



My School

Unit Objectives

- learn to name classroom objects and school places
- learn two actions
- understand how to express what an object is
- understand and reply to *Where's* questions
- count to three and recognize the numerals
- understand one-to-one correspondence
- recognize and draw a circle
- recognize and name the color red
- learn about the school environment
- understand a story about saying *hello* and *goodbye*
- learn about characters and that a story has a beginning, a middle, and an end

Key Language

- classroom objects: *book, chair, crayon, table*
- school places: *bathroom, classroom, playground*
- grammar phrase 1: *Look! It's a (crayon).*
- grammar phrase 2: *Where's the (classroom)? It's there.*
- action phrases: *stand up, sit down*
- numbers: 1, 2, 3
- shape: *circle*
- color: *red*

Music Development

This unit focuses on repetition and dynamics. Have the children chant with you, to develop key language pronunciation and rhythm. Clue games with repetition will develop critical thinking and listening skills. To help the children recognize changes in musical dynamics, similar to changes in language inflection, have them draw fast and slowly to music. Model using positional language while drawing, and encourage the children to do the same. This will develop vocabulary for expressing directions and storytelling.



Storysong Let's Play!

Explore characters through role-play and help the children understand that stories have a beginning, a middle, and an end. Acting out a story allows the children to adopt individual roles, begin to think about how those characters feel, and immerse themselves fully in the story. Giving the children three images which show the three basic parts of a story introduces them to the idea that all stories contain a structure.



Dynamic Digital



Children have a better chance of retaining new language when they associate it with a specific movement. This is why ASL is so integral to ***Bebop and Friends***, where the key language is supported by sign language. The flashcards in the Teacher's App feature a professional signer making the signs for you and the children to follow together.

Action Song

Musical Chairs

Movement games, such as "Musical Chairs," where the children have to change their position, speed, and direction in a controlled manner, help them to develop ability and confidence in balance and coordination. Ask the children to try out different actions as they move to the music, such as jumping, running, and walking.



Mathematical Thinking

- count to three and recognize the numerals (L3, L4, L6–L8)
- understand one-to-one correspondence (L3, L4, L6)
- recognize a shape (L4, L8)
- develop critical thinking (L1, L6)
- learn to sequence (L3, L4)
- learn to classify objects (L1, L8)

Personal & Social Development

- learn to take turns (L6, L8)
- learn to listen to others (L2–L5)
- listen to and follow instructions (L5, L7)
- learn to play with others (L2–L8)
- identify with characters in a story (L3, L4)
- learn to express likes (L4)

Physical & Health Development

- improve visual discrimination (L2, L6–L8)
- improve auditory discrimination (L1–L3, L5, L7)
- strengthen fine motor skills (L1–L8)
- strengthen gross motor skills (L4, L7)
- develop directional tracking (L3)
- improve hand-eye coordination (L2–L5)



My School

Discovery & Knowledge of the World

- explore school objects (L1)
- learn about the school environment (L5)
- listen to different kinds of music (L1, L3, L7)

Creative Artistic Expression

- act out a story (L3, L4)
- use colors for a purpose (L1–L3, L6, L8)
- explore different textures (L1, L2, L8)
- decorate pictures (L1, L8)
- express feelings through drawing (L4)
- sing songs (L1, L3, L7)
- create movement in response to music (L2, L3, L6, L7)

Language & Communication

- learn new vocabulary (L1, L5, L7)
- communicate using new vocabulary (L2, L4, L5, L8)
- understand new grammar phrases (L2, L5)
- practice a dialog (L5)
- practice listening comprehension (L1, L2, L5)
- understand a story about saying *hello* and *goodbye* (L3, L4)
- learn about characters (L3, L4)
- understand the structure of a story (L3, L4)
- practice rhythm, rhyme, and pronunciation (L1, L7)
- understand and use American Sign Language (ASL) (L1–L5, L8)

UNIT

1

My School

Lesson 1



Listen, point, and say. Sing the song: *Follow Me!* Circle the red crayon.
Key Language: book, chair, crayon, table, red



UNIT 1

4

Unit 1 My School Lesson 1

Lesson Objectives

- learn to name four classroom objects
- recognize and name the color red, and learn to classify objects by color
- practice listening comprehension
- sing a song about classroom objects
- practice rhythm, repetition, and pronunciation
- improve auditory discrimination
- develop critical thinking
- strengthen fine motor skills
- decorate a picture

Key Language

book, chair, crayon, table, red

Materials

red paper, glue sticks, real school objects, a bag

Teacher Tip

Before giving the glue sticks to the children, explain how to use them. Ask them not to roll the glue stick all the way out, because they can break it too easily. Show them how to roll out only what they need.

Warm Up

Track 1

Introduce the lesson by playing *The Bebop Band* song as the children come into class, and then do the *Hello Bebop and Friends* routine (see Teacher's Edition, p. Txxi). Play *The Bebop Band* song again and do the activity (see Teacher's Edition, p. Txxii). Introduce the characters Lucy (the girl with black, curly hair), Oliver (the boy), and Hazel (the girl with black, straight hair). Then, introduce the topic of school using flashcards of *crayon, book, table, and chair*, or use real school objects. Show a picture of a crayon or hold up a crayon. Say **crayon** and ask

groups of children to repeat after you. Ask them to show you their crayons. Continue with the other school objects.

Using the Student's Book

1 Listen, point, and say.

Track 2

- Play the audio. Let the children listen as you point to the school objects in the picture.
- Play it again and ask the children to point to the school objects in the picture as they listen to the names.
- Play the audio a third time and ask them to name the school objects.

Audioscript: crayon, book, table, chair

2 Sing the song: Follow Me!

Track 3

- Play the song (see lyrics on Teacher's Edition, p. Txxii) and encourage the children to add movements when they hear the key language.
- Say each line of the song. Ask the children to repeat after you.
- Play the song one more time and ask them to sing with you.

ASL Activity

Present the sign for each school object as you sing the song. Play the song again and encourage the children to copy you.

Musical Notes

Play the chanting game "What is it? What is it? What is it?" to develop listening and critical thinking skills through the use of clues, and develop language skills of repetition, rhythm, and key language pronunciation. Place key language flashcards on the board (*book, chair, table, crayon*). Tell the children you will describe one picture, and ask them to stand up when they know the word. Using clues, describe one picture. Once everyone is standing, ask them to chant **What is it?**

What is it? What is it? Then ask them to shout out the answer together, in English.

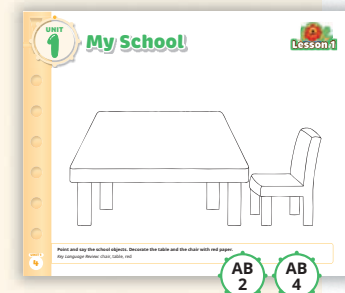
3 Circle the red crayon.

- Display the red flashcard on the board. Point to it and say **red**. Ask the children to repeat after you.
- Show the children red school objects around the classroom. Point to them and say **red**.
- Give them a bunch of crayons. Ask them to hold up the red crayons.
- Ask them to find and circle the red crayon in their Student's Book.

Activity Book Fun

Track 5

Have the instrumental version of the Storysong playing in the background. Ask the children to point and say the objects (see Activity Book, p. 4). Then get them to glue strips of red paper on the table and chair. Do *The Bebop Band* song activity (see Activity Book, p. 2).



Wrap Up

Put flashcards of the school objects inside a bag. Invite a child to take a flashcard from the bag. Ask the child to tell you what it shows. Continue this with the other children. Do the *Goodbye Bebop and Friends* routine (see Teacher's Edition, p. Txxi).



Use the flashcards to present the ASL signs from Lesson 1.



Remember to use the assessment sheets for every child.



Check the Student's App and Navio App for further practice.

Unit 1 My School Lesson 2

Lesson Objectives

- use key language in a sentence
- understand how to express what an object is
- practice listening comprehension
- improve visual and auditory discrimination
- improve hand-eye coordination
- understand the concepts of left and right
- strengthen fine motor skills
- explore the color and texture of jello powder

Key Language

Look! It's a (crayon).

Key Language Review

book, chair, crayon, table, red

Materials

smocks or old clothes, music, red jello powder, bottle caps, crayons or colored pencils

Teacher Tip

Make sure the children are not allergic to the red color in the jello, or to the jello itself. If they are, modify the activity by asking them to glue red paper strips or balls on the circles, or to make red fingerprints with paint. Fingerpainting is an activity where children can get a little bit messy. Help the children put on washable smocks or old clothes before starting and only use washable paints.

Warm Up

Do the *Hello Bebop and Friends* routine. Display the red flashcard on the board and have the children name the color. Ask them to point to

a red object around the classroom. Play some music for them to dance to. When you say **red**, they should stop dancing and point to something red in the room. The last child to point to a red object has to come to the front of the classroom and be the next person to call.

Using the Student's Book

1 Point and say the school objects.

- Point to the picture of the crayon in the left column. Ask the children **What is it?** Do the same with the other pictures.

2 Listen and make fingerprints to connect the school objects.

Track 4

- Play the audio. Ask the children to listen and touch the dots to connect the pictures from the left to the ones on the right.
- Give the children some red jello powder in a bottle cap. Have them make fingerprints to connect the pictures from the left to the ones on the right, using different fingers.

Audioscript: Boy 1: Look! It's a crayon. **Girl:** Look! It's a book. **Boy 2:** Look! It's a chair.

3 Listen and say with a friend.

Track 4

- Play the audio again. Stop after you hear *Look! It's a crayon*. Have the children repeat as they point to the crayon. Do the same with the other pictures.
- Ask the children to sit in pairs and say the phrases again as they point to the corresponding pictures. Monitor and check.

ASL Activity

Say **Look! It's a (crayon)** as you do the sign for the word. Have the children sign as well and look for the corresponding picture in their Student's Book.

Activity Book Fun

Track 5

Have the instrumental version of the Storysong playing in the background. Ask the children to point to the table on the left side of p. 5 using their left hand and say **Look! It's a (table)**. Continue with the other objects, using their left hand for objects on the left side and their right hand for objects on the right side. Get them to color the crayon and the book.



Wrap Up

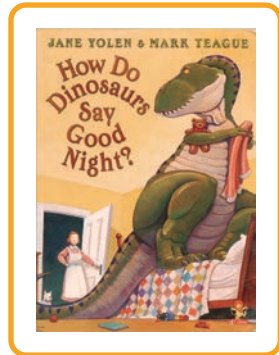
Track 3

Display the flashcards of the school objects all around the classroom. Play the *Follow Me!* song. Have the children stand up and point to the school objects as they are mentioned. Do the *Goodbye Bebop and Friends* routine.





Lesson 2



Point and say the school objects. Listen and make fingerprints to connect the school objects. Listen and say with a friend.

Key Language: Look! It's a (crayon).

Key Language Review: book, chair, crayon

Storysong

Lesson 3



Listen and point to the pictures. Sing the Storysong: *Let's Play!* Count the books in picture 3.

Key Language: 1, 2, 3

Key Language Review: book, chair, crayon, table

Unit 1 My School Lesson 3 Storysong

Lesson Objectives

- understand a story about saying *hello* and *goodbye*
- sequence a story
- develop directional tracking
- learn about characters
- learn about the structure of a story
- count to three and learn about one-to-one correspondence
- improve auditory discrimination
- improve hand-eye coordination
- strengthen fine motor skills
- review the color red

Key Language

1, 2, 3

Key Language Review

book, chair, crayon, table, red

Materials

large pieces of paper, red crayons, three real books, crayons, chairs, and tables

Early Literacy Notes

Symbolic role-play helps to increase cognitive skills in children, developing complex abstract reasoning, and linguistic ability. It also encourages understanding of characters, and enhances memory and creativity.

Warm Up

Track 1

Introduce the Storysong lesson by playing *The Bebop Band* song as the children come into class, and then do the *Hello Bebop and Friends* routine. Display flashcards of the school objects on the board. Point to them and have them name them. Ask the children to close their eyes while you hide

a flashcard, and then get them to open their eyes and tell you which flashcard is missing. Continue playing until you review all of the classroom objects.

ASL Activity

Review the signs for *crayon*, *book*, *table*, and *chair*. Ask the children to say the name of a school object, and encourage the others to make the correct sign.

Using the Student's Book

1 Listen and point to the pictures.

Track 6

- Point to the first picture and ask the children what they can see. Let them answer in Language 1. Do the same with the other pictures to help them predict what the Storysong will be about.
- Play the audio as you point to the pictures (see lyrics on Teacher's Edition, page Txxii).
- Play it again and ask the children to follow the story by pointing to the pictures.

2 Sing the Storysong: Let's Play!

Track 6

- Play the Storysong again, this time asking the children to join in the chorus as you point to the pictures.

Musical Notes

Track 5

Drawing with music helps the children recognize changes in rhythm and dynamics, similar to changes of language inflection. Prepare large paper and red crayons. Place the children in groups. Play the instrumental version of the Storysong. Ask the children to draw in time with the music using red crayons. Encourage listening to the rhythm and dynamics while drawing quickly and slowly, using the whole paper. Say **up, down, left, right** as you draw, and encourage the children to do the same. Ask each group to describe their drawing.

3 Count the books in picture 3.

- Draw the number 1 on the board. Point and say **one**. Ask the children to repeat after you.
- Draw a chair next to number 1. Point to the chair and say **one chair**. Do the same with numbers 2 and 3.
- Show the children three real books, crayons, chairs, and tables. Ask them to count them along with you as they say **one, two, three**.
- Have the children count the books in picture 3 of the Storysong. Monitor and help if necessary.

Activity Book Fun

Track 5

Have the instrumental version of the Storysong playing in the background. Elicit which picture on p. 6 shows the beginning of the story. Point to the second wagon and ask the children what happens next in the story. Encourage them to point to the correct picture. Ask them to follow the line between the picture and the wagon with their finger, and then get them to trace over it with a crayon. Continue until the story train is complete. Ask the children to find a red crayon and color the engine of the train red.



Wrap Up

Track 6

Ask five children to come to the front of the classroom. Have each child pretend to be a different character in the Storysong. Play the Storysong and ask the children to act it out. Help if necessary. Play the song again. Have children role-play the Storysong using their own crayons and books. Do the *Goodbye Bebop and Friends* routine.



Play the animated Storysong to help the children prepare for Lesson 3.



Use the worksheets in the Number Work Program to develop early math skills.



The children can watch the animated Storysong as often as they like to help them understand the narrative.

Unit 1 My School Lesson 4

Lesson Objectives

- understand the structure of a story
- act out a story using cutouts
- practice counting and understand one-to-one correspondence
- recognize the numerals 1–3
- recognize and trace a circle
- strengthen fine and gross motor skills
- improve hand-eye coordination

Key Language

circle

Key Language Review

book, chair, crayon, 1–3

Materials

white sheets of paper, crayons or colored pencils

Warm Up

Do the *Hello Bebop and Friends* routine. Show flashcards of the school objects and ask the children to name them. Display the flashcards all around the classroom. Draw a crayon on the board and invite a child to go to the front of the classroom and tell you what it is. Ask them to look for the flashcard of the corresponding school object and put it next to the drawing. Repeat with the other flashcards.

Using the Student's Book

1 Listen and sing the Storysong.

Track 6

- Have the children look at Lesson 3 in their Student's Book. Play the audio. Ask them to point to the pictures and sing along.

ASL Activity

Have the children do the signs for the key language as they sing.

Early Literacy Notes

Track 6

To consolidate vocabulary and develop listening comprehension skills, invite the children to listen to the Storysong and say the names of the school objects when they hear them.

2 Connect the numbers to the pictures from the story.

- Turn back to Lesson 4. Point to the numbers. Ask the children to name each of them.
- Draw the children's attention to the pictures on the right. Ask them to tell you what they see. Let them answer in Language 1.
- Ask them to tell you what happened first in the story.
- Draw a line from number 1 to Mr. Coe playing the saxophone. Repeat with the other pictures.

3 Trace the circle.

- Draw a circle on the board. Point to it, say **circle**, and ask the children to repeat.
- Have them draw circles in the air, first with their whole arm and then only with their wrist, as you repeat **circle**.
- Invite children to draw circles on the board.
- Draw the children's attention to the circles in the Student's Book. Ask them to trace the circles with their index finger as they say **circle**. Then have them take out a crayon or colored pencil and trace the circle. Monitor and check.

4 Act out the story with the cutouts.

Track 6

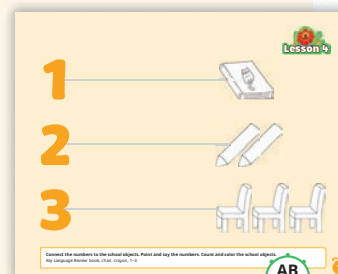
- Use the cutouts from p. C1 of the Student's Book.
- Play the song one more time. Have the children hold their cutouts and role-play the Storysong as they listen and sing it.
- Put the children in pairs and get them to retell the story using their cutouts. Monitor and check.



Activity Book Fun

Track 5

Have the instrumental version of the Storysong playing in the background. Ask the children to follow the lines with a crayon to connect the numbers to the school objects. Point to each number and elicit what it is. Ask them to count and color the school objects.



Wrap Up

Have the children draw their favorite part of the story on a white sheet of paper. Use their drawings to decorate the classroom. Do the *Goodbye Bebop and Friends* routine.





Lesson 4

1



2



3



Listen and sing the Storysong. Connect the numbers to the pictures from the story. Trace the circle.

Key Language: circle

Key Language Review: 1-3

C1 Act out



Listen, point, and say. Circle the classroom. Listen and say with a friend.

Key Language: bathroom, classroom, playground, Where's the (classroom)? It's there.

Unit 1 My School Lesson 5

Lesson Objectives

- learn to name three school places
- use key language in a sentence
- understand and reply to *Where's the ...?*
- practice a dialog
- practice listening comprehension
- improve auditory discrimination
- improve hand-eye coordination
- learn about the school environment

Key Language

bathroom, classroom, playground, Where's the (classroom)? It's there.

Teacher Tip

Remember that it is better to introduce grammar and vocabulary within a context. This will make the learning process meaningful so that the children will remember it more easily.

Warm Up

Do the *Hello Bebop and Friends* routine. Show the flashcard of the classroom. Say **classroom** and ask the children to repeat after you. Do the same with the other places at school. Display the flashcards on the board. Invite a child to go to the board and point to the picture you say.

Using the Student's Book

1 Listen, point, and say.

Track 7

- Ask the children to look at the picture and tell you what they see. Let them answer in Language 1.
- Invite them to say the name of the characters they already know (Lucy, Oliver, and Hazel) from

Lesson 1) and introduce them to the other characters: Amelia (the blond girl), Ms. Williams (the teacher), Javi (the boy in the bathroom), and Ms. Jones (the teacher assistant with Javi).

Point to each character and say **This is Ms. Williams, This is Javi**, and so on.

- Play the audio and point to the corresponding places at school.
- Play it again and ask the children to point to the places at school.
- Play the audio one more time and ask them to name the places at school.

Audioscript: *classroom, bathroom, playground*

2 Circle the classroom.

- Draw the children's attention to the different places in the picture. Ask the children to name them.
- Have them circle the classroom. Monitor and check.

3 Listen and say with a friend.

Track 8

- Play the audio. Stop after you hear the question *Where's the classroom?* Have the children repeat.
- Play it again and stop it after you hear *It's there*. Have the children repeat as they point to the classroom. Continue with the other phrases.
- Ask the children to sit in pairs and say the phrases again as they point to the correct places. Monitor and check.

Audioscript: Adult: *Where's the classroom?*

Girl 1: *It's there! Adult:* *Where's the bathroom?*

Boy: *It's there! Adult:* *Where's the playground?*

Girl 2: *It's there!*

ASL Activity

Present the signs for *bathroom, classroom, playground*. Demonstrate the signs and allow the children to practice making the signs and saying the words. Play the game "Simon Says" using the signs for the places at school.

Say **Simon says classroom**. Encourage the children to do the correct sign. Continue like this, reviewing the other words.

Activity Book Fun

Track 9

Have the instrumental version of the Action Song playing in the background.

Encourage the children to point and say **Where's the (playground)? It's there!** Ask them to follow the paths to find out where the children are going.



Wrap Up

Ask the children to stand in line. Go for a school tour and visit the bathroom and the playground. When you get to each of the places, ask the children to name it. Do the *Goodbye Bebop and Friends* routine.



Use the flashcards to present the ASL signs from Lesson 5.



Use the worksheets in the Letter Work Program to practice pre-writing skills.



Check the Student's App and Navio App for further practice.

Unit 1 My School Lesson 6

Lesson Objectives

- identify which objects are in the correct place
- learn to associate the happy face with right and the sad face with wrong
- develop critical thinking
- improve visual discrimination
- strengthen fine motor skills
- practice counting and one-to-one correspondence

Key Language Review

bathroom, book, chair, classroom, crayon, playground, 1-3

Materials

two long rulers or sticks, music, red and green crayons or colored pencils

Content-based Learning

In preschool, we usually teach pre-math skills that will help the children understand different math concepts in the future. Learning to differentiate what is right from wrong is a way to recognize the similarities and differences among objects or events. Later, the children learn to generalize and think abstractly. Finally, they will be able to understand, explain or describe, and make predictions.

Teacher Tip

Talk about right and wrong things children do in the classroom. Make a chart of the classroom rules and place it in a visible place. Use the color green to write the *dos* and the color red to write the *dont's*.

Warm Up

Do the *Hello Bebop and Friends* routine. Show flashcards of the school objects and places at school and ask the children to name them. Display them on the board and play: invite two children to come to the front of the classroom and give each one of them a ruler or a stick. Say the name of a school object or a place at school. Ask the children to use the ruler or the stick to touch the correct flashcard. Repeat the practice with the other flashcards, reviewing all of the words.

Using the Student's Book

1 Point and say the places.

- Point to each picture and ask the children to name the place.

2 Look at the pictures and color the circles.

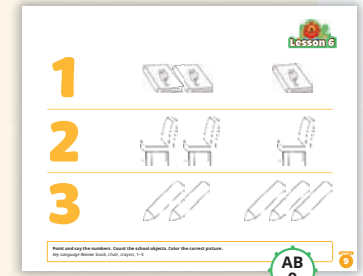
- Point to the green happy face and say **right**. Have children do the same.
- Point to the red sad face and say **wrong**. Have children do the same.
- Point to the first picture and ask the children if everything is correct. If necessary, guide them to observe the toilet in the playground. Let them answer in Language 1.
- Ask them **What color do I need: green or red?** and show them the green and red crayon as you name the colors.
- Have the children color the circle red. If necessary, model the activity first by pretending to color the circle on your book using the red crayon.
- Repeat with the other pictures, guiding the activity.

Activity Book Fun

Track 9

Have the instrumental version of the Action Song playing in the background. Ask the children to name the school objects in each line.

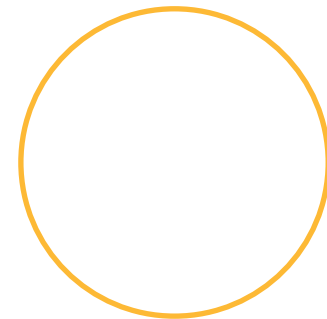
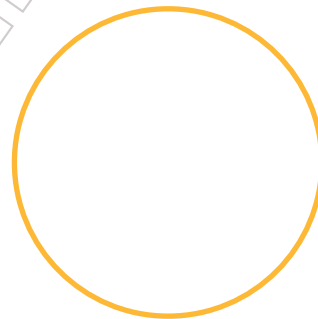
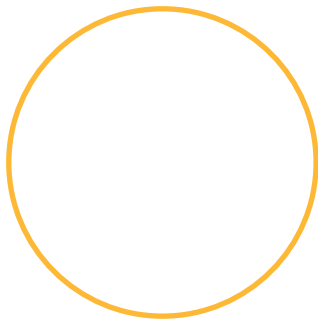
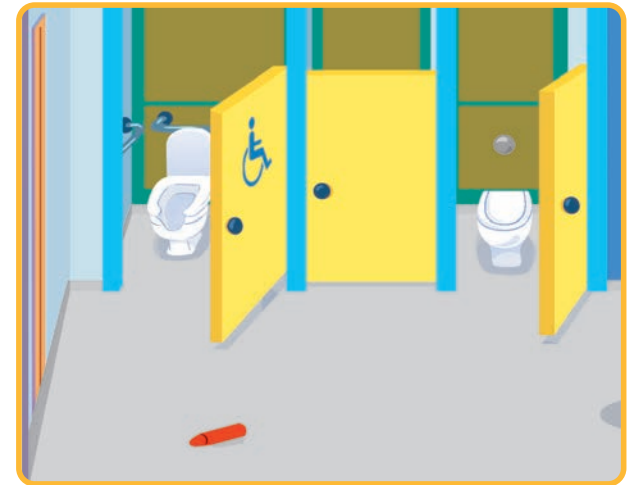
Elicit the name of the numeral 1 and count the books together. Ask the children which picture has one book. Model pretending to color it. Get the children to color the correct picture. Continue with the other numbers and objects.



Wrap Up

Ask the children to walk around the classroom as you play some music. Stop the music and show them flashcards of a crayon and a classroom. Have the children make a happy face to indicate that the relationship between the pictures is right. Play the music again, and now show them flashcards of a crayon and a bathroom. Have the children make a sad face to indicate that the relationship between the pictures is wrong. Continue playing, varying the flashcards you show. Do the *Goodbye Bebop and Friends* routine.





Point and say the places. Look at the pictures and color the circles.

Key Language Review: bathroom, classroom, playground

Action Song



Listen and do the actions. Sing the Action Song: *Musical Chairs*. Count and circle the chairs.

Key Language: stand up, sit down

Key Language Review: chair, 1-3



Unit 1 My School Lesson 7 Action Song

Lesson Objectives

- learn two actions
- practice counting and number recognition
- strengthen gross motor skills
- learn to negotiate space while playing a movement game
- develop a sense of rhythm and repetition
- improve visual and auditory discrimination

Key Language

stand up, sit down

Key Language Review

book, chair, table, crayon, 1–3

Materials

music, five sets of cards of numbers 1–3, crayons or colored pencils

Teacher Tip

The attention span of young children is very short. To get them interested in the activities and to avoid losing group control, have the children stand up and do some actions like jumping, running, walking, and so on, along with music.

Warm Up

Track 1

Introduce the Action Song lesson by playing *The Bebop Band* song as the children come into class, and then do the *Hello Bebop and Friends* routine. Say **stand up** as you model the action. Ask the children to repeat after you. Repeat with the action *sit down*.

Using the Student's Book

1 Listen and do the actions.

Track 10

- Point to the picture and ask the children what they think the *Bebop Band* characters are doing. Let them answer in Language 1.
- Play the audio and ask them to do the actions as they are sung.

2 Sing the Action Song: *Musical Chairs*.

Track 10

- Say each line of the song. Ask the children to repeat after you as they do the corresponding actions.
- Play the audio one more time and ask them to sing along as they do the actions.

Musical Notes

Chanting develops the sense of rhythm and repetition represented in language. Number recognition and the concept of action are also reinforced. Prepare five sets of cards of numbers 1–3. Place the cards on the floor randomly (not sequentially). Chant **Stand up, stand up, stand up**. Say a number. Ask the children to find that number and stand up next to it. Several children can be next to a card. Chant **Sit down, sit down, sit down**. Say a number. The children find that number and sit down next to it. Repeat, chanting action and number.

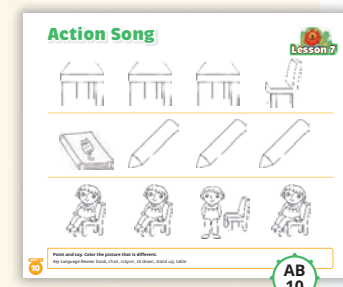
3 Count and circle the chairs.

- Draw the children's attention to the chairs. Ask the children to count them together.
- Have them circle the chairs. Monitor and check.

Activity Book Fun

Track 9

Have the instrumental version of the Action Song playing in the background. Ask the children to point and say the objects or actions in each line of p. 10. Elicit which one doesn't belong and model pretending to circle it. Get the children to do the same.



Wrap Up

Play the game "Musical Chairs": arrange chairs in a circle and have the children stand next to them. Be sure to have one less chair than there are children. Play some music and encourage the children to walk around in a circle. Tell them that when you stop the music, they have to sit in a chair. The one who does not have a chair to sit in is out of the game. Continue playing until only one chair is left. The child who sits in the last chair is the winner. Do the *Goodbye Bebop and Friends* routine.



Play the Action Song video and ask the children to make the gestures as they sing along.



The children can dance and sing along to the Action Song at home.

Unit 1 My School Lesson 8

Lesson Objectives

- review key language and concepts
- improve visual discrimination
- strengthen fine motor skills
- practice counting
- review the color red
- review the circle
- decorate a picture

Key Language Review

bathroom, classroom, playground, circle, red, 1-3

Materials

two sets of pictures of school objects and places at school, red paper, glue sticks, crayons or colored pencils

Teacher Tip

Remember to observe the children's progress and to take note of it every day so that at the end of the unit you can evaluate whether they accomplished the unit objectives or not.

Warm Up

Do the *Hello Bebop and Friends* routine. Show the flashcards of the school objects and places at school and ask the children to name them. Divide the board into two by drawing a line. Display the flashcard of the crayon on one side and the flashcard of the classroom on the other side. Put the other flashcards of school objects and places at school all around the classroom. Invite children to come to the front of the classroom. Say **book**. Ask the children to look for the book and put it in the correct place on the board. Repeat with the other pictures.

ASL Activity

Play the game "Pinocchio": say the name of a school object or a place at school. Do the wrong sign. Have the children say **Pinocchio!** and ask them to do the correct sign. If you do the correct sign, they have to remain silent. Continue playing as many times as possible.

Using the Student's Book

1 Point and say the place.

- Draw the children's attention to the first picture and ask them to tell you the name of the place. Repeat with the other picture and help if necessary.

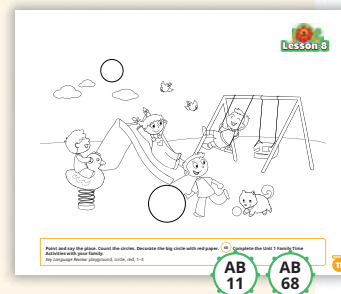
2 Trace a line to connect the correct circle to the picture.

- Have the children look at the blank circle in the first picture. Ask them what's missing.
- Ask them to look for the correct circle on the right to complete the picture on the left, point to it, and trace a line connecting the parts.
- Repeat with the other picture. Monitor and check.

Activity Book Fun

Track 9

Have the instrumental version of the Action Song playing in the background. Ask the children to point and say where the children in the picture are (playground). Ask them to count the circles. Model pretending to glue red paper on the big circle and get them to do the same. Invite them to color the rest of the page. Ask the family and the children to complete Unit 1 Family Time Activities together (p. 68 in their Activity Book).



Wrap Up

Place the two sets of pictures of classroom objects and places at school, face down on the board to play a memory game. They should be all mixed up. Invite the children to come to the front and choose a card. Ask them to turn that card over and name it. Then ask them to choose another card and do the same. If the two cards form a pair, the children win them; if not, they have to put them back face down. Continue with the game until you finish finding all of the pairs. Then ask the children to turn to their My Progress chart on p. 76. Invite them to color the number for Unit 1. Do the *Goodbye Bebop and Friends* routine.





Lesson 8



Point and say the place. Trace a line to connect the correct circle to the picture. **76** Complete My Progress: Unit 1.
 Key Language Review: bathroom, classroom