<table>
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<tr>
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<td>Singing songs and nursery rhymes with commands</td>
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<td>Writing rules for safety on the street</td>
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<td>Creating a safety plan</td>
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| **Chapter 4:** Reporting Incidents | Baby Jessica: the little girl who fell in the well Incident reports | Identifying the parts of the body  
Singing a song about parts of the body  
Describing an incident  
Analyzing an incident report  
Reciting nursery rhymes about incidents  
Describing playground activities  
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Explaining an incident  
Filling out an incident report  
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| **Chapter 5:** Treating Illnesses and Injuries | What a Day: the ailments of the Orozco family  
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Filling out an illness report form | Using vocabulary related to illnesses and injuries  
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| **Chapter 6:** Infants | Infants  
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Discussing tips for reducing the risk of SIDS  
Restating safety tips for babies  
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Writing memories in a baby book | Using vocabulary related to infants' care and development, family chores and responsibilities  
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Making guesses with may, might, could, and maybe  
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Writing a thank-you note  
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Practicing with syllables and word stress in a song  
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Toddler from two to three years old  
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Giving toddlers appropriate choices  
Asking and answering questions about a family members daily routine  
Writing about a daily routine  
Singing a song about separation anxiety  
Practicing songs and finger plays to enjoy with toddlers  
Verbalizing your actions to a toddler  
Setting limits for behavior | Using vocabulary related to toddlers' care, development, and communication  
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Asking and answering questions in simple present  
Making statements with keep + prepositional phrase  
Describing routines with the present tense  
Asking questions with What time and When  
Using at, in, and on to talk about time  
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Practicing intonation in choice questions  
Using choice questions  
Role-playing talking to a toddler about your actions  
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Practicing songs to enjoy with preschoolers  
Playing games to enjoy with preschoolers | Using vocabulary related to preschoolers' care, development, and communication  
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Using can and can't to ask and answer about ability  
Pronouncing can and can't in sentences  
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| **CHAPTER 9: School-Age Children** | School-age children  
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Re-directing children with suggestions  
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Describing emotions  
Giving descriptive praise  
Dealing with misbehavior  
Making rules appropriate for a school-age child  
Singing songs for learning phone numbers  
Playing games for solving conflicts  
Writing a note to a child | Using vocabulary related to school-age children's development, responsibilities, and emotions  
Identifying syllables and stress in words  
Giving opinions  
Agreeing and disagreeing  
Making suggestions with could, let's, why don't we, and how about  
Using before, after, when, and as soon as  
Identifying the order of actions in a sequence  
Identifying parts of a complex sentence  
Using adjectives with -ed and -ing endings  
Giving descriptive praise with gerunds and infinitives  
Listening to and writing dictation |