 al 10 - Identificar algunos objetos de fiesta - Poner en práctica la empatía - Practicar habilidades de lectura y comprensión de lectura	baby, balloon, bathroom, bedroom, big, birthday, blow, blue, boy, brother, brown, cake, candles, circle, clap, dining room, father, friends, garden, girl, grandfather, grandmother, green, grow, happy, house, ice-cream cones, kitchen, living room, mother, nine, old, party hats, pink, presents, purple, red, sad, sing, sister, small, years, yellow, young, numbers 1 to 10	This is a house. This is the living room. Who's in the (bathroom)? (Grandmother). Where is it? It's in the (kitchen). What's this? It's the bedroom. Is the baby in the bedroom? Yes./No. Where's the baby? What do you do in the (kitchen)? I cook. Do you (cook) in the (kitchen)? She's sad/happy. He's young/old. The balloon is big/small. The balloon is (red). They are celebrating Max's birthday. What are these? They're balloons. What color are the balloons? Let's count the balloons. There are five balloons. How many (circles) are there? What's this? It's a cake. What are these? They're candles. Is this the number ten? Yes./No. (Mary) is my friend. I like my friend. We eat ice cream. Are you friends? What do you do with a friend?	- Cantar - Relacionar imágenes - Identificar imágenes - Categorizar objetos - Identificar colores - Seguir instrucciones - Distinguir edades - Distinguir tamaño - Contar - Separar palabras en sílabas - Recordar partes de una historia - Hablar sobre temas que les son familiares	- Actuar - Señalar - Caminar - Correr - Mantener el equilibrio - Trazar círculos - Trazar líneas rectas - Trazar números - Recortar - Pegar - Brincar - Colorear - Lanzar - Mantener un globo en el aire - Acomodar objetos

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Unit 3 Food and Meals

Objetivos	Vocabulario	Estructuras	Habilidades cognitivas	Habilidades motrices
- Identificar distintos tipos de comida - Distinguir entre lo que les gusta y no les gusta comer - Identificar la mañana, la tarde y la noche - Hablar sobre el desayuno, la comida y la cena - Identificar figuras geométricas - Identificar colores - Contar del 1 al 15 - Desarrollar y practicar habilidades motrices finas y gruesas - Practicar habilidades de lectura y comprensión de lectura	afternoon, apple, baby, banana, bedroom, bread, breakfast, brother, brown, cereal, cheese, chicken, circle, dinner, dining room, eat, evening, father, juice, ham, lunch, milk, mother, morning, orange, pear, pick up, pink, play, red, sandwich, school, shape, soup, square, tomato, toys, triangle, water, yellow; numbers 1 to 15	What's this? It's (a sandwich). I like (sandwiches). Do I need an apple to make a sandwich? Yes./No. What do I need to make a sandwich? (Max) eats (a sandwich) for (dinner). What do you eat for dinner? I eat (breakfast) (in the morning). What shape is it? It's a (circle). What color are the (tomatoes)? (Tomatoes) are (red). Let's count the sandwiches. How many sandwiches are there? There are fifteen sandwiches. Do you eat breakfast in the morning? Yes./No.	- Cantar - Relacionar imágenes - Identificar imágenes - Identificar colores - Identificar números del 1 al 15 - Hablar sobre temas que les son familiares - Seguir instrucciones - Seguir órdenes - Contar - Recordar partes de una historia - Clasificar	- Actuar - Aplaudir - Señalar - Caminar - Correr - Trazar círculos - Trazar líneas rectas - Trazar números - Trazar figuras geométricas - Recortar - Pegar - Brincar - Colorear - Lanzar - Sacudir - Girar - Rodar una pelota - Colorear - Moldear figuras con plastilina

Unit 4 Farm Animals

Objetivos	Vocabulario	Estructuras	Habilidades cognitivas	Habilidades motrices
- Identificar a los animales de la granja - Distinguir entre grande y pequeño - Identificar crías de animales de la granja - Identificar y reproducir los sonidos de los animales de la granja - Identificar colores - Comprender el concepto de igual y diferente - Hablar de los animales de la granja que les gustan y de los que no les gustan - Contar del 1 al 18 - Desarrollar y practicar habilidades motrices finas y gruesas - Practicar habilidades de lectura y comprensión de lectura	baby, baby rabbit, balloon, big, black, box, brown, calf, chick, circle, cow, different, duck, duckling, eight, eleven, farm, fifteen, five, four, fourteen, gray, green, jump, hen, horse, kit, lamb, mother, nine, one, rabbit, red, same, seven, sheep, six, small, step, ten, thirteen, three, twelve, two, white, yellow	They are on a farm. A calf is a baby cow. What's this? It's a (calf). Is it big? Is it small? Yes./No. What's this? It's a rooster. Is the horse big? What color are (ducks)? Is the (calf) a baby (cow)? Yes./No. Is the (cow) the (calf's) mother? Paste the (lamb). This is a big/small circle. They are the same/different. Are they the same/different? Yes./No. How are they different? (Cows) say (moo, moo, moo). What color is it? (Yellow.) What animal is it? It's a (duck). The (horse) is (brown). What does the (cow) say? I like/I don't like (sheep). Do you like (sheep)? Yes./No. Let's count the hens. There are eighteen hens. Is this the number 17? Yes./No. What happens? Does (Mr. Horse) know where the duckling is? Yes./No.	- Cantar - Relacionar imágenes - Identificar imágenes - Identificar colores - Identificar números del 1 al 18 - Distinguir entre grande y pequeño - Identificar color y tamaño - Clasificar objetos de acuerdo con características similares - Seguir el ritmo de una canción - Hablar sobre temas que les son familiares - Seguir instrucciones - Contar - Recordar partes de una historia - Hablar sobre temas que les son familiares	- Actuar - Señalar - Caminar - Correr - Trazar círculos - Trazar líneas rectas - Trazar números - Recortar - Pegar - Brincar - Colorear - Lanzar - Rodar una pelota - Moverse como animales - Saltar en un pie

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Unit 5 Weather and Nature

Objetivos	Vocabulario	Estructuras	Habilidades cognitivas	Habilidades motrices
- Identificar elementos y objetos de la naturaleza - Identificar similitudes y diferencias - Describir características de los objetos de la naturaleza - Identificar distintos tipos de clima - Distinguir entre frío y caliente - Identificar los colores del arcoíris - Contar del 1 al 20 - Comprender los procesos de la naturaleza - Desarrollar y practicar habilidades motrices finas y gruesas - Practicar habilidades de lectura y comprensión de lectura	air, baby, big, blue, bright, clouds, cloudy, cold, color, cut out, different, energy, feel, fifteen, flowers, green, grow, hot, ice, leaves, long, orange, paste, patient, petals, plants, purple, rain, rainbow, rainy, red, same, seed, shorts, sky, slow, small, smell, snowy, soil, sun, sweater, time, water, white, windy; numbers 1 to 20	What's this? It's a plant. We need food and water to grow. The sun is energy. What color is it? Is it big? Is it small? Yes./No. Do plants need a (cow) to grow? Yes./No. The petals are yellow, they feel good. They are big/small. How does it feel? It's cold/hot. When it's (sunny), it's (hot). Is it (hot) when it's (sunny)? Yes./No. Is it hot/cold? Today is (cold). I don't wear a (sweater). (Soup) is hot. Is it hot/cold? Yes./No. Do you wear it when it's hot/cold? The (sun) is (hot). You wear (shorts) when it's (cold). What color is it? (Blue). What happens? The colors of the rainbow are... Let's count the clouds. There are twenty clouds. Kick the ball five times.	- Cantar - Relacionar imágenes - Identificar imágenes - Identificar color, tamaño y características de un objeto - Tocar objetos para identificar su temperatura - Identificar números del 1 al 20 - Distinguir entre igual y diferente - Seguir instrucciones - Seguir órdenes - Contar - Relatar partes de una historia - Llegar a conclusiones	- Actuar - Señalar - Caminar - Correr - Trazar círculos - Trazar líneas - Trazar números - Recortar - Pegar - Brincar - Colorear - Lanzar - Patear una pelota - Saltar en un pie - Tocar y manipular objetos de la naturaleza - Llegar a conclusiones

Unit 6 Transportation

Objetivos	Vocabulario	Estructuras	Habilidades cognitivas	Habilidades motrices
- Identificar medios de transporte - Distinguir entre rápido y lento - Indicar dónde se usan los medios de transporte - Indicar qué medio de transporte es el favorito - Identificar formas geométricas - Contar del 1 al 20 - Desarrollar habilidades motrices gruesas - Practicar habilidades de lectura y comprensión de lectura	air, bicycle, bus, car, circle, fast, fly, land, plane, rectangle, ship, sky, slow, square, street, track, train, transportation, travel, triangle, truck, walk, water, wheel; numbers 1 to 20	What's this? It's (a car). Go slow. Go fast. I come to school by bus. I walk. The ship travels on water. The plane travels on air. The bus travels on land. My favorite way to travel is by ship/car/plane. Let's count. There are five bicycles. Do you use a car to travel on water? Yes./No. What happens?	- Identificar imágenes - Seguir instrucciones - Comprender los conceptos de rápido y lento - Relacionar imágenes - Actuar - Cantar - Clasificar - Identificar números - Contar - Recordar partes de una historia.	- Señalar - Tocar un instrumento - Trazar líneas - Trazar círculos - Recortar - Pegar - Dibujar - Colorear sin salirse de la figura - Rodar pelotas - Trazar números - Correr - Caminar

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Unit 7 My Town

Objetivos	Vocabulario	Estructuras	Habilidades cognitivas	Habilidades motrices
- Identificar lugares en la ciudad - Identificar qué se puede hacer en distintos lugares de la ciudad - Identificar la ubicación de lugares en la ciudad - Contar del 1 al 12 - Desarrollar y poner en práctica habilidades motrices gruesas - Practicar habilidades de lectura y comprensión de lectura	ambulance, animals, elephant, fair, Ferris wheel, food, hospital, movie, movie theater, museum, next to, painting, park, play, police station, police car, police officers, ride, school, school bus, toy store, toys, watch, zoo; numbers 1 to 12	What's this? It's a supermarket. We can buy food at the supermarket. Where can you buy food? At the supermarket. What is next to the supermarket? The movie theater. Let's count. Write the number one next to the toy store. Let's run/walk/jump/crawl/hop. Count the steps to the toy store. Do you buy food at the supermarket? Yes./No.	- Identificar imágenes - Seguir instrucciones - Cantar - Actuar - Relacionar imágenes - Relatar partes de una historia - Identificar números - Contar - Identificar ubicación	- Señalar - Bailar - Escribir palabras - Brincar - Correr - Trazar círculos - Trazar líneas - Trazar líneas quebradas - Escribir números - Aplaudir - Gatear - Recortar - Pegar - Colorear sin salirse del contorno - Lanzar pelotas dentro de un recipiente - Golpear globos

Unit 8 Community Helpers

Objetivos	Vocabulario	Estructuras	Habilidades cognitivas	Habilidades motrices
- Identificar algunas ocupaciones - Hablar sobre el trabajo que ejercen diferentes ocupaciones - Identificar lugares de trabajo - Contar del 1 al 20 - Aprender la importancia de la amabilidad - Practicar habilidades de lectura y comprensión de lectura	animals, blackboard, blue, boy, bus, bus driver, deliver, drive, doctor, fire, fire station, firefighter, happy, hospital, mail, mailbox, mom, nurse, pilot, plane, police officer, police station, postman, put out, red, sad, school, sick, surprised, teach, teacher, vet, veterinarian, work; numbers 1 to 20	He's a postman. She's a teacher. The postman delivers the mail. The postman puts the mail in the mailbox. The teacher teaches at school. Who delivers the mail? The postman. The police officer works at the police station. The nurse works at the hospital. The firefighter puts out fires. A doctor works at the police station... Yes./No. Who works at the police station? The police officer works at the police station. Who can help Max? The doctor. The doctor/nurse helps sick people. The veterinarian helps sick animals. Does the doctor deliver the mail? Yes./No. How many (firefighters) are there? There are (twenty). What number is this? It's the number eighteen. Is this the number (five)? Yes./No. Is Red happy/sad/surprised?	- Identificar imágenes - Seguir instrucciones - Relacionar imágenes - Cantar - Contar - Relatar partes de una historia - Predecir	- Señalar - Trazar líneas - Trazar líneas quebradas - Dibujar - Recortar - Pegar - Trazar círculos - Aplaudir - Trazar números - Escribir números - Colorear sin salirse de la figura - Actuar