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 1  PB pg. 4  AB 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 2  PB pg. 5  AB 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 3  PB pg. 6  AB 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. 7  AB 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 5  PB pg. 8  AB 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. 9  AB 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. 10  AB 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. 11  AB pg. 11 | * *bathroom, classroom, playground, circle, red, 1-3* |  | * improving visual discrimination * strengthening fine motor skills * practicing counting |
| Lesson 9  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |

Unit 2

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| lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (10)  PB pg. 12  AB 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. 13  AB 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. 14  AB 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. 15  AB 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. 16  AP 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. 17  AB 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. 18  AB 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. 19  AB pg. 19 | * *arms, feet, hands, legs, mouth, nose, blue, red, 1-2* |  | * practicing counting * improving visual 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 | * *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 21  PB 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

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| lesson | vocabulary – key, extra, reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (22)  PB pg. 22  AB 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. 23  AB 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. 24  AB 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. 25  AB 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. 26  AB 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. 27  AB 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. 28  AB 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. 29  AB pg. 27 | * *boots, pants, raincoat, shoes, socks, sweater, blue, red, yellow, 1-3* |  | * following a colour key * practicing counting * strengthening fine motor skills |
| 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 |

Unit 4

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| lesson | vocabulary – key and reviewed | grammar phrases | lesson objectives and socioemotional skills |
| Lesson 1 (32)  PB pg. 30  AB 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. 31  AB 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. 32  AB 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. 33  AB 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. 34  AB 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. 35  AB 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. 36  AB 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. 37  AB 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 40  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 41  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 42  PB 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 43  PB 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. 40  AB 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. 41  AB 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. 42  AB 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. 43  AB 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. 44  AB 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. 45  AB 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. 46  AB 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. 47  AB 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 2  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 53  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 54  TRC | 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. 48  AB 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. 49  AB 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. 50  AB 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. 51  AB 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. 52  AB 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. 53  AB 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. 54  AB 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. 55  AB 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 63  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 64  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 65  PB 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 66  PB 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. 58  AB 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. 59  AB 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. 60  AB 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. 61  AB 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. 62  AB 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. 63  AB 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. 64  AB 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. 65  AB 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 75  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 76  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 77  TRC | 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. 66  AB 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. 67  AB 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. 68  AB 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. 69  AB 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. 70  AB 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. 71  AB 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. 72  AB 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. 73  AB 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 86  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 87  Navio, Sts App | * reviewing key language and concepts | * reviewing key language and concepts | * reviewing key language and concepts |
| Lesson 88  PB 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 89  PB 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 90  TRC | 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 |