Bebop and Friends 2 (90 hours)

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

Unit 1

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary - key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1  PB pg. 4  AB 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 2  PB pg. 5  AB 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 3  PB pg. 6  AB 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. 7  AB 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 5  PB pg. 8  AB 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. 9  AB 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. 10  AB 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. 11  AB 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 9  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |

Unit 2

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (10)  PB pg. 12  AB 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. 13  AB 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. 14  AB 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. 15  AB 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. 16  AP 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. 17  AB 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. 18  AB 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. 19  AB pg. 19 | * parts of the body |  | * improving auditory discrimination * strengthening fine motor skills |
| Lesson 18  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 19  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 20  PB 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 21  PB 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

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (22)  PB pg. 22  AB 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. 23  AB 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. 24  AB 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. 25  AB 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. 26  AB 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. 27  AB 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. 28  AB 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. 29  AB pg. 27 | * *coat, dress, gloves, hat, sandals, scarf* |  | * improving visual coordination * strengthening fine motor skills * personalizing a picture |
| Lesson 30  Navio, Sts App | * reviewing key language and concepts | reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 31  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 32  TRC | 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

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary – key and reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (33)  PB pg. 30  AB 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. 31  AB 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. 32  AB 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. 33  AB 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. 34  AB 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. 35  AB 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. 36  AB 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. 37  AB 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 41  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 42  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 43  PB 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 44  PB 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

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (46)  PB pg. 40  AB 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. 41  AB 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. 42  AB 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. 43  AB 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. 44  AB 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. 45  AB 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. 46  AB 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. 47  AB 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 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 – 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

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (57)  PB pg. 48  AB 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. 49  AB 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. 50  AB 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. 51  AB 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. 52  AB 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. 53  AB 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. 54  AB 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. 55  AB 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 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 | * *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 68  PB 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

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (69)  PB pg. 58  AB 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. 59  AB 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. 60  AB 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. 61  AB 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. 62  AB 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. 63  AB 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. 64  AB 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. 65  AB 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 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

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (79)  PB pg. 66  AB 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. 67  AB 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. 68  AB 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. 69  AB 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. 70  AB 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. 71  AB 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. 72  AB 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. 73  AB 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 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 | * *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 90  PB 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 |