Bebop and Friends 2 (90 hours)

revision/recycling based on lessons content in Navio and Student’s App

Unit 1

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| --- | --- | --- | --- |
| lesson | vocabulary - key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1PB pg. 4AB pg. 4 | * *backpack, glue stick, marker, paintbrush, black*
* *book, crayon*
 |  | * learning to name four school objects
* practicing listening comprehension
* improving visual and auditory discrimination
* developing critical thinking
* strengthening fine motor skills
* learning to follow a colour key
 |
| Lesson 2PB pg. 5AB pg. 5 | * *backpack, book, crayon, glue stick, marker, paintbrush*
 | * *Can I have a (glue stick)?*
* *Here you are.*
 | * using key language in a sentence
* understanding how to ask for something
* practicing listening comprehension
* improving visual and auditory discrimination
* strengthening fine motor skills
* improving hand-eye coordination
 |
| Lesson 3PB pg. 6AB pg. 6 | * *11*
* *apple, backpack, book, crayon, glue stick, marker, paintbrush, circle, black, red, 1-10*
 |  | * understanding a story about school activities
* using pictures to invent a story
* developing critical thinking
* learning to sequence
* improving visual and auditory discrimination
* improving hand-eye coordination
* strengthening fine and gross motor skills
* following a pattern
 |
| Lesson 4 PB pg. 7AB pg. 7 | * *backpack, book, chair, crayon, paintbrush, 1-11*
 |  | * describing main characters in a story
* improving visual discrimination
* recognizing and tracing a circle
* strengthening fine and gross motor skills
* improving hand-eye coordination
 |
| Lesson 5PB pg. 8AB pg. 8 | * *eraser, pencil, pencil case*
* *backpack, book, paintbrush, eraser, pencil, pencil case, table, 1-11*
 | * *Where’s the (eraser)?*
* *It’s (on) the (table).*
 | * learning to name three school objects
* using key language in a sentence
* practicing listening comprehension
* improving visual and auditory discrimination
* developing critical thinking
* strengthening fine motor skills
* improving hand-eye coordination
* following a pattern
 |
| Lesson 6 PB pg. 9AB pg. 9 | * *few, many*
* *eraser, marker, pencil, orange, blue, red, yellow*
 |  | * learning to measure, describe and classify by quantity
* improving visual discrimination
* strengthening fine motor skills
* developing critical thinking
* practicing counting
 |
| Lesson 7 PB pg. 10AB pg. 10 | * *draw, point*
* *apple, paintbrush, pencil, circle, green, orange, red, 1-11*
 |  | * learning two actions
* learning to hold a pencil between a thumb and two fingers
* strengthening fine and gross motor skills
* improving visual and auditory discrimination
* developing critical thinking
* practicing counting
* learning to take turns
 |
| Lesson 8 PB pg. 11AB pg. 11 | * *crayon, eraser, glue stick, paintbrush, pencil, pencil case, table*
 | * *Where’s the (pencil)?*
* *It’s on the table.*
 | * improving visual discrimination
* strengthening fine motor skills
* improving hand-eye coordination
* developing critical thinking
 |
| Lesson 9Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |

Unit 2

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| --- | --- | --- | --- |
| lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (10)PB pg. 12AB pg. 12 | * *cheeks, hair, head, teeth*
* *ears, eyes, mouth, nose, brown*
 |  | * learning to name four parts of the body
* practicing listening comprehension
* improving visual and auditory discrimination
* strengthening fine and gross motor skills
 |
| Lesson 2 (11)PB pg. 13AB pg. 13 | * *ears, eyes, hair, head, mouth, nose, parts of the face*
 | * *This is my (head).*
* *These are my (eyes).*
 | * using key language in a sentence
* understanding when to use *This is / These are ….*
* practicing listening comprehension
* developing critical thinking
* improving auditory discrimination
* strengthening fine motor skills
 |
| Lesson 3 (12)PB pg. 14AB pg. 14 | * *12*
* *cheeks, head, doctor, circle, rectangle, blue, yellow, 1-11*
 |  | * understanding a story about going to the doctor
* talking about personal experiences
* learning to sequence
* strengthening fine and gross motor skills
* improving auditory discrimination
* improving hand-eye coordination
* developing critical thinking
* following a pattern
 |
| Lesson 4 (13)PB pg. 15AB pg. 15 | * *cheeks, head, 1-12*
 |  | * identifying the problem and solution in a story
* empathizing with characters in a story
* improving visual discrimination
* strengthening fine motor skills
* improving hand-eye coordination
 |
| Lesson 5 (14)PB pg. 16AP pg. 16 | * *fingers, knees, shoulders, toes*
* *arms, hands, legs, fingers*
 | * *What are these?*
* *These are my (fingers).*
 | * learning to name four parts of the body
* using key language in a sentence
* practicing listening comprehension
* improving hand-eye coordination
* improving visual and auditory discrimination
* strengthening fine motor skills
* developing critical thinking
 |
| Lesson 6 (15)PB pg. 17AB pg. 17 | * *hairbrush, soap*
* *parts of the body, hair, hands, teeth, bath, circle, blue*
 | * *This is my (hair).*
* *These are my (teeth).*
 | * learning about good hygiene routines
* learning to name three objects used in daily routines
* strengthening fine motor skills
* improving hand-eye coordination
* developing critical thinking
 |
| Lesson 7 (16)PB pg. 18AB pg. 18 | * *brush, pick out, wake up, wriggle*
* *arms, cheeks, feet, hair, knees, legs, teeth, toes, boots, coat, socks, wash*
 |  | * learning four actions
* learning about good hygiene routines
* strengthening fine and gross motor skills
* improving auditory discrimination
* learning to follow instructions
* learning to take turns
 |
| Lesson 8 (17)PB pg. 19AB pg. 19 | * parts of the body
 |  | * improving auditory discrimination
* strengthening fine motor skills
 |
| Lesson 18Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 19Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 20PB pg. 20 | * *breathe, stop, wind*
* *colours, fast, slow, bid, small, tree*
 |  | * making healthy choices
* developing self-awareness of breath and the action of breathing
* observing how breathing moves fast and slow based on activities and feelings
* recognizing and incorporating vocabulary in the context of a story through sound and images
 |
| Lesson 21PB pg. 21 | * *happy, angry, tired and calm, breathe*
* body parts
 |  | * listening attentively and responding appropriately to cues
* making connections between body awareness, emotional state and breathing
* exploring mindful breathing habits
 |

Unit 3

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| lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (22)PB pg. 22AB pg. 20 | * *coat, gloves, scarf, skirt, white*
* *shorts, T-shirt*
 |  | * naming four items of clothing
* learning to classify objects by colour
* practicing listening comprehension
* strengthening fine and gross motor skills
* improving visual and auditory discrimination
 |
| Lesson 2 (23)PB pg. 23AB pg. 21 | * *coat, pants, scarf, skirt, sweater, T-shirt, black, purple, white*
 | * *What are you wearing?*
* *A (white) (skirt).*
 | * using key language in a sentence
* understanding a question in the present continuous
* understanding how to describe an object by colour
* practicing listening comprehension
* improving visual and auditory discrimination
* strengthening fine motor skills
* following a colour key
 |
| Lesson 3 (24)PB pg. 24AB pg. 22 | * *13*
* *coat, gloves, scarf, toes, sit down, stand up, circle, 1-12*
* colours
 |  | * understanding a story about a snowy day
* identifying words that rhyme
* learning to sequence
* developing critical thinking
* strengthening fine and gross motor skills
* improving auditory discrimination
* improving hand-eye coordination
 |
| Lesson (25)PB pg. 25AB pg. 23 | * *boots, coat, gloves, raincoat, scarf, shorts, skirt, T-shirt, blue, brown, 1-13*
 |  | * describing a setting in a story
* understanding the importance of selecting the correct clothes for the weather
* improving visual discrimination
* strengthening fine motor skills
* developing critical thinking
 |
| Lesson 5 (26)PB pg. 26AB pg. 24 | * *dress, hot, sandals*
* *boots, coat, gloves, pants, shorts, sweater, T-shirt*
 | * *When it’s (hot), I wear (sandals).*
 | * learning to name three items of clothing
* using key language in a sentence
* practicing listening comprehension
* understanding cause and effect
* understanding the concepts of hot and cold
* strengthening fine motor skills
* improving visual and auditory discrimination
* improving hand-eye coordination
* developing critical thinking
 |
| Lesson 6 (27)PB pg. 27AB pg. 25 | * *boots, coat, dress, gloves, hat, cold, hot, blue, yellow*
 | * *When it’s (hot), I wear a (hat).*
 | * learning about the different weather of places
* selecting the correct clothes for the weather
* talking about personal experiences
* developing critical thinking
* strengthening fine motor skills
* improving visual discrimination
 |
| Lesson 7 (28)PB pg. 28AB pg. 26 | * *fold it up, hang it on, put it in*
* *backpack, coat, gloves, raincoat, scarf, sweater, take off, green, 1-13*
 |  | * learning three actions
* strengthening gross motor skills
* improving auditory discrimination
* improving hand-eye coordination
* classifying by temperature
* developing critical thinking
* learning to follow instructions
* practicing skills needed for self-care and independence
 |
| Lesson 8 (29)PB pg. 29AB pg. 27 | * *coat, dress, gloves, hat, sandals, scarf*
 |  | * improving visual coordination
* strengthening fine motor skills
* personalizing a picture
 |
| Lesson 30Navio, Sts App | * reviewing key language and concepts
 | reviewing key language and concepts | * reviewing key language and concepts
 |
| Lesson 31Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 32TRC | Festival – Christmas* *Christmas, reindeer, Santa, sleigh*
 | * *It’s a (reindeer).*
 | * learning about Christmas
* learning Christmas vocabulary
* understanding and replying to *Who* and *What* questions
* strengthening fine motor skills
 |

Unit 4

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| lesson | vocabulary – key and reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (33)PB pg. 30AB pg. 28 | * *balloons, cake, candles, party hats, pink*
* *ball, doll*
 |  | * learning to name four party items
* recognizing by colour
* practicing listening comprehension
* strengthening fine and gross motor skills
* improving visual and auditory discrimination
* developing critical thinking
 |
| Lesson 2 (34)PB pg. 31AB pg. 29 | * *cake, candles, 4, 8, 12*
 | * *How old are you?*
* *I’m (four).*
 | * using key language in a sentence
* understanding and replying to *How old are you?*
* practicing listening comprehension
* improving visual and auditory discrimination
* developing critical thinking
* strengthening fine motor skills
* improving hand-eye coordination
 |
| Lesson 3 (35)PB pg. 32AB pg. 30 | * *14*
* *balloons, cake, candles, doll, party hats, rectangle, pink, 1-13*
 |  | * understanding a story about a birthday party
* sequencing a story
* identifying syllables in spoken words
* developing critical thinking
* improving auditory discrimination
* improving hand-eye coordination
* strengthening fine and gross motor skills
 |
| Lesson 4 (36)PB pg. 33AB pg. 31 | * *balloons, cake, candles, party hats, pink, 1-14*
 |  | * understanding how stories are constructed
* suggesting a new beginning, middle and end to a story
* talking about personal experiences
* strengthening fine motor skills
* improving visual discrimination
* improving hand-eye coordination
* strengthening fine and gross motor skills
 |
| Lesson 5 (37)PB pg. 34AB pg. 32 | * *dinosaur, doll’s house, hula hoop*
* *teddy bear, train*
 | * *I have a (dinosaur).*
* *What do you have?*
 | * learning to name three toys
* using key language in a sentence
* understanding and using *have*
* practicing listening comprehension
* strengthening fine motor skills
* improving visual and auditory discrimination
* improving hand-eye coordination
 |
| Lesson 6 (38)PB pg. 35AB pg. 33 | * *oval*
* *doll’s house, teddy bear, train, circle, rectangle, square, triangle, black, blue, green, pink, purple, 1-10*
 |  | * recognizing shapes in the environment
* developing critical thinking
* improving visual discrimination
* strengthening fine and gross motor skills
* following a pattern
 |
| Lesson 7 (39)PB pg. 36AB pg. 34 | * *lift, smile, spin, walk*
* *hula hoop, jump, wiggle, black, green, orange, pink, red, 1-4*
 |  | * learning four actions
* strengthening gross motor skills
* improving visual and auditory discrimination
* learning to follow instructions
 |
| Lesson 8 (40)PB pg. 37AB pg. 35 | * *balloons, cake, candles, dinosaur, doll, doll’s house, party hats, teddy bear, train, oval, colours, 1-14*
 |  | * improving visual discrimination
* strengthening fine motor skills
* developing critical thinking
* following a pattern
* following a colour key
 |
| Lesson 41Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 42Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 43PB pg. 38 | * *panda, friend, alone, play*
* *happy birthday, party, breathe*
* toy vocabulary
 |  | * developing self-awareness
* recognizing the different desires to play alone and to play together
* learning different ways that children play
* recognizing and incorporating vocabulary in the context of a story through sound and images
 |
| Lesson 44PB pg. 39 | * *belly, friend, panda, party, eat, play, run, walk*
 |  | * developing self-awareness
* listening attentively and responding appropriately to cues
* expanding ideas of what play is: games, making something, pretending, ball games
* recognizing differences in the ways children like to play
* playing independently and collaboratively
 |
| Lesson 45 | Festival – Valentine Day* *friend, heart*
* *brother, daddy, mommy, sister*
 | * *This is my friend.*
 | * learning a new shape
* learning Valentine’s Day vocabulary
* strengthening fine and gross motor skills
 |

Unit 5

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| Lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (46)PB pg. 40AB pg. 36 | * *bed, bookcase, toy box, star*
* *bedroom, book, doll, teddy bear, 7, 14*
 |  | * learning to name three objects from around the home
* practicing listening comprehension
* developing fine and gross motor skills
* improving visual and auditory discrimination
* developing critical thinking
 |
| Lesson 2 (47)PB pg. 41AB pg. 37 | * *ball, doll, teddy bear, bed, table, toy box*
 | * *Where’s the (ball)?*
* *It’s (under) the (table).*
 | * using key language in a sentence
* understanding and using the preposition *under*
* practicing listening comprehension
* improving visual and auditory discrimination
* developing critical thinking
* strengthening fine and gross motor skills
* improving hand-eye coordination
 |
| Lesson 3 (48)PB pg. 42AB pg. 38 | * *15, 16*
* *bathroom, bedroom, bed, books, bookcase, doll, table, teddy bear, toy box, star, black, white*
 |  | * understanding a story about moving
* recognizing rhyming patterns
* developing critical thinking
* improving auditory discrimination
* improving hand-eye coordination
* strengthening fine and gross motor skills
 |
| Lesson 4 (49)PB pg. 43AB pg. 39 | * *bathroom, bedroom, kitchen, bed, bookcase, dinosaur, table, teddy bear, toy box, star, 1-16*
 |  | * recognizing the main events in a story
* inventing a new story
* empathizing with a character in a story
* developing critical thinking
* strengthening fine motor skills
* improving visual discrimination
* improving hand-eye coordination
 |
| Lesson 5 (50)PB pg. 44AB pg. 40 | * *lamp, sofa, TV*
* *living room, bed, doll’s house, table, purple*
 | * *This is a (big) (sofa).*
 | * learning to name three objects from around the home
* understanding how to describe an object by size
* practicing listening comprehension
* improving visual and auditory discrimination
* strengthening fine motor skills
* improving hand-eye coordination
* developing critical thinking
* classifying objects by size
 |
| Lesson 6 (51)PB pg. 45AB pg. 41 | * *modern*
* *bed, book, bookcase, candle, doll, lamp, TV, old, star, green, pink, 1-16*
 |  | * learning about past events and that things change over time
* classifying by old and modern
* developing critical thinking
* improving visual discrimination
 |
| Lesson 7 (52)PB pg. 46AB pg. 42 | * *hug, pick up, put away*
* *bed, book, bookcase, cars, teddy bear, toy box, clap, open, smile, star, 1-3*
 |  | * learning three actions
* working with the other children to clean the classroom
* strengthening gross motor skills
* improving auditory discrimination
* improving hand-eye coordination
* developing critical thinking
* learning to listen to instructions
 |
| Lesson 8 (53)PB pg. 47AB pg. 43 | * *ball, bed, book, bookcase, dinosaur, doll, lamp, sofa, toy box, T-shirt, black, pink*
 | * *This is a (big) (lamp).*
* *Where’s the (T-shirt)?*
* *It’s (on) the (bed).*
 | * developing critical thinking
* improving visual discrimination
* strengthening fine motor skills
 |
| Lesson 54Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 55Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 56TRC | Festival – Easter* *chick, egg, hen*
* animals and their babies
 | * *It’s (a) (chick).*
 | * learning Easter vocabulary
* learning about the life cycle of a chick
* making a hidden chick
* strengthening fine motor skills
 |

Unit 6

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| lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (57)PB pg. 48AB pg. 44 | * *chick, cow, hen, rooster, grey*
* *dog, mouse*
 |  | * learning to name four farm animals
* learning to classify objects by colour
* practicing listening comprehension
* strengthening fine motor skills
* improving hand-eye coordination
* improving visual and auditory discrimination
 |
| Lesson 2 (58)PB pg. 49AB pg. 45 | * *chick, cow, hen, rooster, 1-6*
 | * *There are (two) (roosters) on the farm.*
* *How many (roosters) are there?*
 | * using key language in a sentence
* practicing listening comprehension
* understanding how to describe how many animals there are
* improving visual and auditory discrimination
* developing critical thinking
* strengthening fine motor skills
* improving hand-eye coordination
 |
| Lesson 3 (59)PB pg. 50AB pg. 46 | * *17, 18*
* *chicks, cow, dog, hen, mouse, rooster, black, brown, grey, pink, white, 1-16*
 |  | * understanding a story about chicks hatching on a farm
* retelling a story with different characters
* developing critical thinking
* learning about baby animals
* improving auditory discrimination
* improving hand-eye coordination
* strengthening fine and gross motor skills
 |
| Lesson 4 (60)PB pg. 51AB pg. 47 | * *chicks, cow, dog, hen, mouse, rooster, black, white, yellow, 1-18*
 | * *How many (chicks) are there?*
* *There are (18) (chicks) on the farm.*
 | * developing print motivation
* strengthening fine motor skills
* improving visual discrimination
* improving hand-eye coordination
 |
| Lesson 5 (61)PB pg. 52AB pg. 48 | * *duck, horse, rabbit, sheep*
 | * *What colour is the (horse)?*
* *The (horse) is (grey).*
 | * learning to name four farm animals
* putting key language in a sentence
* understanding and replying to questions about colour
* practicing listening comprehension
* improving visual and auditory discrimination
* strengthening fine motor skills
* improving hand-eye coordination
* following a colour key
 |
| Lesson 6 (62)PB pg. 53AB pg. 49 | * *cow, hen, sheep, eggs, 1-18*
 |  | * learning where animal products come from
* developing critical thinking
* improving visual discrimination
* strengthening fine motor skills
* improving hand-eye coordination
 |
| Lesson 7 (63)PB pg. 54AB pg. 50 | * *gallop, run, swim, yes, no*
* *dog, duck, fish, horse, rabbit, rooster, sheep, sleep, red, 16-18*
 |  | * learning three actions
* understanding *yes* and *no*
* developing gross motor skills
* improving auditory discrimination skills
* learning to follow instructions
 |
| Lesson 8 (64)PB pg. 55AB pg. 51 | * *chick, duck, cow, hen, horse, rabbit, rooster, sheep, black, brown, grey, yellow, white, 1-6*
 | * *What colour is the (hen)?*
* *The (hen) is (brown).*
 | * improving visual discrimination
* learning to take turns
 |
| Lesson 65Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 66Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 67PB pg. 56 | * *grow, plant, family, farm*
* *sun, together, eat, bananas*
 |  | * learning about differences
* learning how plants grow with sun, soil, and water
* recognizing and incorporating vocabulary in the context of a story through sounds and images
* appreciating the value of contributing to a family
 |
| Lesson 68PB pg. 57 | * *banana tree, flower, plant, sun, grandpa, grandma, grow*
 |  | * learning about differences
* appreciating that plants provide different food in a variety of cultures
* listening attentively and responding appropriately to cues
* learning parts of plant growth stages: seed, plant, flower, fruit
* recognizing that there is diversity of plants, and that cultures grow different things
* making connections between the characters in the story and their own life experiences
* exploring mindful breathing habits
 |

Unit 7

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| Lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (69)PB pg. 58AB pg. 52 | * *cereal, milk, soup, steak*
* *carrots, tomatoes*
 |  | * learning to name four items of food
* exploring different kinds of food
* expressing preferences
* practicing listening comprehension
* strengthening fine and gross motor skills
* improving visual and auditory discrimination
* following a pattern
 |
| Lesson 2 (70)PB pg. 59AB pg. 53 | * *cereal, milk, soup*
 | * *I like (milk).*
* *I don’t like (milk).*
 | * using key language in a sentence
* expressing likes and dislikes
* practicing listening comprehension
* classifying by likes and dislikes
* improving visual and auditory discrimination
* developing critical thinking
* strengthening fine motor skills
* improving hand-eye coordination
 |
| Lesson 3 (71)PB pg. 60AB pg. 54 | * *20*
* *milk, soup, steak, tomatoes, circle, brown, blue, orange, 1-19*
 | * *I (like) (soup).*
 | * understanding a story about likes and dislikes
* practicing listening comprehension
* expressing likes and dislikes
* developing critical thinking
* improving auditory discrimination
* improving hand-eye coordination
* strengthening fine motor skills
 |
| Lesson 4 (72)PB pg. 61AB pg. 55 | * *cereal, soup, steak, tomatoes, brown, 1-10*
 |  | * identifying the main event in a story
* developing critical thinking
* strengthening fine motor skills
* improving visual discrimination
* improving hand-eye coordination
 |
| Lesson 5 (73)PB pg. 62AB pg. 56 | * *eggs, orange, juice, pancakes*
* *apples, grapes, milk*
 | * *Do you like (pancakes)?*
* *Yes, I do.*
* *No, I don’t.*
 | * learning to name three items of food
* using key language in a sentence
* asking and replying to questions about likes and dislikes
* practicing listening comprehension
* strengthening fine motor skills
* improving visual and auditory discrimination
* improving hand-eye coordination
* classifying food by likes and dislikes
 |
| Lesson 6 (74)PB pg. 63AB pg. 57 | * *breakfast, dinner*
* *cereal, pancakes, soup, steak*
 | * *I like (pancakes).*
 | * talking about diversity in mealtimes
* expressing likes
* improving visual discrimination
* strengthening fine motor skills
* improving hand-eye coordination
* personalizing a topic through a picture
 |
| Lesson 7 (75)PB pg. 64AB pg. 58 | * *flip, pour, squeeze*
* *breakfast, eggs, milk, orange juice, oranges, pancakes, add, clap, mix, 1-6*
 |  | * learning three actions
* strengthening fine and gross motor skills
* improving auditory discrimination
* learning about making a healthy breakfast
* learning to follow instructions
* developing critical thinking
* improving hand-eye coordination
 |
| Lesson 8 (76)PB pg. 65AB pg. 59 | * *carrots, cereal, milk, pancakes, soup, steak, breakfast, dinner, yellow, purple*
 | * *I like (pancakes).*
* *I don’t like (pancakes).*
 | * talking about mealtimes
* classifying by mealtimes
* expressing likes and dislikes
 |
| Lesson 77Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 78Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |

Unit 8

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| lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (79)PB pg. 66AB pg. 60 | * *fair, museum, park, zoo*
* *fire station, hospital, school, fly, gallop, run, stomp, walk, blue, green, pink, purple, red*
 |  | * learning to name four places in a town
* practicing listening comprehension
* expressing preferences
* strengthening fine and gross motor skills
* improving visual and auditory discrimination
* finding about places in town
 |
| Lesson 2 (80)PB pg. 67AB pg. 61 | * *fair, museum park, zoo*
 | * *Let’s go to the (fair).*
 | * using key language in a sentence
* understanding and using *Let’s go to the …*
* practicing listening comprehension
* improving visual and auditory discrimination
* developing critical thinking
* strengthening fine motor skills
* improving hand-eye coordination
* finding out about places in the local area
 |
| Lesson 3 (81)PB pg. 68AB pg. 62 | * *diamond*
* *ball, dog, fair, museum, park, zoo, black, blue, green, 1-7*
 |  | * understanding a story about losing a dog
* empathizing with a character in a story
* developing critical thinking
* improving auditory discrimination
* improving hand-eye coordination
* strengthening fine and gross motor skills
 |
| Lesson 4 (82)PB pg. 69AB pg. 63 | * *dog, fair, museum, park, zoo, 1-10*
 |  | * talking about the end of a story
* asking some questions about a story
* developing critical thinking
* strengthening fine motor skills
* improving visual discrimination
 |
| Lesson 5 (83)PB pg. 70AB pg. 64 | * *movie theatre, theatre, toy store*
* *fair, fire station, zoo, diamond, orange, yellow*
 | * *Where’s the (toy store)?*
* *The (toy store) is next to the (zoo).*
 | * learning to name three places in town
* using key language in a sentence
* understanding and using the preposition *next to*
* practicing listening comprehension
* strengthening fine motor skills
* improving visual and auditory discrimination
* improving hand-eye coordination
* finding out about places in town
 |
| Lesson 6 (84)PB pg. 71AB pg. 65 | * *bad, good*
* *diamond, green, yellow, red*
 |  | * learning about traffic safety
* learning two adjectives
* developing critical thinking
* improving visual discrimination
* strengthening fine motor skills
* improving hand-eye coordination
 |
| Lesson 7 (85)PB pg. 72AB pg. 66 | * *listen, look, wait*
* *car, museum, park, fair, zoo, stop, walk*
 | * *Let’s go to the (zoo).*
 | * learning three actions
* practicing traffic safety skills
* developing gross motor skills
* improving visual and auditory discrimination
* improving hand-eye coordination
* developing critical thinking
* learning to follow instructions
 |
| Lesson 8 (86)PB pg. 73AB pg. 67 | * *fair, fire station, movie theatre, museum, park, police station, theatre, zoo, 1-6*
 | * *Let’s go to the (park).*
* *The (museum) is next to the (park).*
 | * practicing counting
* learning to take turns
 |
| Lesson 87Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 88Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 89PB pg. 74 | * *help, thank you*
* shapes
* *fair, family, friends, hospital, museum, school*
 |  | * treating others kindly
* developing a sense of ability to help on the children
* recognizing that helping others feel good
* recognizing and incorporating vocabulary in the context of the story through sound and image
 |
| Lesson 90PB pg. 75 | * professions and places in the community
 |  | * trusting others kindly
* listening attentively and responding appropriately to cues
* recognizing people who help us from different parts of the community
 |