Bebop and Friends 1 (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 | * *book, chair, crayon, table, red*
 |  | * learning to name four classroom objects
* practicing listening comprehension
* improving auditory discrimination
* developing critical thinking
* strengthening fine motor skills
 |
| Lesson 2PB pg. 5AB pg. 5 | * *book, chair, crayon, table, red*
 | * *Look! It’s a (crayon).*
 | * using key language in a sentence
* practicing listening comprehension
* improving visual and auditory discrimination
* improving hand-eye coordination
* understanding the concepts of left and right
 |
| Lesson 3PB pg. 6AB pg. 6 | * 1, 2, 3
* *book, chair, crayon, table, red*
 |  | * sequencing a story
* learning about the structure of a story
* counting to three
* improving auditory discrimination
* improving hand-eye coordination
* strengthening fine motor skills
 |
| Lesson 4 PB pg. 7AB pg. 7 | * *circle*
* *book, chair, crayon, 1-3*
 |  | * acting out a story using cutouts
* recognizing the numerals 1-3
* recognizing and tracing a circle
* strengthening fine and gross motor skills
* improving hand-eye coordination
 |
| Lesson 5PB pg. 8AB pg. 8 | * *bathroom, classroom, playground*
 | * *Where’s the (classroom)?*
* *It’s there.*
 | * using key language in a sentence
* practicing listening comprehension
* improving auditory discrimination
* improving hand-eye coordination
 |
| Lesson 6 PB pg. 9AB pg. 9 | * *bathroom, book, chair, classroom, crayon, playground, 1-3*
 |  | * identifying which objects are in the correct place
* developing critical thinking
* improving visual discrimination
* strengthening fine motor skills
 |
| Lesson 7 PB pg. 10AB pg. 10 | * *stand up, sit down*
* *book, chair, table, crayon, 1-3*
 |  | * practicing counting and numbers recognition
* strengthening gross motor skills
* learning to negotiate space while playing a movement game
* improving visual and auditory discrimination
 |
| Lesson 8 PB pg. 11AB pg. 11 | * *bathroom, classroom, playground, circle, red, 1-3*
 |  | * improving visual discrimination
* strengthening fine motor skills
* practicing counting
 |
| Lesson 9Navio, 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. 12AB pg. 12 | * *ears, eyes, mouth, nose, blue*
* *red*
 |  | * naming four parts of the face
* practicing listening comprehension
* improving auditory discrimination
* improving hand-eye coordination
* strengthening fine and gross motor skills
 |
| Lesson 2 (11)PB pg. 13AB pg. 13 | * *ears, eyes, mouth, nose*
 | * *How are you?*
* *I’m (happy).*
 | * using key language in a sentence
* understanding and replying to *How are you?*
* learning to express feelings
* practicing listening comprehension
* improving auditory discrimination
 |
| Lesson 3 (12)PB pg. 14AB pg. 14 | * *square, 4*
* *ears, eyes, mouth, nose, circle, blue, 1-3*
 |  | * sequencing a story
* counting to four and recognizing the numerals
* strengthening fine and gross motor skills
* improving auditory discrimination
* improving hand-eye coordination
 |
| Lesson 4 (13)PB pg. 15AB pg. 15 | * *circle, square, red, blue, 1-4*
 |  | * identifying and talking about the end of a story
* improving visual discrimination
* strengthening fine motor skills
 |
| Lesson 5 (14)PB pg. 16AP pg. 16 | * *arms, feet, hands, legs*
* *2*
 | * *Look! I have (two) (arms).*
 | * using key language in a sentence
* understanding that numbers come before objects
* practicing listening comprehension
* improving visual and auditory discrimination
 |
| Lesson 6 (15)PB pg. 17AB pg. 17 | * *ears, eyes, mouth, nose, arms, feet, hands, legs, circle, square*
 | * *I have (two) (ears).*
 | * completing and naming parts of a face
* strengthening fine motor skills
* reviewing two shapes
 |
| Lesson 7 (16)PB pg. 18AB pg. 18 | * *clap, shake, stomp, wiggle*
* *arms, feet, hands, legs, 1-4*
 |  | * learning four actions
* strengthening gross motor skills
* negotiating space while playing a movement game
* learning to follow instructions
 |
| Lesson 8 (17)PB pg. 19AB pg. 19 | * *arms, feet, hands, legs, mouth, nose, blue, red, 1-2*
 |  | * practicing counting
* improving visual discrimination
* strengthening fine motor skills
 |
| Lesson 18Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 19Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 20PB pg. 20 | * *tree, dance, together, grow*
* *sit down, stand up*
 |  | * making healthy choices
* demonstrating self-regulation by responding to movement cues
* interacting with respect and joy as they dance, sing and respond
 |
| Lesson 21PB pg. 21 | * *listen, shake*
* *happy, sad, arms, ears, eyes, feet, hands, legs, mouth, nose*
 |  | * making connections between body awareness and emotional state
* reflecting and sharing ideas and making connections to life experiences
 |

Unit 3

|  |  |  |  |
| --- | --- | --- | --- |
| lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (22)PB pg. 22AB pg. 20 | * *raincoat, shorts, sweater, T-shirt, yellow*
* *sit down, stand up, wiggle, blue, red*
 |  | * naming four items of clothing
* practicing listening comprehension
* improving hand-eye coordination
* developing critical thinking
* improving auditory discrimination
 |
| Lesson 2 (23)PB pg. 23AB pg. 21 |  | * *It’s a (sunny) day.*
* *Put on your (T-shirt).*
 | * using key language in a sentence
* practicing listening comprehension
* understanding cause and effect
* strengthening fine motor skills
* improving auditory discrimination
 |
| Lesson 3 (24)PB pg. 24AB pg. 22 | * *5*
* *raincoat, sweater, T-shirt, yellow, 1-4*
 |  | * sequencing a story
* using new language to retell a story
* strengthening fine motor skills
* improving auditory discrimination
* improving hand-eye coordination
 |
| Lesson (25)PB pg. 25AB pg. 23 | * *raincoat, sweater, T-shirt, shorts, 1-5*
 |  | * identifying and solving a problem
* improving hand-eye coordination
* practicing counting and number recognition
* strengthening fine motor skills
 |
| Lesson 5 (26)PB pg. 26AB pg. 24 | * *boots, pants, shoes, socks, triangle*
 | * *Where are my (pants)?*
* *Here they are.*
 | * using key language in a sentence
* understanding and replying to *Where are …?*
* practicing listening comprehension
* learning to take care of belongings
* improving visual and auditory discrimination
* strengthening fine and gross motor skills
 |
| Lesson 6 (27)PB pg. 27AB pg. 25 | * *pants, shorts, socks, sweater, T-shirt, triangle, yellow, 5*
 |  | * understanding that sunlight creates shadow
* improving visual discrimination
* developing critical thinking
* strengthening fine motor skills
 |
| Lesson 7 (28)PB pg. 28AB pg. 26 | * *put on, take off*
* *boots, pants, raincoat, shoes, shorts, socks, sweater, T-shirt, circle, square, triangle, blue, red, yellow*
 | * *It’s a sunny day.*
* *Put on your (shorts).*
 | * strengthening fine and gross motor skills
* practicing skills needed for self-care and independence
* improving visual and auditory discrimination
* developing critical thinking
* learning to follow instructions
 |
| Lesson 8 (29)PB pg. 29AB pg. 27 | * *boots, pants, raincoat, shoes, socks, sweater, blue, red, yellow, 1-3*
 |  | * following a colour key
* practicing counting
* strengthening fine motor skills
 |
| Lesson 30Navio, Sts App | * reviewing key language and concepts
 | reviewing key language and concepts | * reviewing key language and concepts
 |
| Lesson 31Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |

Unit 4

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| --- | --- | --- | --- |
| lesson | vocabulary – key and reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (32)PB pg. 30AB pg. 28 | * *ball, car, doll, puppet, orange, 1-5*
 |  | * learning to name four toys
* identifying syllables in words and practicing pronunciation
* improving auditory and visual discrimination
* strengthening fine and gross motor skills
 |
| Lesson 2 (33)PB pg. 31AB pg. 29 | * *ball, car, puppet*
 | * *What is it?*
* *It’s my (car).*
 | * using key language in a sentence
* understanding and replying to *What is it?*
* understanding that *my* shows possession
* practicing listening comprehension
* improving hand-eye coordination
 |
| Lesson 3 (34)PB pg. 32AB pg. 30 | * *6*
* *ball, car, doll, puppet, 1-5*
 |  | * sequencing a story
* counting to six and recognizing the numerals
* understanding the concepts of old and new
* improving hand-eye coordination
 |
| Lesson 4 (35)PB pg. 33AB pg. 31 | * *ball, car, doll, puppet, circle, square, triangle, orange, 1-6*
 |  | * identifying details in a story
* practicing counting and number recognition
* improving visual discrimination
* strengthening fine motor skills
 |
| Lesson 5 (36)PB pg. 34AB pg. 32 | * *game, teddy bear, train, rectangle*
* *circle, triangle*
 | * *Look! A (train).*
* *Let’s play.*
 | * learning to name four toys
* using key language in a sentence
* practicing listening comprehension
* strengthening fine and gross motor skills
* improving auditory discrimination
* following a pattern
 |
| Lesson 6 (37)PB pg. 35AB pg. 33 | * *old, new*
* *ball, doll, game, puppet, teddy bear, train*
 |  | * beginning to understand the passing of time
* classifying by old and new
* strengthening fine motor skills
* developing critical thinking
* improving visual discrimination
 |
| Lesson 7 (38)PB pg. 36AB pg. 34 | * *playing, riding*
* *ball, car, doll, train, rectangle, triangle, 1-6*
 |  | * learning two actions
* strengthening gross motor skills
* recognizing and making shapes
* developing critical thinking
* improving visual and auditory discrimination
 |
| Lesson 8 (39)PB pg. 37AB pg. 35 | * *car, train, puppet, teddy bear, rectangle*
 | * *What is it?*
* *It’s my … .*
 | * improving visual discrimination
* strengthening fine and gross motor skills
* expressing likes through drawing
 |
| Lesson 40Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 41Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 42PB pg. 38 | * *listen, happy, scared, move, owl*
* *teddy bear, tree, raincoat*
 | * *What’s that?*
 | * developing self-awareness regarding fears and problem-solving
* showing empathy for the feelings of others
* recognizing and incorporating vocabulary in the context of a story through sounds and images
* interacting with respect and joy while moving, singing and responding
 |
| Lesson 43PB pg. 39 | * *scared, relaxed*
* *happy, sad, listen, tummy, hands, feet, face*
 | * *What’s that?*
 | * listening attentively and responding appropriately to cues
* making connections between body awareness and emotional states in themselves and others
* exploring darkness and light
 |

Unit 5

|  |  |  |  |
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| Lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (44)PB pg. 40AB pg. 36 | * *brother, daddy, mommy, sister, green*
* *red, yellow*
 |  | * learning to name four family members
* learning to classify by colour
* strengthening fine and gross motor skills
* improving visual and auditory discrimination
 |
| Lesson 2 (45)PB pg. 41AB pg. 37 | * *brother, daddy, mommy, sister*
 | * *Who’s (he)?*
* *He’s my (daddy).*
 | * putting key language in a sentence
* understanding and replying to *Who* questions
* understanding pronouns *he* and *she*
* practicing listening comprehension
* improving hand-eye coordination
* improving visual and auditory discrimination
 |
| Lesson 3 (46)PB pg. 42AB pg. 38 | * *7*
* *brother, daddy, mommy, sister, green, circle, 1-6*
 |  | * understanding a story about a family photo
* identifying syllables in words
* sequencing a story
* counting to seven and recognizing numerals
* improving hand-eye coordination
* improving auditory discrimination
 |
| Lesson 4 (47)PB pg. 43AB pg. 39 | * *brother, daddy, mommy, sister, ears, eyes, mouth, nose, circle, rectangle, square, triangle, 1-7*
 |  | * thinking about how characters might be feeling
* strengthening fine motor skills
* improving visual discrimination
* practicing counting and recognizing numerals
 |
| Lesson 5 (48)PB pg. 44AB pg. 40 | * *bedroom, kitchen, living room*
 | * *Where’s my (sister)?*
* *(She’s) in the (kitchen).*
 | * learning to name three rooms in a house
* using key language in a sentence
* describing where someone is
* practicing listening comprehension
* strengthening fine motor skills
* improving visual and auditory discrimination
* developing critical thinking
 |
| Lesson 6 (49)PB pg. 45AB pg. 41 | * *brother, daddy, mommy, sister, green*
 | * *Who’s (he)?*
* *(He’s) my (daddy).*
 | * learning to read a family tree
* reviewing family members
* strengthening fine motor skills
* exploring the colour and texture of paper
 |
| Lesson 7 (50)PB pg. 46AB pg. 42 | * *cook, play, sleep, wash*
* *bathroom, bedroom, kitchen, living room, 1-7*
 |  | * learning four actions
* strengthening gross motor skills
* developing critical thinking
* practicing listening comprehension
* improving auditory discrimination
 |
| Lesson 8 (51)PB pg. 47AB pg. 43 | * *brother, daddy, mommy, sister, bathroom, bedroom, kitchen, living room*
 | * *Where’s my (sister)?*
* *(She’s) in the (bedroom).*
 | * practicing listening comprehension
* improving auditory discrimination
* strengthening fine motor skills
 |
| Lesson 2Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 53Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 54TRC | Festival – Easter* *crown, Easter egg*
* *triangle, circle*
 |  | * learning Easter vocabulary
* making an Easter crown
* strengthening fine motor skills
 |

Unit 6

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| lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (55)PB pg. 48AB pg. 44 | * *cat, dog, mouse, brown*
 |  | * learning to name three animals
* practicing listening comprehension
* learning to express preferences
* strengthening fine and gross motor skills
* improving auditory discrimination
 |
| Lesson 2 (56)PB pg. 49AB pg. 45 | * *cat, dog, mouse*
 | * *What pet do you have?*
* *I have a (cat).*
 | * using key language in a sentence
* understanding and using *I have …*
* practicing listening comprehension
* strengthening fine and motor skills
* improving visual and auditory discrimination
 |
| Lesson 3 (57)PB pg. 50AB pg. 46 | * *8*
* *cat, dog, mouse, bathroom, bedroom, kitchen, living room, circle, brown, 1-7*
 |  | * understanding a story about a missing pet
* sequencing a story
* counting to eight and recognizing numerals
* strengthening fine and gross motor skills
* improving hand-eye coordination
* improving auditory discrimination
 |
| Lesson 4 (58)PB pg. 51AB pg. 47 | * *mouse, bathroom, bedroom, kitchen, living room, brown, 1-8*
 |  | * naming animals and rooms in a story
* identifying the end of a story
* strengthening fine motor skills
* developing critical thinking
 |
| Lesson 5 (59)PB pg. 52AB pg. 48 | * *birds, fish, snakes, turtles*
* *brown, 1-8*
 | * *Look, (fish).*
* *How many (fish) are there?*
* *(Eight).*
 | * learning to name four animals
* using key language in a sentence
* understanding and replying to *How many …?*
* understanding how to make a plural
* practicing listening comprehension
* improving visual and auditory discrimination
 |
| Lesson 6 (60)PB pg. 53AB pg. 49 | * *eggs*
* *snake, turtle*
 |  | * learning about growth and the natural world
* strengthening fine motor skills
* improving hand-eye coordination
* developing critical thinking
* developing sequencing skills
* improving visual discrimination
 |
| Lesson 7 (61)PB pg. 54AB pg. 50 | * *bend, fly, jump, move*
* *bird, cat, fish, arm, eyes, hands*
 |  | * learning four actions
* strengthening fine and gross motor skills
* practicing listening comprehension
* learning to follow instructions
* improving visual and auditory discrimination
 |
| Lesson 8 (62)PB pg. 55AB pg. 51 | * *bird, cat, dog, fish, mouse, snake, turtle, blue, brown, orange, green, red, yellow*
 |  | * classifying by colour
* improving visual and auditory discrimination
* strengthening fine motor skills
* practicing listening comprehension
 |
| Lesson 63Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 64Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 65PB pg. 56 | * *love, heart*
* *mommy, daddy, green, brown, dog*
 | * *I love you.*
 | * developing an understanding of love and connection
* identifying actions that demonstrate love and build connections
* recognizing the importance of treating others kindly
* recognizing and incorporating vocabulary in the context of a story through sounds and images
* interacting with respect and joy as they move, sing and respond
 |
| Lesson 66PB pg. 57 | * *love, dogs, heart*
* *mommy, daddy, sleep, play, wash, jump, fly, shake*
 |  | * listening attentively and responding appropriately to cues
* identifying actions associated with giving and receiving love
* incorporating target language in unstructured play
* recognizing the importance of treating others kindly
 |

Unit 7

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| Lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (67)PB pg. 58AB pg. 52 | * *apples, bananas, grapes, oranges, pears, purple*
* *green, orange, red, yellow*
 |  | * learning to name five fruit
* practicing listening comprehension
* strengthening fine and gross motor skills
* improving visual and auditory discrimination
* learning to play with others
 |
| Lesson 2 (68)PB pg. 59AB pg. 53 | * *apples, bananas, oranges, pears*
 | * *What fruit do you like?*
* *I like (bananas).*
 | * using key language in a sentence
* understanding how to express likes
* practicing listening comprehension
* developing critical thinking
* improving hand-eye coordination
* improving visual and auditory discrimination
* strengthening fine motor skills
 |
| Lesson 3 (69)PB pg. 60AB pg. 54 | * *9*
* *apples, bananas, grapes, oranges, pears, purple, 1-8*
 |  | * understanding a story about sharing
* understanding and talking about the problem and solution in a story
* counting to nine and recognizing numerals
* developing critical thinking
 |
| Lesson 4 (70)PB pg. 61AB pg. 55 | * *apples, bananas, grapes, oranges, pears, brown, 1-9*
 |  | * talking about possible solutions to a problem
* identifying the main event and characters in a story
* improving visual discrimination
* developing critical thinking
* strengthening fine motor skills
 |
| Lesson 5 (71)PB pg. 62AB pg. 56 | * *beets, carrots, peas, tomatoes*
* *circle, rectangle, square, triangle, green, orange, purple, red*
 | * *(Tomatoes) please.*
* *Here you are.*
* *Thank you.*
 | * learning to name four vegetables
* using key language in a sentence
* understanding how to ask for something
* practicing listening comprehension
* strengthening fine motor skills
* improving hand-eye coordination
* improving visual and auditory discrimination
 |
| Lesson 6 (72)PB pg. 63AB pg. 57 | * *apples, bananas, beets, carrots, grapes, oranges, pears, peas, tomatoes, green, orange, purple, red*
 |  | * classifying by colour
* developing critical thinking
* improving visual discrimination
* strengthening fine motor skills
* improving hand-eye coordination
 |
| Lesson 7 (73)PB pg. 64AB pg. 58 | * *add, eat, mix, slice*
* *bananas*
 |  | * learning four actions
* strengthening fine and gross motor skills
* learning to follow instructions
* understanding concepts of size
* improving hand-eye coordination
* developing critical thinking
* improving auditory discrimination
 |
| Lesson 8 (74)PB pg. 65AB pg. 59 | * *apples, bananas, beets, carrots, grapes, oranges, pears, peas, tomatoes*
 |  | * classifying by fruit or vegetables
* developing critical thinking
* improving hand-eye coordination
* strengthening fine motor skills
 |
| Lesson 75Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 76Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 77TRC | Festival – Mother’s Day* *mommy, Happy Mother’s Day!*
* *colours, crayon*
 |  | * learning about Mother’s Day
* learning Mother’s Day vocabulary
* strengthening fine and gross motor skills
 |

Unit 8

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| lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (78)PB pg. 66AB pg. 60 | * *doctor, firefighter, police officer, teacher*
* *blue, brown, green, orange, purple, red, yellow, circle, rectangle, square, triangle*
 |  | * learning to name four community helpers
* finding about people who help us
* practicing listening comprehension
* developing critical thinking
* improving hand-eye coordination
* improving auditory discrimination
* strengthening fine motor skills
 |
| Lesson 2 (79)PB pg. 67AB pg. 61 | * *doctor, firefighter, police officer, teacher*
 | * *Who are you?*
* *I’m a (firefighter).*
 | * using key language in a sentence
* understanding *Who are you?*
* practicing listening comprehension
* developing critical thinking
* improving visual and auditory discrimination
 |
| Lesson 3 (80)PB pg. 68AB pg. 62 | * *10*
* *cat, doctor, firefighter, police officer, 1-9*
 |  | * understanding and sequencing a story
* identifying the problem in a story and talking about possible solutions
* improving hand-eye coordination
* improving auditory discrimination
* strengthening fine motor skills
 |
| Lesson 4 (81)PB pg. 69AB pg. 63 | * *bird, cat, doctor, firefighter, police officer*
 |  | * talking about story structure and plot
* identifying the main events in a story
* developing critical thinking
* improving visual discrimination
* strengthening fine motor skills
 |
| Lesson 5 (82)PB pg. 70AB pg. 64 | * *fire station, hospital, police station, school*
 | * *Where’s the (police station)?*
* *There!*
 | * learning to name four places in town
* using key language in a sentence
* practicing listening comprehension
* developing critical thinking
* improving visual and auditory discrimination
* strengthening fine motor skills
* improving hand-eye coordination
 |
| Lesson 6 (83)PB pg. 71AB pg. 65 | * *go, stop*
* *police officer, circle, green, red*
 |  | * understanding *go* and *stop* as words and concepts
* learning to follow instructions
* developing critical thinking
* improving visual discrimination
* strengthening fine motor skills
* improving hand-eye coordination
 |
| Lesson 7 (84)PB pg. 72AB pg. 66 | * *close, open, shout, stand*
* *doctor, firefighter, police officer, teacher, fire station, police station, school, book, eyes, hands, circle*
 |  | * learning four actions
* strengthening fine and gross motor skills
* learning about opposites
* learning to follow instructions
* following a pattern
* improving auditory discrimination
* developing critical thinking
 |
| Lesson 8 (85)PB pg. 73AB pg. 67 | * *doctor, firefighter, police officer, teacher, fire station, hospital, police station, school, blue, purple, red, yellow*
 |  | * improving visual discrimination
* developing critical thinking
* strengthening fine motor skills
* improving hand-eye coordination
 |
| Lesson 86Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 87Navio, Sts App | * reviewing key language and concepts
 | * reviewing key language and concepts
 | * reviewing key language and concepts
 |
| Lesson 88PB pg. 74 | * *food, hungry, eat, drink*
* *doctor, apple, carrots, add, mix, slice*
 |  | * developing awareness of differences in people and culture
* recognizing that difference can be a reason to celebrate
* recognizing and incorporating vocabulary in the context of the story through sound and image
 |
| Lesson 89PB pg. 75 | * *hungry, eat, drink, food*
* *fruit, veggies, professions, happy, sad, relaxed*
 |  | * listening attentively and responding appropriately to cues
* making connections between body awareness and emotional state in themselves and others
* exploring mindful eating habits
* learning about difference
 |
| Lesson 90TRC | Festival – Father’s Day* *Daddy, Happy Father’s Day!*
* *bucket, sandcastle, ocean, shovel*
 |  | * learning about Father’s Day
* learning Father’s Day vocabulary
* strengthening fine and gross motor skills
 |