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 1PB pg. 4AB 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 2PB pg. 5AB 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 3PB pg. 6AB 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. 7AB 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 5PB pg. 8AB 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. 9AB 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. 10AB 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. 11AB 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 9Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 10TRC | 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

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (11)PB pg. 12AB 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. 13AB 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. 14AB 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. 15AB 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. 16AP 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. 17AB 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. 18AB 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. 19AB 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 19Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 20Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 21PB 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 22PB 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. 22AB 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. 23AB 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. 24AB 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. 25AB 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. 26AB 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. 27AB 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. 28AB 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. 29AB pg. 27 | * *crown, glasses, necklace, slippers, swimsuit*
 |  | * improving visual coordination
* strengthening fine motor skills
* developing critical thinking
 |
| Lesson 31Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 32Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 33TRC | 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. 30AB 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. 31AB 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. 32AB 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. 33AB 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. 34AB 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. 35AB 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. 36AB 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. 37AB 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 42Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 43Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 44PB 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 45PB 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. 40AB 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. 41AB 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. 42AB 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. 43AB 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. 44AB 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. 45AB 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. 46AB 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. 47AB 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 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 – 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. 48AB 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. 49AB 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. 50AB 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. 51AB 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. 52AB 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. 53AB 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. 54AB 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. 55AB 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 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 | * *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 68PB 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. 58AB 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. 59AB 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. 60AB 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. 61AB 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. 62AB 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. 63AB 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. 64AB 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. 65AB 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 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 | * *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. 67AB 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. 68AB 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. 69AB 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. 70AB 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. 71AB 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. 72AB 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. 73AB 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 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 | * *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 90PB 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
 |