

Unit Objectives

- learn to name parts of the body
- learn four actions
- understand when to use *This is / These are*
- understand and reply to *What are these?*
- count to 12 and recognize the numeral 12
- understand a story about going to the doctor
- talk about personal experiences and empathize with characters
- identify a problem and talk about how to solve it
- learn about personal hygiene

Key Language

- parts of the body: *cheeks, fingers, hair, head, knees, shoulders, teeth, toes*
- grammar phrase 1: *This is my (head). These are my (eyes).*
- grammar phrase 2: *What are these? These are my (fingers).*
- action verbs and phrases: *brush, pick out, wake up, wriggle*
- objects used in daily routines: *hairbrush, soap, toothbrush* (optional)
- number: 12

Music Development

This unit focuses on repetition. The children will name and use parts of the body with music and language repetition. Doing the actions to repetitive songs will develop listening skills and demonstrate the children's understanding of key language words and phrases.



Storysong A Visit to the Doctor

Have the children personalize the Storysong by talking about a time they had to visit the doctor, to develop communication skills. Ask them to tell you what went wrong in the story (Eddy fell over) and the solution (he went to the doctor). Ask them to talk about what they would do if they saw a friend fall over. Encourage the children to use the English words they have learned, where possible.



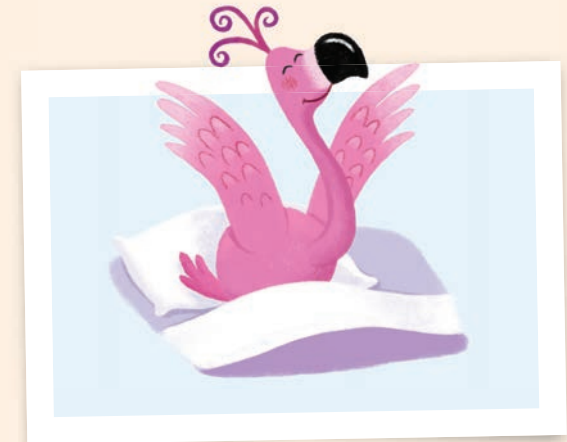
Dynamic Digital



The animated Storysongs in the Teacher's App can really bring the lessons to life and encourage personalized learning. Play the animated Storysong *A Visit to the Doctor* and pause it when Eddy goes to see the doctor. Ask the children what they can see. Ask them to tell you about a time they had to visit a doctor. What was different from the doctor's surgery Eddy visits? What was the same?

Action Song When I Wake Up

Use this song to talk about the importance of good personal hygiene. Talk about routines and ask the children what they do to get ready in the morning. Ask them why they think it is important to wash and brush their teeth, and encourage them to wash their hands before eating.



Mathematical Thinking

- count to 12 and recognize the numeral 12 (L3, L4)
- recognize shapes (L3, L6)
- develop critical thinking (L2, L3, L5, L6)
- learn to sequence (L3)
- learn to follow a pattern (L3)

Personal & Social Development

- learn to take turns (L3, L4, L7, L8)
- listen to and follow instructions (L3, L4, L7, L8)
- learn to play with others (L3, L4, L7, L8)
- empathize with a character in a story (L3, L4)
- learn about personal hygiene (L6, L7)

Physical & Health Development

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



This is Me!

Discovery & Knowledge of the World

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

Creative Artistic Expression

- act out a story (L4)
- role-play going to the doctor's (L3)
- use colors for a purpose (L1, L3, L6)
- explore different textures (L2, L3, L5, L6)
- manipulate dough to achieve a planned effect (L2, L5)
- decorate a monster (L8)
- create a face collage (L1)
- express preferences through drawing (L4)
- personalize a topic through drawing (L6)
- sing songs (L1, L3, L7)
- create movement in response to music (L1, L3, L4, L5, L7, L8)

Language & Communication

- learn new vocabulary (L1, L5–L7)
- communicate using new vocabulary (L2, L4, L5)
- understand new grammar phrases (L2, L5)
- practice a dialog (L5)
- practice listening comprehension (L1, L2, L5)
- understand a story about going to the doctor (L3, L4)
- talk about personal experiences and how to solve a problem (L3, L4)
- understand and use American Sign Language (ASL) (L1, L2, L4, L5, L8)

This is Me!



Listen, point, and say. Sing the song: *These Parts Make Up Me!* Color Javi's hair brown.

Key Language: cheeks, hair, head, teeth

Key Language Review: eyes, mouth, nose, brown



Unit 2 This is Me! Lesson 1

Lesson Objectives

- learn to name four parts of the body
- review five parts of the body
- review the color brown
- sing a song about parts of the body
- practice listening comprehension
- improve visual and auditory discrimination
- strengthen fine and gross motor skills
- make a face collage

Key Language

cheeks, hair, head, teeth

Key Language Review

ears, eyes, mouth, nose, brown

Materials

music, brown marker pen, magazine cutouts of parts of the body, glue sticks, plastic shapes

Teacher Tip

Talk to the children about the differences and similarities we have in our facial features and the importance of respecting each other, no matter how we look.

Warm Up

Track 1

Introduce the lesson by playing *The Bebop Band* song as the children enter the classroom. Have them dance to the music as they cross their arms in front of them and also behind. Do the *Hello Bebop and Friends* routine (see Teacher's Edition, p. Txxi). Show the flashcard of cheeks or point to your own cheeks. Say **cheeks** and ask them to repeat. Do the same with the other parts of the body. Play some music and ask the children

to stand up and dance. Stop the music and say **cheeks**. Have them point to the cheeks of the child who is closest to them. Repeat, varying the parts of the body you say.

Using the Student's Book

Listen, point, and say.

Track 11

- Point to the pictures of Javi and Lucy and ask the children to tell you what they can see. Let them answer in Language 1.
- Play the audio and point to the parts of the body.
- Play it again and ask the children to point to the correct parts of the body.
- Play the track one more time and ask them to name the parts of the body.

Audioscript: nose, cheeks, mouth, hair, head, eyes, teeth

Sing the song: *These Parts Make Up Me!*

Track 12

- Play the audio and ask the children to listen to the song and point to the parts of the body in the picture as they hear the words.
- Play it again and stop after the first line. Ask the children to repeat. Continue until you finish.
- Play the track one more time and ask them to sing the song.

Musical Notes

Chant the following phrase several times and have children do the actions, to reinforce key language vocabulary and the concept of action: **Put your hand, put your hand, on your (nose), on your (nose). Turn around, touch your (nose). Turn around, touch your (nose). Where are your (teeth)? Where are your (teeth)?** Chant again, this time using the word just chanted. **Put your hand, put your hand, on your (teeth), on your (teeth).** Continue with other other parts of the body (*cheeks, hair, head, ears, eyes, mouth*).

Color Javi's hair brown.

- Display the brown flashcard on the board. Point to it and say **brown**. Ask the children to repeat.
- Ask them to look for brown objects around the classroom.
- Ask them to color Javi's hair brown.

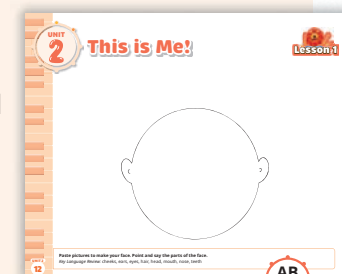
ASL Activity

Make the sign for the word *eyes* (Teacher's Edition, *Bebop and Friends 1*, p. T9E) as you say **eyes**. Ask the children to repeat. Do the same with the other parts of the body. Then invite a child to go to the front of the classroom. Make the sign for a part of the body and have the child say and draw it on the board. Repeat with the other children until you have a complete face.

Activity Book Fun

Track 14

Have the instrumental version of the Storysong playing in the background. Draw the children's attention to the empty face. Ask them which facial features are missing. Give them pre-prepared magazine cutouts of parts of the face to make a collage. Then have them point to the parts of the face and say them.



Wrap Up

Give the children some plastic shapes. Have them form a face with head, eyes, nose, mouth, hair, and teeth. Have them point to the parts of the face and name them. 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 the children.



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

Unit 2 This is Me! Lesson 2

Lesson Objectives

- use key language in a sentence
- understand when to use *This is / These are*
- practice listening comprehension
- develop critical thinking
- improve auditory discrimination
- strengthen fine motor skills

Key Language

This is my (head). These are my (eyes).

Key Language Review

ears, eyes, hair, head, mouth, nose, parts of the face

Materials

a bag or box, dough

Teacher Tip

Non-native speakers tend to pronounce *this* and *these* the same way. Help your children identify the difference between both words by emphasizing the short /i/ sound of *this* and the long /ee/ sound of *these*. Say **This fish, these feet**. The word *these* also has the /z/ sound at the end. Say **These eyes**.

Warm Up

Do the *Hello Bebop and Friends* routine. Show the flashcard of the head and say **head**. Ask the children to repeat. Then, point to your own head and say **This is my head**. Ask them to do the same. Repeat with *hair, mouth, and nose*. Point to both of your eyes and say **These are my eyes**. Ask the children to do the same. Repeat with *ears, cheeks, and teeth*. Put the flashcards of the parts of the body in a bag or box. Invite a child to go to the front of the classroom and take a flashcard

out of the bag. Have the child say the name of the part of the body and then point to it on their own body and say, for example, **These are my teeth**. Repeat with other children.

Using the Student's Book

1 Listen and point.

Track 13

- Draw the children's attention to the picture and ask them to tell you what they think the boy is showing. Let them answer in Language 1.
- Play the audio and ask them to listen as they point to the correct parts of the body. Stop the audio if necessary to check that they are doing the activity correctly.

Audioscript: Boy: This is my head. This is my hair. This is my mouth. These are my eyes. These are my ears.

2 Draw a picture of your face.

- Draw the children's attention to the big frame that is on the right half of the page.
- Ask them to draw their own face as the boy did in the picture.

3 Listen, point, and say with a friend.

Track 13

- Play the audio again. Stop after the sentence *This is my head*. Ask the children to repeat as they point to the head in the picture they drew. Repeat with the other parts of the body until you finish.
- Ask the children to work in pairs, point to each body part in their picture, and say **This is my (head)**.

ASL Activity

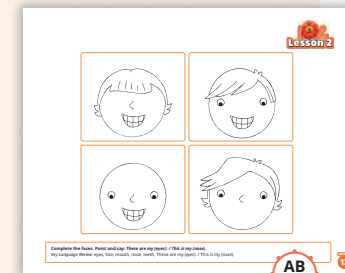
Invite a child to go to the front of the classroom. Make the sign for the word *head* as you say **head** and ask the child to draw it on the board. Repeat until they have drawn a complete face.

Activity Book Fun

Track 14

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

Draw the children's attention to the incomplete pictures and ask them to tell you which parts of the face are missing. Let them answer. Then ask them to complete the pictures. Finally, ask them to point to each part of the face and say **These are my (eyes). This is my (nose)**.



Wrap Up

Give the children some dough. Have them model their own face. Then invite some children to go to the front of the classroom, show their face to the rest of the class, point to each part, and say **These are my (eyes)**. Do the *Goodbye Bebop and Friends* routine.





Listen and point. Draw a picture of your face. Listen, point, and say with a friend.

Key Language: This is my (*head*). These are my (*eyes*).

Key Language Review: ears, eyes, hair, head, mouth, parts of the face

Storysong

Lesson 3

1



2



3



4



Listen and point to the pictures. Sing the Storysong: *A Visit to the Doctor*. Count the rectangles in the story.

Key Language: 12

Key Language Review: cheeks, head, doctor, rectangle, 1-11

Unit 2 This is Me! Lesson 3 Storysong

Lesson Objectives

- understand a story about going to the doctor
- talk about personal experiences
- develop directional tracking
- learn to sequence
- count to 12 and recognize the numeral 12
- strengthen fine and gross motor skills
- improve auditory discrimination
- improve hand-eye coordination
- develop critical thinking
- follow a pattern
- review two colors and shapes
- explore the texture of paint

Key Language

12

Key Language Review

cheeks, head, doctor, circle, rectangle, blue, yellow, 1–11

Materials

two sets of pictures of the parts of the body, numbers 1–12, yellow and blue paint, overalls, pretend bandages

Warm Up

Track 1

Introduce the lesson by playing *The Bebop Band* song as the children come into class. Ask them to lift their right arm and then their left arm, following the rhythm. Do the *Hello Bebop and Friends* routine. Draw two heads on the board. Divide the class into two teams. Place the pictures of the parts of the body on a table. Invite a member of each team to go to the back of the

classroom. Say **eyes**. Have the children run, take the eyes, and put them in the correct place. The first child to do it correctly wins a point for their team. Repeat until you complete the face.

Early Literacy Notes

To help the children increase their vocabulary and understand concepts, ask them to point to the familiar objects they see in the pictures. Have them tell you what they are in Language 1 and tell them the word in English. Then ask them to tell you if they have had a similar experience to the one presented in the Storysong. Help them use the new English words they have learned to develop their narrative skills.

Using the Student's Book

1 Listen and point to the pictures.

Track 15

- Point to the pictures and ask the children to tell you what they think the Storysong is about. Let them answer in Language 1.
- 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: *A Visit to the Doctor*.

Track 15

- Play the audio again and ask the children to touch the correct parts of the body as they are mentioned in the Storysong.
- Play the track one more time and ask them to sing the chorus along with you.

3 Count the rectangles in the story.

- Write number 12 on the board. Point to it and say **twelve**. Ask the children to repeat after you.

- Draw 12 rectangles on the board and write numbers 1 to 12 below the rectangles. Point to the rectangles and ask the children to count along with you.
- Have them count the rectangles in the Storysong and tell you how many there are.

Musical Notes

"Follow the Numbers" is an activity that reviews key language, encourages movement, and practices counting.

Display numbers 1–12 on the wall, in sequence. Everyone stands facing number 1. Call out a movement and have the children do it once. At number 2, call out a different movement for the children to do twice, and so on. Here are some suggestions. **Clap hands one time, stomp feet two times, shake legs three times, touch cheeks four times.** Celebrate when you get to 12.

Activity Book Fun

Track 14

Have the instrumental version of the Storysong playing in the background. Ask the children to look at the pictures at the top of the page and connect them to the train to sequence the story. Then give them blue and yellow paper circles. Ask them to glue them on the wheels in a two blue, two yellow pattern.



Wrap Up

Ask the children to sit in pairs and pretend to be doctors and patients. Ask the patients to touch the parts of the body that hurt and name them. The doctors should pretend to treat them with pretend bandages. 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 This is Me! Lesson 4

Lesson Objectives

- identify the problem and solution in a story
- act out a story using cutouts
- empathize with characters in a story
- practice counting to 12 and recognize the numeral 12
- improve visual discrimination
- strengthen fine motor skills
- improve hand-eye coordination

Key Language Review

cheeks, head, 1-12

Material

music

Early Literacy Notes

Ask the children to tell you the problem and the solution in the story. Ask them to think of other possible solutions to the same problem. Let them express themselves in Language 1, but encourage them to use the English words they have learned so far.

Warm Up

Do the *Hello Bebop and Friends* routine. Ask the children to stand up. Play some music and ask them to dance to the rhythm. Then stop the music and say **cheeks**. Have them touch their cheeks and stand still. They cannot move until they hear the music again. Repeat, varying the parts of the body you say.

Using the Student's Book

1 Listen and sing the Storysong.

Track 15

- Ask the children to look at the Storysong in Lesson 3 in their Student's Book. Play the audio. Ask them to sing the Storysong along with you.

2 Circle the parts of the body that Eddy hurt.

- Draw the children's attention to Eddy's face. Turn back to Lesson 4. Ask them to tell you which parts of the body Eddy hurt.
- Have them circle his cheeks and head.

3 Act out the story with the cutouts.

Track 15



- Ask the children to turn to the Storysong cutouts on p. C3 of their Student's Book. Help them to cut them out.

- Play the audio again. Ask the children to hold their cutouts and act out the Storysong as they listen to it.
- Ask them to sit in groups and retell the story using their cutouts. Encourage them to use the English words they have learned so far.

ASL Activity

Play the game "Tic-tac-toe." The children take turns trying to get three Xs or three Os in a row on a grid of nine squares. Draw a 3 x 3 grid on the board and divide the class into two teams: X and O. Invite a child from the first team (X) to come to the front of the classroom. Say **cheeks** and have the child make the sign. If they do it correctly, ask them to draw an X on the grid. Repeat with a child from the other team. The first team to draw their three respective marks in a horizontal, vertical, or diagonal row, wins the game.

Activity Book Fun

Track 14

Have the instrumental version of the Storysong playing in the background. Draw the children's attention to the picture and ask them to find and circle all the arms. Point to the X-ray of the arm and explain what it is. Have them circle this one, too. Then ask them to count all the arms they circled and circle the correct number (12).



Wrap Up

Ask the children to draw their favorite part of the story. Ask them to come to the front of the classroom and show their drawing to their friends. Do the *Goodbye Bebop and Friends* routine.



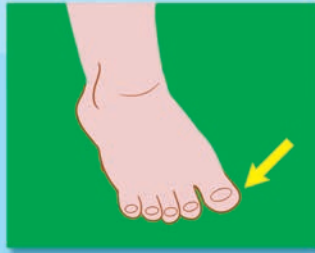
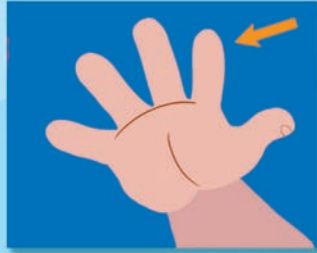
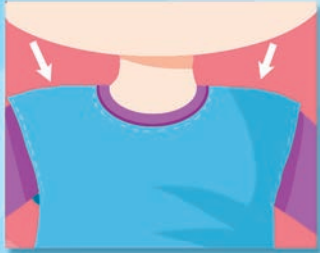


Listen and sing the Storysong. Circle the parts of the body that Eddy hurt. **C3** Act out the story with the cutouts.

Key Language Review: cheeks, head



Lesson 5



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

Key Language: fingers, knees, shoulders, toes, What are these? These are my (*fingers*).

Key Language Review: arms, legs

Unit 2 This is Me! Lesson 5

Lesson Objectives

- learn to name four parts of the body
- review three parts of the body
- use key language in a sentence
- understand and reply to *What are these?*
- practice listening comprehension
- practice a dialog
- improve hand-eye coordination
- improve auditory and visual discrimination
- strengthen fine motor skills
- develop critical thinking

Key Language

fingers, knees, shoulders, toes, What are these? These are my (fingers).

Key Language Review

arms, hands, legs, fingers, What are these? These are my (fingers).

Materials

music, dough

Teacher Tip

When asking the children to draw their hand, remind them that it is very important to press the paper firmly while they trace around each of their fingers, so it doesn't move.

Warm Up

Do the *Hello Bebop and Friends* routine. Show the flashcard of the fingers. Say **fingers** and ask the children to repeat after you. Do the same with the other parts of the body. Point to your own fingers and say **What are these? These are my fingers.** Ask them to repeat. Do the same with the other parts of the body.

Using the Student's Book

1 Listen, point, and say.

Track 16

- Draw the children's attention to the pictures at the top of the page. Ask them to tell you what they can see.
- Play the audio and point to the correct parts of the body.
- Play it again and ask the children to point to the correct parts of the body.
- Play the track one more time and ask them to name the parts of the body.

Audioscript: *fingers, toes, shoulders, legs, knees, arms*

2 Listen and match.

Track 17

- Play the audio. Ask the children to listen to the first dialog. Stop the audio and ask them to match the first picture. Repeat until you finish.

Audioscript: **Adult:** Paul, what are these? **Paul:** These are my fingers. **Adult:** Luna, what are these? **Luna:** These are my shoulders. **Adult:** Hazel, what are these? **Hazel:** These are my legs. **Adult:** Oliver, what are these? **Oliver:** These are my arms. **Adult:** Javi, what are these? **Javi:** These are my knees. **Adult:** Lucy, what are these? **Lucy:** These are my toes.

3 Listen and say with a friend.

Track 17

- Play the audio again. Stop after the question *Paul, what are these?* Ask the children to repeat as they point to Paul in the picture. Continue until you finish.
- Invite two children to come to the front of the classroom. Ask one of them to say **What are these?** as they point to the other child's fingers. Have the other child say **These are my fingers.** Repeat with the other children.

- Ask the children to sit in pairs. Ask one of them to point to a body part in the Student's Book and say **What are these?** Have the other child say **These are my (fingers).**

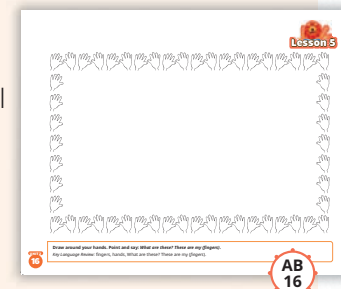
ASL Activity

Play some music and ask the children to dance to the rhythm. Stop the music and make the sign for the word *fingers*. Ask them to touch their fingers and say the word. Repeat, varying the words you say.

Activity Book Fun

Track 18

Have the instrumental version of the Action Song playing in the background. Ask the children to draw around their hands. Then ask them to sit with a friend. Have one of the children point to the fingers and say **What are these?** Ask the other child to say **These are my (fingers).** Repeat with the *hands*.



Wrap Up

Give the children some dough. Ask them to model their complete body. Then invite a child to come to the front of the classroom and point and name the parts of the body in their sculpture. 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 teach the children how to form letters and the sounds of letters.



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

Unit 2 This is Me! Lesson 6

Lesson Objectives

- learn about good hygiene routines
- learn to name three objects used in daily routines
- strengthen fine motor skills
- improve hand-eye coordination
- develop critical thinking
- explore the texture of crepe paper

Key Language

hairbrush, soap, toothbrush

Key Language Review

parts of the body, hair, hands, teeth, bath, circle, blue, *This is my (hair). These are my (teeth).*

Materials

pictures or realia of a hairbrush, soap, and toothbrush; blue tissue paper circles; glue sticks

Early Literacy Notes

Children should be taught the importance of personal hygiene when they are very young, to help them be healthy and also increase their self-esteem and confidence.

Warm Up

Do the *Hello Bebop and Friends* routine. Show the picture of a hairbrush. Say **hairbrush** and ask the children to repeat. Ask them what a hairbrush is for and why it is important to use it. Let them answer in Language 1. Repeat with the pictures of the soap and toothbrush.

Using the Student's Book

1 Point and say the parts of the body.

- Draw the children's attention to the parts of the body that are in the left column and ask them to point and name each one.

2 Connect the pictures.

- Ask the children to point to the hair. Ask them which object on the right they would use on their hair. Have them draw a line to connect the hair to the hairbrush. Continue until you finish.

3 Point and say: *This is my (hair).* / *These are my (teeth).*

- Ask the children to point to the parts of the body on the left and say **This is my hair.** / **These are my teeth.** / **These are my hands.**

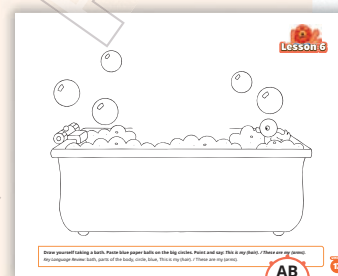
Wrap Up

Give the children a sheet of paper. Ask them to draw themselves doing one of their personal hygiene routines, for example washing their hands. Then invite some of them to show their picture to the rest of the class. Decorate the classroom with their drawings. Do the *Goodbye Bebop and Friends* routine.

Activity Book Fun

Track 18

Have the instrumental version of the Action Song playing in the background. Ask the children to draw themselves taking a bath. Then ask them to roll blue paper balls between their fingers and glue them on the big circles. Finally, ask them to point to the parts of the body they have drawn and say **This is my (hair).** / **These are my (arms).**





Lesson 6



Point and say the parts of the body. Connect the pictures. Point and say: *This is my (hair).* / *These are my (teeth).*

Key Language: hairbrush, soap, toothbrush

Key Language Review: hair, hands, teeth, *This is my (hair).* / *These are my (teeth).*

Action Song

Lesson 7



Listen and do the actions. Sing the Action Song: *When I Wake Up*. Circle the picture that shows *wake up*.

Key Language: brush, pick out, wake up, wriggle

Key Language Review: arms, cheeks, feet, hair, knees, legs, teeth, toes, boots, coat, socks, wash

Unit 2 This is Me! Lesson 7 Action Song

Lesson Objectives

- learn four actions
- learn about good hygiene routines
- strengthen gross and fine motor skills
- improve auditory discrimination
- learn to follow instructions
- learn to take turns

Key Language

brush, pick out, wake up, wriggle

Key Language Review

arms, cheeks, feet, hair, knees, legs, teeth, toes, boots, coat, socks, wash

Materials

real items of clothing, a die

Teacher Tip

Ask the children to wash their hands before eating their lunch and also to bring a toothbrush and toothpaste to brush their teeth after eating their lunch.

Warm Up

Track 1

Introduce the lesson by playing *The Bebop Band* song as the children come into class. Ask them to touch their nose and wiggle their toes. Do the *Hello Bebop and Friends* routine. Say **Wake up!** Stretch your arms and pretend to wake up. Ask the children to repeat. Then sing a lullaby and ask them to pretend to sleep on their table. Say **Wake up!** and ask the children to repeat as they stretch their arms. Place some real clothes on a table. Say **Pick out a coat.** Ask the children to repeat. Then pick out a coat from the table. Finally,

wiggle your arms inside the coat. Say **wriggle** and ask the children to repeat. Invite a child to go to the front of the classroom and do the action that you say.

Using the Student's Book

1 Listen and do the actions.

Track 19

- Point to the pictures and ask the children to tell you what they think the *Bebop* characters are doing. Let them answer in Language 1.
- Play the audio and ask the children to point to the actions in the picture as they hear them in the song.
- Play it again and ask them to do the actions as they are sung.

2 Sing the Action Song: *When I Wake Up.*

Track 19

- Say each line of the song. Ask the children to repeat as they do the corresponding actions along with you.
- Play the audio again. Ask them to sing along as they do the actions.

3 Circle the picture that shows *wake up.*

- Draw the children's attention to the pictures. Ask them to look for the picture that shows *wake up* and circle it.

Musical Notes

Track 14

Children love playing the game "Copy Me." This helps reinforce key language and the phrases *What are these?* and *These are my...* Play the instrumental version of the Storysong. Say a word and do an action to go with it, for example **fingers** (wiggle your fingers), **knees** (bend your knees), **shoulders** (shrug your shoulders), **toes** (wiggle your toes), **cheeks** (puff out your

cheeks), **head** (move your head from side to side). Have the children copy you. Then ask **What are these?** while pointing to a body part. Do an action to cue the children to answer with **These are my (fingers).** Ask a child to lead the group.

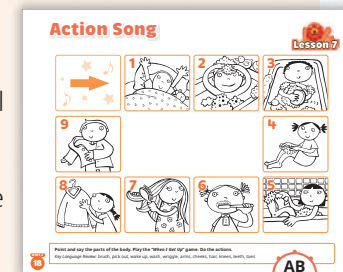
Activity Book Fun

Track 18

Have the instrumental version of the Action song playing in the background. Draw the children's attention to the parts of the body.

Have them point to each and name it. Then say the actions and have the children point to the corresponding picture. Play the "When I Get Up" game: roll a die. Ask them to help you count the dots on the die and then to count the squares in the game. Point to the action and ask the children to say the name of the action and do it. Continue playing until you finish.

Note: If in square 6 you get a number from 4 to 6, you automatically win the game, but ask the children to say and do the action pictured in square number 9.



Wrap Up

Play the game "Charades": the children take turns acting something out and having the others guess what it is. Invite a child to come to the front of the classroom. Have them do an action (*brush, wash, wriggle*, or one from Unit 1 – *draw / paint* – to review them). The first child to guess what the action is comes to the front of the classroom and continues with 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 along to the Action Song at home.

Unit 2 This is Me! Lesson 8

Lesson Objectives

- review key language and concepts
- improve auditory discrimination
- strengthen fine motor skills
- decorate a monster

Key Language Review

parts of the body

Materials

music, magazine cutouts of different parts of the body (optional), glue sticks (optional), small pieces of paper or bottle caps, a ball

Teacher Tip

Ask the children to bring small cutouts of the parts of the body they learned in this unit to put in their bingo grid as an alternative to drawings.

Warm Up

Do the *Hello Bebop and Friends* routine. Place the flashcards of the parts of the body around the classroom. Ask the children to stand up. Play some music and ask them to dance around. Stop the music and say **cheeks**. Have the children go

and touch the correct flashcard. The first one to do it wins and is the next one to say a part of the body for the other children to touch.

Using the Student's Book

1 Complete the bingo grid with more parts of the body.

- Ask the children to draw or glue different parts of the body to complete the bingo grid.

2 Point and say the parts of the body.

- Point to the parts of the body that are on the page and ask the children to name them.

3 Play "Body Bingo!"

- Give the children six pieces of paper or bottle caps. Say the name of a body part. Ask them to place a piece of paper or bottle cap over the drawing of the body part that you said if they have it in their grid. Continue playing until someone has put a piece of paper or bottle cap onto all of their pictures. Ask that child to say **Bingo!**

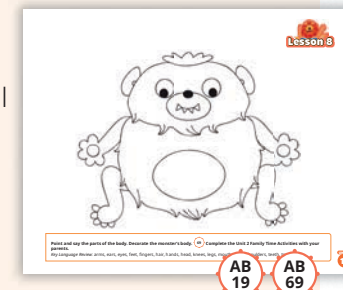
ASL Activity

Play "Bingo" with ASL signs. Invite a child to go to the front of the classroom. Ask them to make the sign of a body part and name it. Have the others look for that body part on their grid. Have them play until someone shouts **Bingo!**

Activity Book Fun

Track 18

Have the instrumental version of the Action Song playing in the background. Ask the children to point and say the parts of the body and then decorate the monster's body. Ask the family and the children to complete the Unit 2 Family Time Activities together (p. 69 in their Activity Book).



Wrap Up

Ask the children to sit in a circle. Give a ball to one of them. Play some music and ask the children to pass the ball around. Stop the music and have the child who's holding the ball say the name of a body part for the others to touch. Repeat as many times as possible. 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.





Lesson 8



Complete the bingo grid with more parts of the body. Point and say the parts of the body. Play "Body Bingo!"
Complete My Progress: Unit 2.
Key Language Review: parts of the body

Explore the World

Breathe



Explore the World Breathe Lesson 1

Lesson Objectives

- make healthy choices
- develop self-awareness of breath and the action of breathing
- observe how breathing moves fast and slow based on activities and feelings
- recognize and incorporate vocabulary words in the context of a story through sound and images
- learn ASL to reinforce basic vocabulary

Key Language

breathe, stop, wind

Key Language Review

colors, fast, slow, big, small, tree

Materials

pictures of trees; pictures of people around the world moving and breathing in different ways

Teacher Tip

Breathing is central to life. People, animals, fish, and even plants breathe in their own ways. How we breathe can affect our physical well-being but is also a great tool for our emotional health. Scientific studies demonstrate ways in which slow, deep, and controlled breathing can help to bring a sense of calm. We can guide the children to use breathing to regulate their emotions.

Warm Up

Tree of Life Song - Breathe

Track 20

Take the children to a tree or, if it isn't possible, show them a picture of a tree. Review the sign for tree (the first one on the left hand column). Explore how the wind makes it move, its leaves

and its branches. Invite the children to observe and share. Demonstrate the sign for *breathe* and say **Mmm... what's this?** Have the children guess what the sign means in Language 1. Say **breathe** and invite them to echo and sign along (the sign for *breathe* is the second one on the left hand column). Play the track and invite them to sing the song and sign together.

Mindfulness through movement

- Put your hand on your belly and draw the children's attention to your own breathing. Ask them to do the same.
- Mention that you are calm and they are calm as well.
- Get their hearts going. It can be as simple as "jump 10 times" or you can set up a gross motor circuit in the classroom for them to run, climb, jump etc.
- When done, ask them to put their hand on their belly and observe their breathing. Is it slow or fast?
- You can also explore the changes in breathing by sharing images or videos of people in moments of calm or mindfulness (smelling a flower, resting) or engaged in intense activities (having fun in the playground, swimming, dancing).

Using the Student's Book

Connect

Track 22

- Show the children the Student's Book page. Ask them to demonstrate "fast" by running in place. Say **Stop, look, listen**. Use the sign *breathe* and mirror the speed of their breathing.
- Now, ask them to demonstrate "slow" by walking in place very slowly. Have them observe their breathing again.
- Say **Are you ready? 1, 2, 3, Let's go!** Play the audio and invite the children to act out both moving and breathing fast and slow.

Engage

- Ask the children to identify who is breathing **fast** and **slow** on page 20.
- Draw attention to the individual characters. Amelia is dancing, Lucy is playing soccer and Javi is flying a kite.

Let's dance and breathe

Track 23

- Play the audio. Ask the children to connect their breathing to the song.
- When the music is playing have them breathe in different rhythms: fast, slow, deep, holding.
- When the music stops they have to freeze in place and breathe normally.
- Invite them to add motions as they breathe. Hands wide open for breathing out, for example. Fists clenched when holding their breath.

Wrap Up

Mindful closing

- Lead students in the mindful closing activity by inviting them to take three deep breaths.
- Say **We take big breaths. Breathe into your belly. Sit calm and still. Feel the fullness of your belly.**
- Ask the children how it feels to breathe in different ways. Invite them to listen to their bodies and share what they feel.
- Thank the children for coming and follow your goodbye routine.



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

Explore the World Breathe Lesson 2

Lesson Objectives

- listen attentively and respond appropriately to cues
- make connections between body awareness, emotional state and breathing
- explore mindful breathing habits

Key Language

happy, angry, tired and calm, breathe

Key Language Review

body parts

Materials

photos of children portraying various emotions (happy, angry, tired and calm); Breathing Buddy cutout cards; dry paint brushes (one for each child)

Teacher Tip

Breathing can be a way to become aware of emotions. Breathing fast might mean that you have exercised and are out of breath. It might also mean that you are angry. We can help children to *regulate* and *recognize* emotions through breathing. You may utilize the Breathing Buddy Cutouts as a resource in the future to support social-emotional needs of your class.

Warm Up

Tree of Life Song – Breathe

Track 20

- Have the children sit in a circle. And ask them to place their hands on their bellies.
- Ask them to breathe in deep and slowly.

- Now ask them to breathe in small breaths.
- Alternate as needed, without speeding up when there are small breaths.
- While gathered, ask them how they are feeling today.
- Sing the *Tree of Life Song – Breathe* incorporating ASL, gestures, and lyrics.

Mindfulness through movement

Track 24

- Show the children a picture that portrays anger. Ask them to make observations about it.
- Ask **If you're angry, how do you breathe?** Expand to other feelings if desired.
- Play the audio and sing the song with the children. Have them act out when they hear a command in the lyrics like “take a breath” or “breathe like this”.

Using the Student's Book

Connect

- Lower the lights if possible. Give each child a dry paintbrush and walk them through a guided mindfulness activity using vocabulary they already know.
- Move from head to toes (head, hair, cheeks, shoulders, arms, fingers, knees, toes) as they gently use the brush to focus on that part of their body.
- Say **Let's use a paintbrush and breathe. 1, 2, 3. Follow me! This is my (head, head, head). Let's breathe 1, 2, 3.** Then continue with other body parts. **These are my (cheeks, cheeks, cheeks). Let's breathe 1, 2, 3.**

Eye Spy

Track 21

- Play the instrumental version of the *Tree of Life Song – Breathe*.

- Help the children open their books to pages 20 and 21 and give them time to explore the scene.
- Invite the children to engage in the *Eye Spy* game. They have to look for the objects on the right-hand column on page 21. Fast finishers can look for additional things they know (clothes, colors, shapes, feelings).
- The items are a blue shirt (Ms. William's shirt), a purple kite (Javi's), a red backpack, a green tree, and a black and white soccer ball (Lucy's).

Breathing Buddies cutouts

Track 23

- Play the audio. When the music stops, hold up a card and invite the children to act it out. Repeat as time and interest allows.
- The cards are of a child in a calm yoga pose (calmly inhale through the nose and exhale through the mouth), a dog panting, a child blowing a dandelion, a child running, a cat yawning and a kid blowing out candles.
- Give each child a set of Breathing Buddy Cards. Invite them to explore and imitate them.

Wrap Up

- Ask the children **What makes me breathe fast? How do you feel when you take a deep breath?**

Mindful closing

- Lead students in the mindful closing activity by inviting them to take three deep breaths while using the ASL sign for *breathe*.
- Say **We take big breaths.** Sit calm and still. Feel the fullness of your belly.
- Repeat until the children are calm.
- Thank the children for coming and follow your goodbye routine.





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