Bebop and Friends 3 (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 1  PB pg. 4  AB pg. 4 | * *scissors, cutting, painting, pasting* * *glue stick, paintbrush, grey* |  | * learning to name a classroom object * learning three classroom actions * practicing listening comprehension * improving visual and auditory discrimination * improving hand-eye coordination * strengthening fine and gross motor skills |
| Lesson 2  PB pg. 5  AB pg. 5 | * *glue stick, paintbrush, scissors, cutting, painting, pasting* | * *I’m (painting).* * *I have a (paintbrush).* | * using key language in a sentence * understanding how to say what you are doing now * practicing listening comprehension * improving auditory discrimination * strengthening fine motor skills * improving hand-eye coordination * developing critical thinking |
| Lesson 3  PB pg. 6  AB pg. 6 | * *30* * *glue stick, paintbrush, school, scissors, cutting, painting pasting, diamond, triangle, 2* | * *I have (scissors).* * *I’m (cutting).* * *I’m pasting two triangles.* | * understanding a story about teamwork * identifying syllables in words * learning to read a sentence through pictures * learning to listen to others * improving auditory discrimination * strengthening fine and gross motor skills |
| Lesson 4  PB pg. 7  AB pg. 7 | * *cake, glue stick, paintbrush, school, scissors, cutting, painting, pasting, square, blue, green, yellow, 1-30* |  | * identifying the main events n a story * creating and telling a new story about teamwork * improving visual discrimination * strengthening fine motor skills * developing critical thinking |
| Lesson 5  PB pg. 8  AB pg. 8 | * *colouring, drawing, fingerpainting* * *backpack, crayon, fingers, pencil* | * *What are you doing, (Lucy)?* * *I’m (drawing) with my (pencil).* | * learning to name three classroom actions * using key language in a sentence * understanding and replying to *What are you doing?* * practicing listening comprehension * understanding the connection between the action and object * improving auditory discrimination skills * strengthening fine and gross motor skills * improving hand-eye coordination * developing critical thinking |
| Lesson 6  PB pg. 9  AB pg. 9 | * *crayon, paintbrush, 1-7* |  | * practicing counting and learning to add * improving visual discrimination * strengthening fine motor skills * developing critical thinking |
| Lesson 7  PB pg. 10  AB pg. 10 | * *counting, dancing, singing* * *cat, chair, hat, school, teddy bear, drawing, painting, brown, 1-3* |  | * learning three actions * strengthening fine and gross motor skills * improving visual and auditory discrimination * improving hand-eye coordination * developing critical thinking * learning to follow instructions |
| Lesson 8  PB pg. 11  AB pg. 11 | * *crayon, fingers, glue stick, paintbrush, pencil, scissors, colouring, cutting, drawing, fingerpainting, painting, pasting* | * *I’m (drawing) with my (pencil).* | * improving visual discrimination * strengthening fine motor skills * improving hand-eye coordination * developing critical thinking |
| Lesson 9  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 10  TRC | Festival – Halloween   * *eyes, mouth, nose, teeth, pumpkin* * *arms, feet, hands, head, legs* | * *It’s a (pumpkin).* * *They’re (eyes).* | * learning about Halloween * learning Halloween and parts of the face vocabulary * strengthening fine motor skills |

Unit 2

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| lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (11)  PB pg. 12  AB pg. 12 | * *basketball, hopscotch, jump rope, soccer* * *ball, hula hoop, black* |  | * learning to name four games * practicing listening comprehension * learning to classify * developing critical thinking * improving visual and auditory discrimination * strengthening fine and gross motor skills * personalizing learning through drawing |
| Lesson 2 (12)  PB pg. 13  AB pg. 13 | * *basketball, hopscotch, jump rope, soccer* | * *Do you like games?* * *Yes, I like (basketball).* | * using key language in a sentence * practicing expressing likes * practicing listening comprehension * developing auditory discrimination * strengthening fine motor skills * improving hand-eye coordination * developing critical thinking |
| Lesson 3 (13)  PB pg. 14  AB pg. 14 | * *40* * *ball, basketball, hopscotch, jump rope, soccer, TV, colouring, 1, 10, 20, 30* | * *I’m colouring one ball.* | * understanding a story about being active * identifying long and short words * learning to read a sentence through pictures * improving auditory discrimination * strengthening fine and gross motor skills |
| Lesson 4 (14)  PB pg. 15  AB pg. 15 | * *basketball, hopscotch, jump rope, soccer, rectangle, pink, purple, 1-40* |  | * identifying the main events in a story * learning about compound nouns * improving visual discrimination * strengthening fine motor skills * improving hand-eye coordination |
| Lesson 5 (15)  PB pg. 16  AP pg. 16 | * *climb, hop, ride, skate* | * *(Lucy), what can you do?* * *I can (climb).* | * learning to name four activities * learning to express what you can do * using key language in a sentence * practicing listening comprehension * improving auditory discrimination * strengthening fine and gross motor skills * improving hand-eye coordination * developing critical thinking |
| Lesson 6 (16)  PB pg. 17  AB pg. 17 | * *active, not active* * *basketball, hopscotch, jump rope, skating, soccer, green* |  | * learning about healthy lifestyles * having fun being active * improving visual discrimination * strengthening fine motor skills * classifying by active or inactive * developing critical thinking * increasing self-esteem |
| Lesson 7 (17)  PB pg. 18  AB pg. 18 | * *down, left, right, up* * *arms, climb, hop, skate, wiggle, blue* | * *What can you do?* * *I can (hop).* | * learning four directional words * understanding the concepts of left and right * strengthening gross motor skills * developing spatial awareness * improving visual and auditory discrimination * learning to follow instructions * practicing listening comprehension |
| Lesson 8 (18)  PB pg. 19  AB pg. 19 | * *basketball, jump rope, climb, dance, hop, ride, skate, swim, down, left, right, up, orange* | * *I can (climb).* | * improving visual discrimination * strengthening fine motor skills * improving hand-eye coordination * learning to take turns and play together * developing critical thinking * understanding and following directions |
| Lesson 19  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 20  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 21  PB pg. 20 | * *laugh, silly* * *basketball, climbing, hopping, hopscotch, jump rope* |  | * making healthy choices * recognizing the importance of laughter and joy for community building * recognizing and incorporating vocabulary in the context of a story through sound and images * identifying with the characters and recreating their experiences in the classroom |
| Lesson 22  PB pg. 21 | * *scissors, basketball, climbing, hopscotch, jump rope* |  | * focusing on shared experiences that build healthy relationships and self-expressions * making healthy choices * listening attentively and responding appropriately to cues * taking risks in a group environment using their bodies, creativity and voices |

Unit 3

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| lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (23)  PB pg. 22  AB pg. 20 | * *nightgown, pyjamas, slippers, swimsuit, swim trunks* * *skirt, T-shirt, orange, 1-40* |  | * naming five items of clothing * practicing listening comprehension * talking about going to a pool * improving visual and auditory discrimination * strengthening fine and gross motor skills |
| Lesson 2 (24)  PB pg. 23  AB pg. 21 | * *boots, coat, pyjamas, sandals, shorts, slippers, swimsuit, T-shirt* * colours | * *What are your favourite clothes?* * *My favourite clothes are my (red) (swimsuit) and my (purple) (sandals).* | * using key language in a sentence * learning to express preferences * practicing listening comprehension * improving auditory discrimination * strengthening fine motor skills * improving hand-eye coordination * developing critical thinking |
| Lesson 3 (25)  PB pg. 24  AB pg. 22 | * *41-50* * *bed, nightgown, pyjamas, slippers, swimsuit, swim trunks, drawing, jump, play, swim, sad, 1-40* | * *I’m drawing Eddy’s pyjamas.* | * understanding a story about a sleepover * learning to share and help others * identifying sound at the beginning of words * learning to read a sentence through pictures * improving auditory discrimination * strengthening fine and gross motor skills |
| Lesson 4 (26)  PB pg. 25  AB pg. 23 | * *coat, pyjamas, swim trunks, 40-50* |  | * identifying the problem and solution in a story * talking about a story * retelling the story with a new problem and solution * sequencing the numbers in the correct order * improving visual discrimination * strengthening fine motor skills * improving hand-eye coordination * developing critical thinking |
| Lesson 5 (27)  PB pg. 26  AB pg. 24 | * *crown, glasses, necklace, shirt* * colours * *boots, coat, dress, hat, pants, shoes, shorts, T-shirt* | * *What’s (John) wearing?* * *(He’s) wearing a (green) (shirt) and (red) (boots).* | * learning to name items of clothing * using key language in a sentence * using pronouns *he / she* in a sentence * practicing listening comprehension * improving auditory discrimination * strengthening fine motor skills * improving hand-eye coordination * developing critical thinking |
| Lesson 6 (28)  PB pg. 27  AB pg. 25 | * *day, night* * *gloves, hat, pyjamas, sandals, shirt, shorts, slippers, swimsuit, blue, yellow* |  | * classifying clothing by day or night * developing independence, self-confidence and self-esteem * improving visual discrimination * strengthening fine motor skills |
| Lesson 7 (29)  PB pg. 28  AB pg. 26 | * *curl up, yawn* * *bed, crown, pyjamas, slippers, teddy bear, daddy, mommy, feet, teeth, brush, climb, hug, put on, sleep, red, 1-5* |  | * learning two actions * strengthening fine and gross motor skills * learning to follow instructions * talking about problems and solutions * improving visual and auditory discrimination * learning to sequence actions |
| Lesson 8 (30)  PB pg. 29  AB pg. 27 | * *crown, glasses, necklace, slippers, swimsuit* |  | * improving visual coordination * strengthening fine motor skills * developing critical thinking |
| Lesson 31  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 32  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 33  TRC | Festival – Christmas   * *angel, Christmas tree, star, stocking* * *gingerbread house, light, tinsel* | * *What’s this?* * *It’s a (Christmas) (tree).* | * learning about Christmas * learning Christmas vocabulary * strengthening fine motor skills |

Unit 4

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| lesson | vocabulary – key and reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (34)  PB pg. 30  AB pg. 28 | * *acrobat, clown, juggler, ringmaster, popcorn* * *balloons, balls, train, 1-12* * colours |  | * learning to name four circus performers * practicing listening comprehension * improving visual and auditory discrimination * improving hand-eye coordination * strengthening fine and gross motor skills * following a colour key |
| Lesson 2 (35)  PB pg. 31  AB pg. 29 | * *acrobat, clown, juggler, ringmaster* | * *What is it?* * *What can you see?* * *I can see (a) (clown).* | * using key language in a sentence * practicing saying *I can see…* * practicing listening comprehension * improving visual and auditory discrimination * strengthening fine motor skills * improving hand-eye coordination * developing critical thinking |
| Lesson 3 (36)  PB pg. 32  AB pg. 30 | * *60* * *acrobat, clown, juggler, ringmaster, balloons, balls, hat, nose, shoes, bedroom, painting, play, big, 1-4* | * *I’m painting four balloons.* | * understanding a story about putting on a circus * identifying the syllables in words * learning to read a sentence through pictures * improving auditory discrimination * strengthening fine and gross motor skills |
| Lesson 4 (37)  PB pg. 33  AB pg. 31 | * *acrobat, clown, juggler, ringmaster, balls, 1-60* |  | * identifying the main events in a story * talking about characters in a story * sequencing a story * improving visual discrimination * strengthening fine motor skills * improving hand-eye coordination |
| Lesson 5 (38)  PB pg. 34  AB pg. 32 | * *dancer, strongman* * *car, clown, hat* | * *The (clown) is (behind) the (dancer).* * *Where’s the (clown)?* | * learning to name three circus performers * understanding and using the proposition *behind* * using key language in a sentence * practicing listening comprehension * improving visual and auditory discrimination * strengthening fine and gross motor skills * developing critical thinking |
| Lesson 6 (39)  PB pg. 35  AB pg. 33 | * *circle, diamond, oval, rectangle, square, triangle, star* * *clown, ringmaster, strongman* |  | * learning to recognize shapes in the environment * improving visual discrimination * strengthening fine motor skills * developing critical thinking |
| Lesson 7 (40)  PB pg. 36  AB pg. 34 | * *bow, pop, clap, wave* * *acrobat, rabbit, jump, stop, down, up, rectangle* |  | * learning three actions * strengthening gross motor skills * following a pattern * improving visual and auditory discrimination * learning to follow instructions |
| Lesson 8 (41)  PB pg. 37  AB pg. 35 | * *acrobat, clown, dancer, ringmaster, strongman, hat* * circus performers | * *The (clown) is (behind) the (ringmaster).* * *I’m (a) (dancer).* | * improving visual discrimination * strengthening fine motor skills * learning to take turns * developing critical thinking * personalizing learning through drawing |
| Lesson 42  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 43  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 44  PB pg. 38 | * *beach, share, smile* * *yes, no, ball, bike, toys, water, play together* |  | * appreciating that it’s ok to express our feelings about whether we want to share or not * listening attentively and responding appropriately to cues * treating others kindly * incorporating vocabulary and concepts in unstructured play * making connections between the characters in the story and their own life experiences * exploring mindful breathing habits |
| Lesson 45  PB pg. 39 | * *sunglasses, together* * *play, ball, bike, family, acrobat, juggler, swimsuit, swim trunks, glasses* |  | * treating others kindly * expressing feelings and ideas * recognizing and incorporating vocabulary in the context of a story through sound and images * connecting themes with their own lives |

Unit 5

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| Lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (46)  PB pg. 40  AB pg. 36 | * *aunt, grandma, grandpa, uncle* * *brother, daddy, mommy, sister, triangle* |  | * learning to name four family members * practicing listening comprehension * identifying the syllables in words * improving visual and auditory discrimination * strengthening fine and gross motor skills |
| Lesson 2 (47)  PB pg. 41  AB pg. 37 | * *aunt, daddy, mommy, grandma, grandpa, uncle* | * *Is (she) your (grandma)?* * *Yes, (she’s) my (grandma).* | * using key language in a sentence * understanding and replying to *Is …?* questions * developing listening comprehension * improving auditory discrimination * strengthening fine motor skills * developing critical thinking |
| Lesson 3 (48)  PB pg. 42  AB pg. 38 | * 70 * *aunt, daddy, mommy, grandma, grandpa, sister, uncle, cake, carrots, peas, steak, circle* * colours |  | * understanding a story about Grandpa’s birthday * identifying the syllables in words * learning to read an instruction through pictures * improving auditory discrimination * strengthening fine motor skills |
| Lesson 4 (49)  PB pg. 43  AB pg. 39 | * *grandma, sister, cake, candles, pancakes, 1-70* |  | * identifying the problem and solution in a story * thinking of other solutions to a problem * empathizing with others * improving visual discrimination * strengthening fine motor skills * developing critical thinking |
| Lesson 5 (50)  PB pg. 44  AB pg. 40 | * *eating, playing, reading, sleeping* * *mommy, grandma, grandpa, sister, bedroom, kitchen, living room* | * *What’s your (grandpa) doing?* * *(He’s) (sleeping) in the (bedroom).* | * learning to name four actions * using key language in a sentence * understanding and replying to *What’s your (grandpa) doing?* * practicing listening comprehension * improving auditory discrimination * strengthening fine motor skills * improving hand-eye coordination * developing critical thinking * personalizing an activity through drawing |
| Lesson 6 (51)  PB pg. 45  AB pg. 41 | * *baby, boy, man, oldest, youngest* * *bedroom, kitchen, living room, eating, playing, reading, sleeping, triangle* |  | * learning about ages and human development * learning to name stages of a male life * sequencing people from youngest to oldest * classifying by age * learning two superlatives * improving visual discrimination |
| Lesson 7 (52)  PB pg. 46  AB pg. 42 | * *dancing, jumping, swimming, walking, quickly, slowly* * *aunt, grandma, grandpa, uncle, yellow* |  | * learning four actions * learning two adverbs * strengthening gross motor skills * improving visual and auditory discrimination * learning to follow instructions |
| Lesson 8 (53)  PB pg. 47  AB pg. 43 | * *aunt, daddy, grandma, grandpa, mommy, uncle, bedroom, kitchen, living room, eating, playing, reading, sleeping* | * *What’s your (daddy) doing?* * *(He’s) (sleeping) in the (bedroom).* | * using key language in a sentence * improving visual discrimination * strengthening fine motor skills * improving hand-eye coordination * developing critical thinking * personalizing learning through drawing * learning to take turns |
| Lesson 54  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 55  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 56  TRC | Festival – St. Patrick’s Day   * *Ireland, shamrock, Happy St. Patrick’s Day!* * *gold, leprechaun, rainbow* |  | * learning about St. Patrick’s Day * talking about celebrations in different countries * making a shamrock * learning that mixing blue and yellow makes green * 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. 48  AB pg. 44 | * *elephant, flamingo, lion, zebra* * *birds, snake, square* |  | * learning to name four animals * practicing listening comprehension * developing critical thinking * improving visual and auditory discrimination * strengthening fine motor skills |
| Lesson 2 (58)  PB pg. 49  AB pg. 45 | * *bird, elephant, flamingo, lion, snake, zebra* | * *Listen! What’s that?* * *That’s (a) (lion).* | * using key language in a sentence * understanding and replying to *What’s that?* * practicing listening comprehension * learning about animal sounds * improving visual and auditory discrimination * strengthening fine motor skills * improving hand-eye coordination * developing critical thinking |
| Lesson 3 (59)  PB pg. 50  AB pg. 46 | * 71-80 * *elephant, flamingo, lion, zebra, draw, black, brown, grey, pink, white, 1-70* |  | * understanding a story about drawing friends * retelling a story with different characters * learning to read instructions by following pictures * improving auditory discrimination * strengthening fine motor skills |
| Lesson 4 (60)  PB pg. 51  AB pg. 47 | * *elephant, flamingo, lion, zebra, square, black, brown, grey, pink, white, 70-80* |  | * identifying the sound at the beginning of words and thinking of other words starting with the same sound * improving visual discrimination * strengthening fine motor skills * improving hand-eye coordination * developing critical thinking |
| Lesson 5 (61)  PB pg. 52  AB pg. 48 | * *giraffe, monkey, rhino, tiger* * *chick, hen, rooster* | * *What are those?* * *Those are (tigers).* * *What’s that?* * *That’s a (giraffe).* | * learning to name four animals * understanding and replying to *What are those*? * understanding the difference between *that* and *those* * using key language in a sentence * practicing listening comprehension * improving visual and auditory discrimination * strengthening fine motor skills * improving hand-eye coordination |
| Lesson 6 (62)  PB pg. 53  AB pg. 49 | * *endangered* * *cat, duck, rhino, sheep, tiger* |  | * learning about endangered animals * finding out what we can do to protect the environment * improving visual discrimination * strengthening fine motor skills * developing critical thinking |
| Lesson 7 (63)  PB pg. 54  AB pg. 50 | * *flap, roar, stand on one leg, swing my trunk* * *elephant, flamingo, lion, zebra, ears, wiggle, oval* |  | * learning four actions * learning about animal characteristics * strengthening fine and gross motor skills * learning to follow instructions * improving visual and auditory discrimination skills * improving hand-eye coordination * developing critical thinking * learning to listen to others |
| Lesson 8 (64)  PB pg. 55  AB pg. 51 | * *elephant, flamingo, giraffe, lion, monkey, rhino, tiger, zebra* | * *What’s that?* * *That’s (a) (monkey).* * *What are those?* * *Those are (giraffes).* | * improving visual discrimination * strengthening fine motor skills * developing critical thinking |
| Lesson 65  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 66  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 67  PB pg. 56 | * *sing* * family members and wild animals vocabulary |  | * exploring different ways that a person can sing * recognizing sounds that animals make * recognizing and incorporating vocabulary in the context of a story through sounds and images * appreciating singing as a form of self-expression |
| Lesson 68  PB pg. 57 | * wild animals vocabulary |  | * listening attentively and responding appropriately to cues * understanding oneself * 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. 58  AB pg. 52 | * *apple pie, hamburger, ice cream, pizza, salad* * *peas, soup, steak, blue* |  | * learning to name five items of food * practicing listening comprehension * improving visual and auditory discrimination * strengthening fine motor skills |
| Lesson 2 (70)  PB pg. 59  AB pg. 53 | * *apple pie, hamburger, ice cream, pizza, salad, soup, steak* | * *I want (ice cream), please.* | * using key language in a sentence * practicing listening comprehension * improving auditory discrimination * strengthening fine and gross motor skills * improving hand-eye coordination * developing critical thinking * developing self-confidence and self-esteem |
| Lesson 3 (71)  PB pg. 60  AB pg. 54 | * *81-90* * *apple pie, hamburger, ice cream, peas, pizza, salad, soup, steak, square, triangle, 1-80* * colours |  | * understanding a story about role-playing “restaurants” * learning how to order in a restaurant * identifying the sound at the beginning of words * learning to read an instruction through pictures * improving auditory discrimination * strengthening fine motor skills |
| Lesson 4 (72)  PB pg. 61  AB pg. 55 | * *apple pie, hamburger, pizza, salad, soup, steak, 80-90* |  | * identifying the main events in a story * identifying sounds and letters at the beginning of words * sequencing numbers * improving visual discrimination * strengthening fine motor skills * improving hand-eye coordination * developing critical thinking |
| Lesson 5 (73)  PB pg. 62  AB pg. 56 | * *chicken, hot dog, sandwich, lunch* * *eggs, pancakes, salad, breakfast, dinner* | * *What do you want for (breakfast)?* * *I want (eggs), please.* | * learning to name three items of food * understanding and replying to *What do you want?* questions * using key language in a sentence * practicing listening comprehension * finding out about different mealtimes * improving auditory discrimination * strengthening fine motor skills |
| Lesson 6 (74)  PB pg. 63  AB pg. 57 | * *bad behaviour, good behaviour, elbows down, elbows up (on the table)* * *happy, green, red* |  | * learning about good table manners * understanding boundaries and behaviour expectations * classifying behaviour by good or bad * improving visual discrimination * strengthening fine motor skills |
| Lesson 7 (75)  PB pg. 64  AB pg. 58 | * *pass, throw* * *feet, peas, salad, elbows down, elbows up, sit down, stand up, good behaviour, no, please, thank you, yes* |  | * learning two actions * learning about good table manners * understanding boundaries and behaviour expectations * learning to follow instructions * strengthening gross motor skills * improving visual and auditory discrimination * improving hand-eye coordination |
| Lesson 8 (76)  PB pg. 65  AB pg. 59 | * *apple pie, chicken, hamburger, hot dog, ice cream, pizza, salad, sandwich, down, up* | * *I want (a) (salad), please.* | * using key language in a sentence * learning to take turns * strengthening fine motor skills * developing critical thinking skills * exploring media and materials |
| Lesson 77  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 78  Navio, 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. 66  AB pg. 60 | * *beach, jungle, lake, mountains* * *fair, museum, zoo* |  | * learning to name four places * expressing preferences * developing self-confidence and self-esteem * practicing listening comprehension * identifying the syllables in words * improving visual and auditory discrimination * strengthening fine and gross motor skills * improving hand-eye coordination |
| Lesson 2 (80)  PB pg. 67  AB pg. 61 | * *beach, jungle, lake, mountains* | * *Where do you want to go?* * *I want to go to the (mountains).* | * using key language in a sentence * understanding and replying to *Where do you want to go?* * practicing listening comprehension * improving auditory discrimination * strengthening fine motor skills * improving hand-eye coordination * developing critical thinking * personalizing learning through drawing |
| Lesson 3 (81)  PB pg. 68  AB pg. 62 | * 100 * *beach, jungle, lake, mountains, ride, swim, 1-3* * colours | * *Where do you want to go?* * *I want to go to the (mountains).* | * understanding a story about vacation destinations * talking about places to visit * learning about vowel sounds * learning to read an instruction through pictures * improving auditory discrimination * strengthening fine motor skills |
| Lesson 4 (82)  PB pg. 69  AB pg. 63 | * *beach, jungle, lake, mountains, diamond, 1-100* |  | * identifying the main ideas in a story * thinking of words connected to the places to visit * improving visual discrimination * strengthening fine motor skills * developing critical thinking |
| Lesson 5 (83)  PB pg. 70  AB pg. 64 | * *bike, boat, bus, helicopter, plane* * *car, hospital, lake, mountains, movie theatre, park, toy store, zoo, transportation* | * *I want to go to the (toy store).* * *Let’s go by (bike).* | * learning to name five forms of transportation * using the preposition *by* with forms of transportation * using key language in a sentence * practicing listening comprehension * learning about different forms of transportation * improving auditory discrimination * strengthening fine motor skills * improving hand-eye coordination * personalizing learning through drawing |
| Lesson 6 (84)  PB pg. 71  AB pg. 65 | * *road, sky, water* * *boat, car, helicopter* |  | * learning about the role transportation plays in our lives * learning three words associated with transportation * improving hand-eye coordination * strengthening fine motor skills * developing critical thinking |
| Lesson 7 (85)  PB pg. 72  AB pg. 66 | * *pedal, row* * *bike, boat, helicopter, feet, park, climb, spin, pink* |  | * learning two actions * developing gross motor skills * learning to follow instructions * developing visual discrimination * improving auditory discrimination skills * improving hand-eye coordination * developing self-esteem |
| Lesson 8 (86)  PB pg. 73  AB pg. 67 | * *beach, jungle, mountains, bike, boat, bus, car, helicopter, plane* | * *I want to go to the (mountains).* * *Let’s go by (car).* | * using key language in a sentence * practicing listening comprehension * improving auditory discrimination * strengthening fine motor skills * improving hand-eye coordination * developing critical thinking skills |
| Lesson 87  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 88  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 89  PB pg. 74 | * *explore, learn, bus, bike, train* * *beach, jungle, lake* |  | * learning about differences * exploring ways and destinations involved in travelling * recognizing and incorporating vocabulary in the context of the story through sound and image * appreciating the value of experiencing different places * identifying different modes of travelling |
| Lesson 90  PB pg. 75 | * *explore, learn* * locations and transportation vocabulary |  | * learning about differences * exploring similarities and differences among trees, people, languages * listening attentively and responding appropriately to cues * reflecting on their own learning and preferences * making connections between the characters in the story and their own life experiences * exploring mindful breathing habits |