

Unit Objectives

- learn to name parts of the body
- learn four actions
- understand and reply to *How are you?*
- understand that a number comes before an object
- count to four and recognize the numerals
- recognize and draw a square
- recognize and name the color blue
- learn to express some feelings
- learn about parts of the body and what they can do
- understand a story about mirrors
- recognize rhyme and explore the beginning, middle, and end of a story

Key Language

- body parts: *arms, ears, eyes, feet, hands, legs, mouth, nose*
- grammar phrase 1: *How are you? I'm (happy / sad).*
- grammar phrase 2: *Look! I have (two) (arms).*
- action verbs: *clap, shake, stomp, wiggle*
- number: 4
- shape: *square*
- color: *blue*

Music Development

This unit focuses on rhyme and auditory discrimination. Rhyming is a delightful activity to do with children. It builds vocabulary and recognition of sound differences among words. The musical extension notes develop auditory discrimination, a skill for speaking and reading by use of phonics. While speaking, change your voice pitch intentionally, so the children clearly hear differences. While rhyming, speak clearly. This reinforces pronunciation.

**Storysong****The Mirror House**

Encourage the children to listen out for and recognize rhyming words as this develops auditory discrimination. Build on their understanding of how a story is structured by asking them to identify the beginning, middle, and end of the story. This develops the skills needed later for reading comprehension. Help the children understand the main events by asking them what they liked about the story.

**Dynamic Digital**

To help the children understand that every story needs a beginning, a middle, and an end, use the animated Storysong in the Teacher's App. Show the children pictures from the Storysong and ask them to predict what they think the story will be about. Then play the video and pause it just before a key moment and ask what they think will happen next. This will help them understand how a story is structured.

Action Song**Move Your Body**

Young children love to clap their hands, stomp their feet, and wiggle their bodies. Activities that practice these movements are great for developing control of large muscles in the arms, legs, and torso, as well as reinforcing the understanding of parts of the body vocabulary.



Mathematical Thinking

- count to four and recognize the numerals (L3–L5, L8)
- practice one-to-one correspondence (L8)
- recognize shapes (L3, L4, L6, L7)
- learn to sequence (L3)
- learn to classify objects (L1, L4)

Personal & Social Development

- learn to take turns (L2, L3, L8)
- listen to others (L2–L5)
- listen to and follow instructions (L1, L3, L5, L7)
- learn to play with others (L1–L3, L7, L8)
- think about how characters in a story might feel (L3, L4)
- learn to express feelings (L2)

Physical & Health Development

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



My Body

Discovery & Knowledge of the World

- learn about parts of the body (L1, L5, L7)
- listen to different kinds of music (L1, L3, L7)

Creative Artistic Expression

- act out a story (L4)
- use colors for a purpose (L1, L3, L4, L8)
- explore different textures (L1, L4, L6)
- express feelings through drawing (L2)
- personalize an experience through drawing (L4, L6, L8)
- manipulate dough to achieve a planned effect (L4, L6)
- create movement in response to music (L1–L3, L5, L7)
- sing songs (L1, L3, L7)

Language & Communication

- learn new vocabulary (L1, L5, L7)
- communicate using new vocabulary (L2, L4, L5, L6, L8)
- understand new grammar phrases (L2, L5)
- practice a dialog (L2)
- practice listening comprehension (L1, L2, L5)
- understand a story about mirrors (L3, L4)
- understand the structure of a story (L4)
- recognize rhyme (L3)
- understand and use American Sign Language (ASL) (L1–L5, L8)

My Body



Listen, point, and say. Sing the song: *Check it out!* Complete Paul's eyes with blue fingerprints.

Key Language: ears, eyes, mouth, nose, blue



Unit 2 My Body Lesson 1

Lesson Objectives

- learn to name four parts of the face
- recognize and name the color blue, and learn to classify objects by color
- practice listening comprehension
- sing a song about parts of the face
- improve auditory discrimination
- improve hand-eye coordination
- strengthen fine and gross motor skills
- explore the color and texture of paint

Key Language

ears, eyes, mouth, nose, blue

Key Language Review

red

Materials

blue paint, small containers or bottle caps, washable smocks or old clothes, wet wipes or tissue paper

Teacher Tip

Have the children touch their eyes, nose, mouth, and ears as a TPR activity to get their attention before giving any instruction. That way you will be reviewing the key vocabulary all the time and you will get control of your group.

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. Txxii). Introduce the topic of parts of the face using flashcards of *eyes, nose, mouth, ears*. Show the flashcard of the eyes. Say **eyes** and ask the children to repeat after you. Then ask the

children to touch their eyes. Repeat with the other parts of the face.

ASL Activity

Present the signs for *eyes, nose, mouth, and ears*. Demonstrate the signs and allow the children to practice making the signs and saying the words.

Using the Student's Book

Listen, point, and say.

Track 11

Help the children find the correct page in the Student's Book and ask them to take a look at Paul and Lucy's picture.

- Play the audio. Let the children listen as you point to the parts of Lucy's face in the book.
- Play it again and ask the children to point to the parts of Lucy's face as they listen to the names.
- Play the audio one more time and ask them to say the names of the parts of the face after they are mentioned.

Audioscript: eyes, nose, mouth, ears

Sing the song: *Check it Out!*

Track 12

- Say the first line of the song (see lyrics on Teacher's Edition, p. Txxiii). Have the children repeat after you.
- Repeat the procedure with the other lines until you finish the song.
- Play the song and have the children sing it.

Musical Notes

Track 12

Play the game "Mirror" to reinforce key language through movement. At first, play the song *Check it Out!* and ask the children to sing and point to parts of their face to review key language. Have the children work in pairs facing each other. Like looking in a mirror, one child says and points out a part of the face while the other child mimics it. Encourage them to move faster and change roles.

Complete Paul's eyes with blue fingerprints.

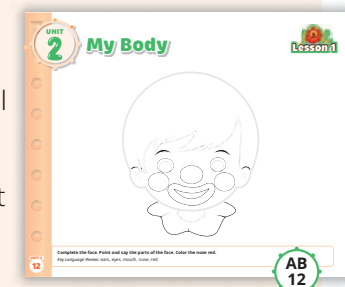
- Display the blue flashcard on the board. Say **blue** and ask the children to repeat after you.
- Have them look for blue objects around the classroom.
- Ask the children to identify Paul's eyes in the picture. Give each child some blue paint in a small container or in a bottle cap. Have them dip in their finger and make blue fingerprints on Paul's eyes. Have them clean up their fingers using a wet wipe or a piece of tissue paper.

Activity Book Fun

Track 14

Have the instrumental version of the Storysong playing in the background. Point to the picture and ask the children to trace around the face.

Encourage them to point and say the parts of the clown's face. Ask them to color the nose with a red crayon or pencil.



Wrap Up

Play the game "Touch": Say **Touch your eyes**. Have the children do the action. Then invite a child to go to the front of the classroom and guide the activity. Continue playing, asking the other children to go to the front of the classroom. Do the *Goodbye Bebop and Friends* routine (see p. Txxi).



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



Remember to use the assessment sheets for each of your children.



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

Unit 2 My Body Lesson 2

Lesson Objectives

- use key language in a sentence
- understand and reply to *How are you?*
- learn to express feelings
- practice a dialog
- practice listening comprehension
- improve auditory discrimination
- strengthen fine motor skills

Key Language

How are you? I'm (happy).

Key Language Review

ears, eyes, mouth, nose

Materials

ball, music, red crayon

Teacher Tip

Talk with the children about the importance of recognizing our feelings and being able to talk about them (to develop emotional intelligence). Ask the children what makes them feel happy or sad. Let them use Language 1 to answer.

Warm Up

Do the *Hello Bebob and Friends* routine. Draw a big red happy face on the board with all the parts of the face the children know so far. Point to it and say **happy** and make a happy face. Have the children repeat. Then draw a blue sad face and repeat the procedure. Invite a child to the board and point to the eyes on the happy or sad face. Repeat, reviewing all the parts of the face.

ASL Activity

Review the signs for *eyes, nose, mouth, and ears*. Draw a circle on the board. Say and make the sign for the word *eyes*. Invite a child to go to the board and draw the eyes. Repeat the procedure with the other words from key language review until you complete the face.

Using the Student's Book

1 Point and say the parts of the face.

- Let the children look at the boy and girl in their Student's Book.
- Have the children point to the cats' faces in their Student's Book and say if they are happy or sad. Repeat the procedure with the children's faces.
- Ask them to point to the facial features. Monitor and check.

2 Listen and circle the correct face.

Track 13

- Call students' attention to the red and blue circles around the cats' faces.
- Explain they will listen to the children saying if they are happy or sad.
- Play the audio. Ask the children to listen as you point to the correct face.
- Play it again and stop it after the first dialog. Ask them if the boy is happy or sad. Have the children circle the sad face with the blue crayon.
- Play the second dialog and ask if the girl is happy or sad. Have the children circle the happy face with the red crayon.

Audioscript: Girl: How are you? Boy: I'm sad.

Boy: How are you? Girl: I'm happy.

3 Listen and say with a friend.

Track 13

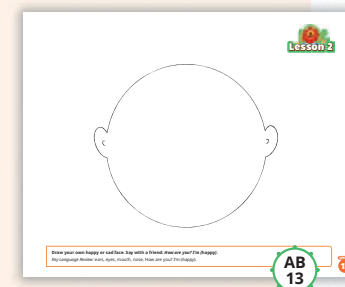
- Play the audio again. Stop after you hear the question *How are you?*
- Have the children repeat.
- Play the audio again and stop it after you hear *I'm sad*.
- Have the children repeat and make a sad face.
- Repeat the procedure with the other dialog.
- Invite two children to go to the front of the classroom. Have one of them ask **How are you?** Ask the other one to answer **I'm sad** and make a sad face.
- Repeat the procedure with the other children, reviewing *happy* and *sad*.

Activity Book Fun

Track 14

Have the instrumental version of the Storysong playing in the background.

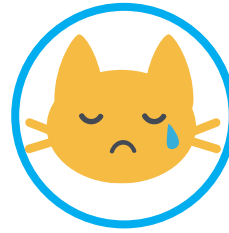
Ask the children to draw their own happy or sad face. Invite them to ask and answer with a friend **How are you? I'm (happy).**



Wrap Up

Play the game "Hot Potato": have the children sit in a circle. Give the ball to one of them. Play some music. Stop the music and ask the child who's holding the ball **How are you?** Let the child answer **I'm (happy)**. Continue playing as many times as you can. Do the *Goodbye Bebob and Friends* routine.





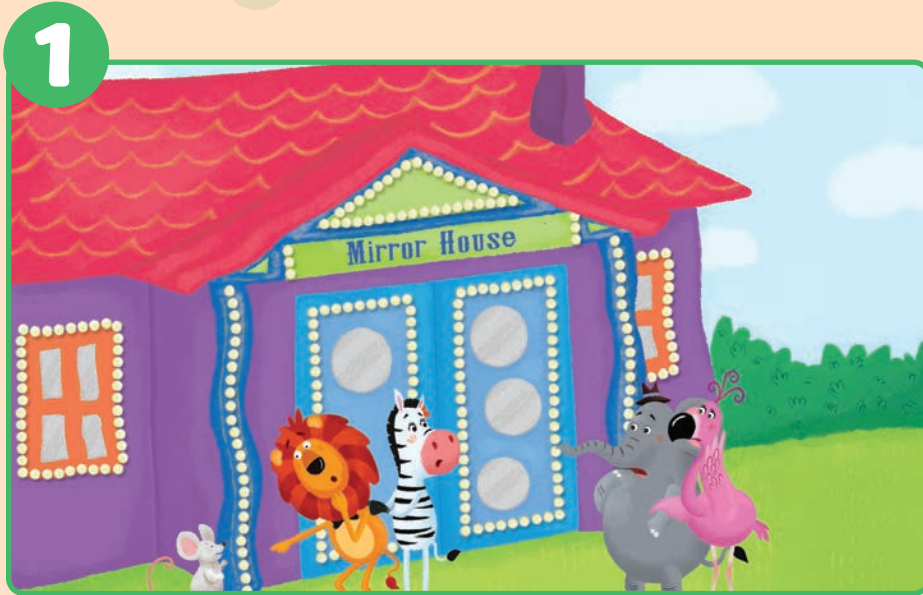
Point and say the parts of the face. Listen and circle the correct face. Listen and say with a friend.

Key Language: How are you? I'm (happy).

Key Language Review: ears, eyes, mouth, nose

Storysong

Lesson 3



Listen and point to the pictures. Sing the Storysong: *The Mirror House*. Count the square mirrors in the story.

Key Language: square, 4

Key Language Review: ears, eyes, mouth, nose, circle, 1-3



Unit 2 My Body Lesson 3 Storysong

Lesson Objectives

- understand a story about mirrors
- sequence a story
- develop directional tracking
- recognize rhyme
- count to four and recognize the numerals
- recognize and trace a square
- strengthen fine and gross motor skills
- improve auditory discrimination
- improve hand-eye coordination
- review the color blue

Key Language

square, 4

Key Language Review

ears, eyes, mouth, nose, circle, blue, 1–3

Materials

mirrors; a bandana or scarf

Early Literacy Notes

Track 15

To develop phonological awareness, invite the children to listen to the rhyming words in the Storysong: *mouse / house; see / me*. Play the audio and have them clap when they hear the rhyming words.

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.

Give each child a mirror (if possible), or have them work in pairs or groups. Ask them to look at

themselves in the mirror and point to their eyes, nose, mouth, and ears. Have them make happy and sad faces as well. Ask them to see what happens if they put the mirror very close to their face or very far. Ask the children if they have ever been to a mirror house and talk about what we can do there.

ASL Activity

Review the signs for *eyes, nose, mouth, and ears*. Have the children make the signs for each word. Give them a sheet of paper. Ask them to draw a circle. Then make the sign for the eyes, and have them say the word and draw the eyes in the correct place. Continue like this until they complete the face. Decorate the classroom with their drawings.

Using the Student's Book

1 Listen and point to the pictures.

Track 15

- Have the children look at the Bebop characters.
- Point to the first picture and ask the children to tell you what they can see. Let them answer in Language 1, to help them predict what the Storysong is going to be about.
- Play the audio as you point to the pictures.
- Play it again and ask the children to point to the pictures.

2 Sing the Storysong: *The Mirror House*.

Track 15

- Say the song lyrics and ask the children to repeat.
- Play the audio one more time. Ask the children to join in the chorus as you point to the pictures.

3 Count the square mirrors in the story.

- Draw four squares on the board and say **square**. Have the children repeat.
- Invite some children to go to the front of the classroom and trace over the squares.

- Draw number 4 on the board, point to it, and say **four**. Have the children repeat after you.
- Ask them to count the squares along with you.
- Finally, have them find and count the square mirrors in the Storysong.

Musical Notes

To explore number 4 and rhyming words, clap hands and repeat **mouse / house** to the rhythm. Clap hands and chant **1, 2, 3, 4**. Continue clapping to the rhythm and chant **mouse, mouse, mouse, mouse**. Then clap hands and chant **1, 2, 3, 4**. Continue clapping to the rhythm and chant **house, house, house, house**. Repeat using different body movements to make the rhythm, for example, tapping shoulders, jumping jacks, stomping feet. Enunciate the key words clearly for the children to hear the rhyme.

Activity Book Fun

Track 14

Have the instrumental version of the Storysong playing in the background. Have the children connect the pictures to the train to complete the story. Ask them to color the engine blue.



Wrap Up

Play the game "Pin the Tail on the Donkey": draw a circle on the board. Invite a child to come to the front of the classroom. Ask this child to take the flashcard of the eyes. Cover the child's eyes with a bandana. Ask him/her to put the eyes on the circle on the board to build a face. Ask the other children to guide him/her. Repeat with the other parts of the face until you complete the face. 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 2 My Body Lesson 4

Lesson Objectives

- identify and talk about the end of a story
- act out a story using cutouts
- review shapes and colors
- practice counting and recognize the numeral 4
- improve visual discrimination
- strengthen fine motor skills

Key Language Review

circle, square, blue, red, 1–4

Materials

dough, blue paper, glue sticks, sheets of paper, magazine cutouts of ears, eyes, nose, and mouth

Early Literacy Notes

It is important to help the children identify the sequence of events in a story to develop reading comprehension skills and understand the main idea. Have them say what happened at the beginning – middle – end of the story in Language 1 and what they liked the most about it.

Warm Up

Do the *Hello Bebop and Friends* routine. Show the flashcards of the key language. Ask the children to name them. Give them some dough. Ask them to model the eyes, nose, mouth, and ears to make a face. Monitor and check.

Using the Student's Book

1 Listen and sing the Storysong.

Track 15

- 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.

2 Paste blue paper around the correct ending of the story.

- Turn back to Lesson 4. Draw the children's attention to the pictures on page 15. Ask them which picture explains the end of the story and why. Let them answer in Language 1.
- Have the children paste blue paper around the correct ending of the story. Monitor and check.

3 Act out the story with the cutouts.

Track 15

- Use the cutouts from p. 73 of the Student's Book.
- Play the audio again. Have the children hold their cutouts and act out the Storysong as they listen to it.
- Invite some children to go to the front of the classroom and have them pretend to be different *Bebop Band* characters.
- Ask them to act out the Storysong using their cutouts.

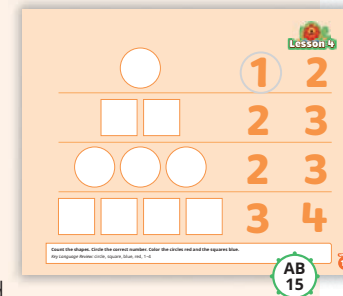


Activity Book Fun

Track 14

Have the instrumental version of the Storysong playing in the background.

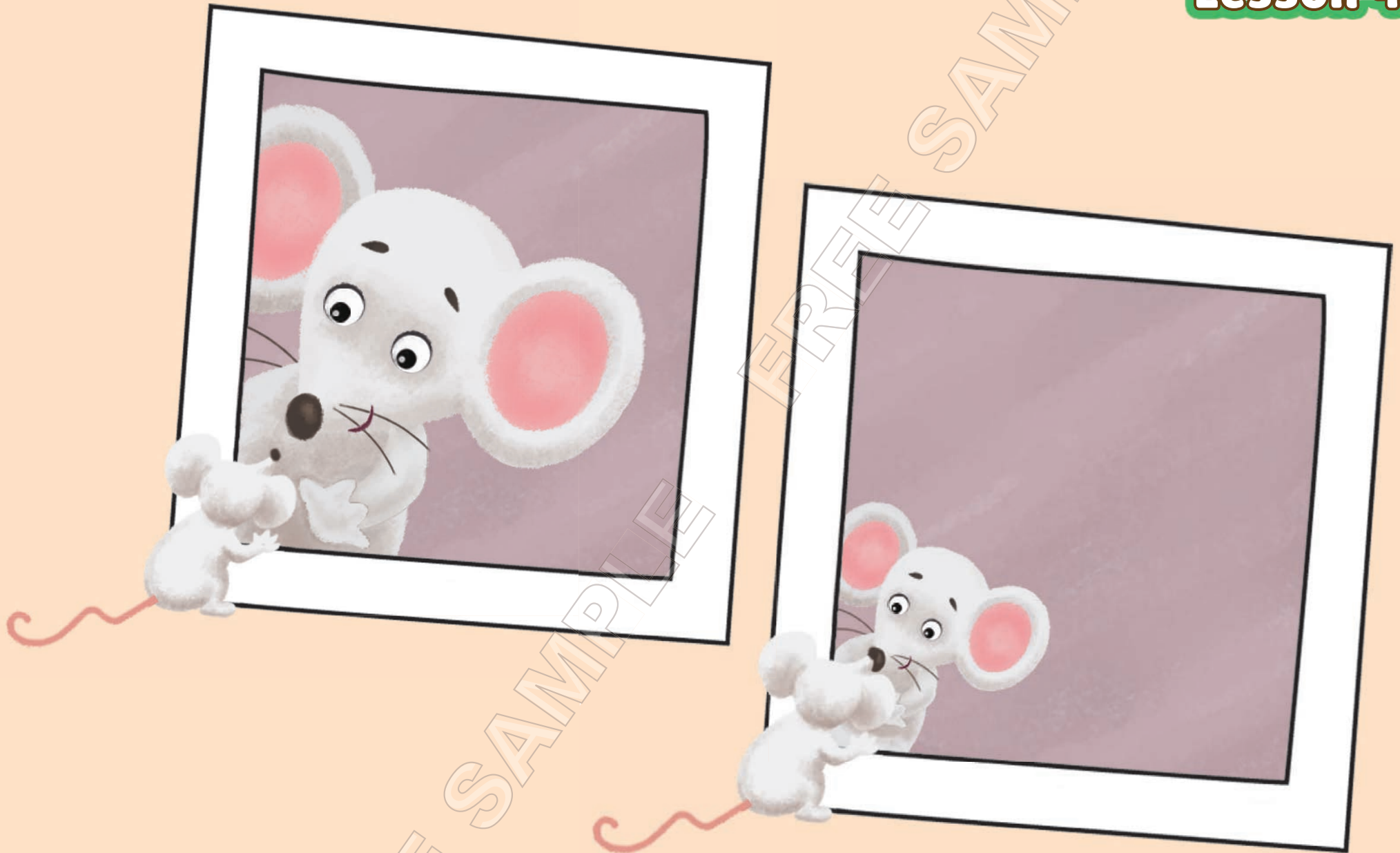
Have the children count the shapes and circle the correct number. Have them color the circles red and the squares blue.



Wrap Up

Give each child a sheet of paper and ask them to draw their face. Then, give them some pre-prepared magazine cutouts of eyes, nose, and ears to paste on their self-portraits, so that they become distorted like the faces in *The Mirror House*. Invite the children to share their pictures with their friends. Decorate the classroom with their pictures. Do the *Goodbye Bebop and Friends* routine.





Listen and sing the Storysong. Paste blue paper around the correct ending of the story. **C3** Act out the story with the cutouts.

Key Language Review: square, blue



Listen, point, and say. Listen and count. Listen and say with a friend.

Key Language: arms, feet, hands, legs, Look! I have (two) (arms).

Key Language Review: 2



Unit 2 My Body Lesson 5

Lesson Objectives

- learn to name four parts of the body
- use key language in a sentence
- understand that numbers come before objects
- practice listening comprehension
- practice counting
- improve visual and auditory discrimination
- improve hand-eye coordination

Key Language

arms, feet, hands, legs, Look! I have (two) (arms).

Key Language Review

2

Material

music

Teacher Tip

Talk about the importance of taking care of our body to be healthy, like washing our hands before eating and after going to the bathroom, to prevent diseases.

Warm Up

Do the *Hello Bebop and Friends* routine. Show the flashcard of the arms or show your arms. Say **arms** and ask the children to repeat after you. Continue with the other parts of the body presented in the key language. Display the flashcards on the board. Invite a child to go to the front of the classroom and circle the flashcard you say.

ASL Activity

Present the signs for *arms, hands, legs, and feet*. Demonstrate the signs and allow the children to practice making the signs and saying the words.

Using the Student's Book

1 Listen, point, and say.

Track 16

- Ask the children to look at Paul's picture and tell you what they can see. Let them answer in Language 1.
- Play the audio. Have the children listen as you point to the parts of the body.
- Play it again and ask them to point to the parts of the body as you monitor and check.
- Play it one more time and ask them to name the parts of the body along with the audio.

Audioscript: *arms, hands, legs, feet*

2 Listen and count.

Track 17

- Play the audio. Ask the children to listen to the first sentence and pause it. Now let them point to the parts of the body. Repeat the procedure with the other sentences.
- Play it again and ask them to count the parts of the body along with the audio as they point to them. Monitor and check.

Audioscript: Paul: *Look! I have two arms. I have two hands. I have two legs. And I have two feet.*

3 Listen and say with a friend.

Track 17

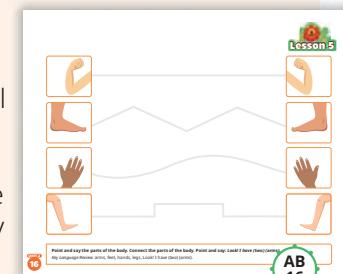
- Play the audio one more time. Stop it after you hear the first sentence: *Look! I have two arms.* Have the children repeat.

- Play it again and stop it after you hear *I have two hands*. Have them repeat.
- Continue with the other phrases.
- Invite a child to go to the board. Have the child say the sentences with your help, while pointing to the correct parts of the body.
- Repeat, inviting the other children to say the sentences.

Activity Book Fun

Track 18

Have the instrumental version of the Action Song playing in the background. Have the children point and say the parts of the body. Ask them to trace the paths and say **Look! I have (two) (arms)**.



Wrap Up

Play some music and ask the children to stand up and dance. Stop the music and ask them to touch the body part you say and stay still. Repeat as many times as possible. 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 2 My Body Lesson 6

Lesson Objectives

- complete and name parts of a face
- strengthen fine motor skills
- review two shapes

Key Language Review

arms, ears, eyes, feet, hands, legs, mouth, nose, circle, square, I have (two) (ears).

Materials

large pieces of construction paper, big and small paper circles and squares of different colors, glue sticks, dough

Teacher Tip

Ask the children to visit a museum where they can see different portraits and sculptures. Have them make a portrait or a sculpture at home using recycled material. Then make an exhibition in the classroom with all their pieces of art as if it were a museum. Invite children from other classrooms to see the exhibition.

Warm Up

Do the *Hello Bebop and Friends* routine. Show the flashcards of the parts of the body from key language review. Ask the children to name them. Have them work in teams. Give each team a large piece of construction paper. Ask one child in each team to lie down on the piece of construction paper and the others trace around his/her outline. Have each team add eyes, nose, mouth, and ears and color the arms, hands, legs, and feet. Decorate the classroom with their work.

Content-based Learning

Art is essential in early childhood development because it helps children develop emotional, social, cognitive, and fine motor skills. Drawing, in particular, becomes an activity that allows them to symbolize what they know and feel. This early use of symbols is very important because it provides a foundation for children's later use of words to symbolize objects and actions in formal writing.

Using the Student's Book

1 Look and complete the face.

- Point to Lucy's portrait and ask the children to trace around the facial features with a finger.
- Ask them to trace the eye, ear, the nose, and mouth with a crayon, using the colored half of the face as a guide. Monitor and check.

2 Point and say the parts of the face.

- Ask the children to point and name the parts of the face that you say. Monitor and check.

3 Point and say: I have (two) (ears).

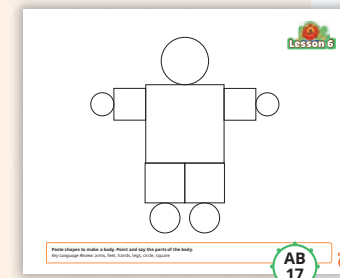
- Say **I have two ears**. Ask the children to point to their ears and repeat.
- Point to your nose and elicit **I have a nose**. Repeat with *eyes* and *mouth*.

Activity Book Fun

Track 18

Have the instrumental version of the Action Song playing in the background. Ask the children to select and glue the correct shapes to form a body.

Have them point and name the parts of the body.



Wrap Up

Give the children a piece of dough. Have them model a body with it as if it were a sculpture. Ask them to share their sculptures with their friends. Do the *Goodbye Bebop and Friends* routine.





Look and complete the face. Point and say the parts of the face. Point and say: *I have (two) (ears).*

Key Language Review: ears, eyes, mouth, nose, I have (two) (ears).

Action Song



Lesson 7



Listen and do the actions. Sing the Action Song: *Move Your Body*. Point and say the parts of the body.

Key Language: clap, shake, stomp, wiggle

Key Language Review: arms, feet, hands, legs

Unit 2 My Body Lesson 7 Action Song

Lesson Objectives

- learn four actions
- strengthen gross motor skills
- learn to negotiate space while playing a movement game
- learn about parts of the body and what they can do
- improve visual and auditory discrimination
- learn to follow instructions

Key Language

clap, shake, stomp, wiggle

Key Language Review

arms, feet, hands, legs, 1–4

Material

a tambourine (optional)

Teacher Tip

Ask the children to do the actions as you play a tambourine quickly or slowly. The different beats and rhythm will help them develop sound awareness, an important pre-reading skill.

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 **clap** as you model the action. Ask the children to repeat after you. Repeat with *shake*, *stomp*, and *wiggle*.

Using the Student's Book

1 Listen and do the actions.

Track 19

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

2 Sing the Action Song: *Move Your Body!*

Track 19

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

Musical Notes

This activity is based on sound awareness and doing actions to the sounds. Say the action word with an inflection indicative of the word, for example *clap* is said in a high voice; *stomp* is said in a low and louder voice; *wiggle* is said in a fun, comical voice. Say **1, 2, 3, 4, clap, clap, clap, clap** with the children doing the action. Say **1, 2, 3, 4, stomp, stomp, stomp, stomp** with the children doing the action. Say **1, 2, 3, 4, wiggle, wiggle, wiggle, wiggle** with the children doing the action. Now put it all together. Say **1, 2, 3, 4, clap, clap, stomp, wiggle** with the children doing all the actions in sequence.

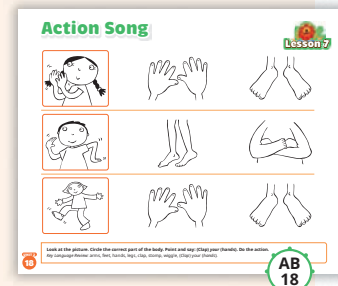
3 Point and say the parts of the body.

- Draw the children's attention to the parts of the body the *Bebop Band* characters are moving.
- Have the children point and name the parts of the body you say. Monitor and check.

Activity Book Fun

Track 18

Have the instrumental version of the Action Song playing in the background. Ask the children to look at the action and circle the correct part of the body. Have them point and say **(Clap) your (hands)**. Ask them to do the action.



Wrap Up

Play the game "Ivory Statues": say in a sing-song voice **Ivory statues, 1, 2, 3 (clap your hands), (clap your hands), now stay still!** When you say **stay still**, the children will have to stay completely still, as if they were statues. If one of them moves, they lose and are out of the game. The last child left wins the game. 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 2 My Body Lesson 8

Lesson Objectives

- review key language and concepts
- practice counting
- practice one-to-one correspondence
- improve visual discrimination
- strengthen fine motor skills

Key Language Review

arms, feet, hands, legs, mouth, nose, blue, red, 1–2

Materials

two sets of pictures of parts of the body, a bag or box

Teacher Tip

Teach the children to use their index finger to point to the corresponding numbers as they listen to them. This will help them develop visual and auditory discrimination as well as improve concentration.

Warm Up

Do the *Hello Bebop and Friends* routine. Show the flashcards of the parts of the body and have the children name them. Display two sets of pictures of parts of the body on the board. Play a memory game using the pictures.

ASL Activity

Put the flashcards of the parts of the body inside a bag or box. Invite a child to come to the front of the classroom and take a flashcard. Have them show the flashcard to their classmates as they say the word. Have the other children do the corresponding sign.

Using the Student's Book

1 Color the 1 red. Color the 2 blue.

- Let the children take a look at Lucy's pictures in the Student's Book.
- Draw number 1 on the board using a red pen or marker. Point to it and say **one**.
- Ask the children to color the number 1 red in their book.
- Draw number 2 on the board using a blue pen or marker. Point to it and say **two**.
- Ask the children to color the number 2 blue in their books. Monitor and check.

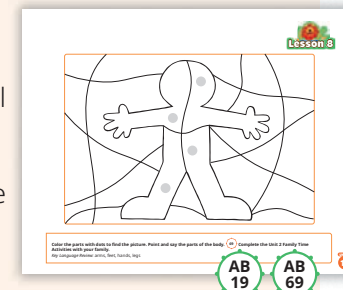
2 Connect the parts of the body to the numbers using the correct color.

- Point to Lucy's nose and ask the children to count it.
- Have them draw a red line from the nose to the number 1.
- Repeat, asking the children to draw lines from the pictures to the correct numbers using their red or blue crayons accordingly.

Activity Book Fun

Track 18

Have the instrumental version of the Action Song playing in the background. Draw the children's attention to one of the parts with a dot in it and model coloring it. Have the children color the parts with dots to reveal the body and then encourage them to point and say the parts of the body. Ask the family and the children to complete the Unit 2 Family Time Activities together (p. 69 in their Activity Book).



Wrap Up

Draw a circle on the board. Invite a child to go to the board. Say **Draw two eyes**. Have the child draw the eyes and then have the other children count them. Repeat until you draw a complete body. Then ask the children to turn to their My Progress chart on p. 76 in their Student's Book. Ask them to color the number for Unit 2. Do the *Goodbye Bebop and Friends* routine.





Color the 1 red. Color the 2 blue. Connect the parts of the body to the numbers using the correct color. 76 Complete My Progress: Unit 2.

Key Language Review: feet, hands, mouth, nose, blue, red, 1-2

Explore the World



Dance



Explore the World Dance Lesson 1

Lesson Objectives

- make healthy choices
- explore dance as a means to express ourselves and connect with others
- learn some ASL signs to express themselves through movement and communicate with children who sign
- demonstrate self-regulation by responding to movement cues
- incorporate vocabulary words in actions and use of selected body parts
- experience trees as a central part of life
- interact with respect and joy as they dance, sing, and respond

Key Language

tree, dance, together, grow

Key Language Review

sit down, stand up

Material

photos of different trees

Teacher Tip

In all *Explore the World* sections, we begin and end with mindfulness activities. This helps the children relax to exercise their self-expression and connect with the group. The more connected the children feel, the more classroom culture improves. In addition, with young children, including movement is essential for learning and self-regulation. Look for constructive opportunities to channel this essential modality.

Warm Up

Tree of Life Song – Dance

Track 20

Play the audio and show the children the sign for *tree* (the first one on the left hand column) and see if they can guess what it is. Invite them to make the sign and say **tree**. Ask them to share some things they know or like about trees in Language 1. If you have access to trees, take the children there. If not, share images of trees.

Show them the sign for *dance* (the second and third pictures on the left hand column on p. 20). Incorporate the ASL for *tree*, and *dance*. Incorporate the ASL signs into the singing of the song.

Sing the *Tree of Life Song – Dance* with the children, including ASL for *tree* and *dance* while singing the song.

Let's dance at the tree of life, (Signs for dance and tree) (3x)

There's room for everyone!

Mindfulness through movement

Use the instrumental version of the *Tree of Life Song – Dance* adding action words (*sit down, stand up, clap, shake, stomp, and wiggle*). Choose words from this list to add to the song. Repeat as time and interest allows.

Using the Student's Book

Great Big Tree

Track 22

- Introduce the finger play "Great Big Tree." Incorporate the ASL sign for *tree*.
- Start with one line at a time and adjust your voice and body to match the vocabulary by using large gestures and a deep voice for *great big*, a small gesture and high-pitched voice for *little*. For *Growing*, have children start out low to the ground and rise as the line progresses. Invite the children to repeat after you.

Teacher Tip

Leading the finger play yourself will engage the children, allow you to adjust the speed for them and encourage them to join you. Play the audio for support if needed.


1, 2, 3. Great big tree. In the air for you and me

1, 2, 3. Little tree. In the air for you and me

1, 2, 3. Growing tree. In the air for you and me

1, 2, 3. Great big tree. In the air for you and me

Engage

- Show the children the page. Ask them to find the *tree*. Invite them to explore and comment on what they see in Language 1 and echo with the English and ASL signs they are learning. Invite them to engage in the *Eye Spy*  activity looking for the actions on the list.

Freeze dance

Track 23

- Say **Let's dance and move our bodies**. Explain to the children that when playing "Freeze dance", they should move while the music plays and stop immediately when the music stops.
- Play the instrumental audio track and have them freeze when the music stops, and then begin again when the music starts. The track has a variety of musical styles, and the length of each section varies. Invite them to "sit down" as the music stops. Ask the children how they feel about moving their bodies with music and how hard it was to stop when the music stopped.

Wrap Up

Mindful closing

- Lead the children in the mindful closing activity by inviting them to take three deep breaths.
- Say **We are going to be trees. Begin with your feet on the ground and bend down. Slowly grow into a big tree. Now back down into a little tree. Breathe deep as you move.** Repeat until the children are calm.



Use the flashcards to review the key language and the ASL signs from Lesson 1.

Explore the World Dance Lesson 2

Lesson Objectives

- move with music and respond appropriately to cues
- make connections between body awareness and emotional state
- reflect and share ideas and make connections to life experiences
- incorporate vocabulary words in actions and use of selected body parts

Key Language

listen, shake

Key Language Review

happy, sad, arms, ears, eyes, feet, hands, legs, mouth, nose

Materials

photo or props to share a personal story, leaf cutout, crayons or collage materials, tape, string or ribbon

Teacher Tip

Movement is a great way to reinforce vocabulary. Moving in a suggested way or placing something on a learned body part helps the brain to make connections that are deeper than simply using an audio response.

Warm Up

Tree of Life Song – Dance

Track 20

Sing or play the expanded *Tree of Life Song – Dance* incorporating ASL, gestures, and lyrics.

Mindfulness through movement

Track 21


- The phrase *How are you?* is central to communication and relationships. Explain

that the phrase can be used to learn about how someone else is feeling, and today you are going to use it to also explore how the children feel.

- Repeat the phrase **How are you?** with the children.
- Remind them of the words *happy* and *sad*. Discuss how bodies and faces might move and look differently depending on whether people are happy or sad. Invite everyone to show how their bodies move when they are happy and sad. Music and dancing helps when we are sad.
- Cue up the instrumental audio track. When the music pauses, have the children chorally ask you *How are you?* Answer *happy* or *sad* and have them dance in that manner. Reinforce either answer is ok. Decide when to say *happy* or *sad*, allowing the children to focus on waiting for the answer.

Using the Student's Book

Connect

- Share a picture of yourself or tell a story that connects to dance. Include a favorite song, place, cultural tradition, or experience with dance from your life now or in childhood.
- Show pages 20 and 21 of the Student's Book to the children. Invite them to explore the big illustration one more time and comment on what they see on the double-page spread, with focus on page 21 (*tree, Hazel and Lucy dancing, playing* etc.). Ask the children to engage in the *Eye Spy*  activity looking for the items on the list in the main illustration.
- Have them circle the items in the *Eye Spy's* column as they find the corresponding items in the illustration.

Engage

- Invite the children to point to the actions and body parts they see on the page. Note how the different characters are enjoying dance in different ways: feet stomp, hands clap, heads shake etc.

Dancing Leaves – Cutouts

Track 21

- Give each child a cutout leaf (C5) and invite them to decorate it using the materials available.
- Tape or tie a string or ribbon to the end of the leaf so it can dance in the wind.
- As they are working, go around and ask each one to share what kind of dancing makes them happy, or a favorite song to dance to, or another dancing memory they have.
- Play the audio and invite everyone to join the "Freeze dance" with their leaves. Once children are successful starting and stopping with the music, you may call out a body part for the children to put the leaf on when the music stops.

Wrap Up

Mindful closing

Invite the children to take three deep breaths.

Say **We are going to be trees. Begin with your feet on the ground and bend down. Slowly grow into a big tree. Now back down into a little tree. Breathe deep as you move.** Repeat as desired.

Say *We are going to be trees* with our feet stuck in the ground. **We are going to keep our feet in the ground. Show me a tree blowing in the wind. Now show me a tree blowing in a strong wind. Keep your feet rooted to the ground. Show me a tree in a quiet wind. Show me a tree with no wind.**

Ask the children **How does it feel to be a tree in a strong wind? In a quiet wind? When there is no wind at all?**



