

Unit 4

Circus Fun!

Unit Objectives

- learn to name circus performers
- learn three actions
- practice saying *I can see ...*
- learn the preposition *behind*
- review the prepositions *in, on, under, next to*
- count to 60 and recognize the numeral 60
- review shapes and learn to recognize shapes in the environment
- understand a story about putting on a circus
- talk about the roles of the characters in a story
- work together to identify the main events in a story
- sequence a story
- identify the syllables in words

Key Language

- performers: *acrobat, clown, dancer, juggler, magician, ringmaster, strongman*
- grammar phrase 1: *What can you see? I can see (a) (clown).*
- grammar phrase 2: *Where's the (clown)? The (clown) is (behind) the (dancer).*
- action verbs: *bow, tap, wave*
- number: 60

Music Development

This unit focuses on parts of a story and characters within it. Children like to look at the details of a picture, talk about characters' traits, or imagine how it feels to be one of the characters. Playing the vocal versions of the songs during the Musical Notes activities will increase the children's memory of the key language and the characters' actions.

Dynamic Digital

In this unit, the children get to practice early math by counting juggling balls, and by identifying the shapes of objects. Give the children some extra practice at sequencing numbers and solving sums by downloading Number Work Program worksheets from the Teacher's Resource Center.



Storysong

Let's Play Circus



Encourage the children to personalize the story by asking whether they have ever put on a show. Talk about what the characters in the story did to prepare. Do the children think that the characters are good at the roles they have chosen? What role would the children like to play? Develop social skills by having groups of children work together to illustrate one scene from the story. Then encourage them to think about how the scenes fit together to create the whole story.



Action Song

Hop Like a Rabbit



This Action Song is all about being a magician and casting a magic spell! Many ideas that seem magical to young children are really good ways of introducing them to early scientific concepts, so why not create a whole lesson around the topic of "magic?" Show the children that if we mix two colors together, such as red and yellow, we create a third color (orange). Alternatively, make invisible ink: let the children paint designs on white typing paper with lemon juice and a paintbrush. When it has dried, hold the paper close to a light bulb until the picture becomes visible by turning brown. Magic!



Mathematical Thinking

- count to 60 and recognize the numeral 60 (L3, L4)
- recognize shapes in the environment (L6)
- draw a rectangle (L7)
- develop critical thinking (L2, L5, L6, L8)
- learn to sequence (L4)
- learn to follow a pattern (L7)
- solve a puzzle (L2)

Personal & Social Development

- learn to take turns (L8)
- learn to listen to and follow instructions (L7)
- learn to play with others (L3, L8)

Discovery & Knowledge of the World

- learn about circus performers (L1–L3, L5, L7)
- listen to different kinds of music (L1, L3, L7)

Physical & Health Development

- improve visual discrimination (L1, L2, L4–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, L2, L4)

Unit 4 Circus Fun!

Language & Communication

- learn new vocabulary (L1, L5, L7)
- communicate using new vocabulary (L2, L4, L5, L8)
- understand new grammar phrases (L2, L5, L7, L8)
- practice a dialog (L2, L5)
- develop listening comprehension (L1, L2, L5, L8)
- understand a story about putting on a circus (L3, L4)
- identify the main events in a story (L4)
- talk about characters in a story (L4)
- identify the syllables in words (L3)
- learn to read a sentence through pictures (L3)
- understand and use American Sign Language (ASL) (L1, L2, L4, L5, L8)

Creative Artistic Expression

- act out a story (L4)
- role-play being a circus performer (L1, L3, L4, L7)
- use colors for a purpose (L1, L2, L5, L7)
- explore different textures (L2, L6)
- manipulate dough to achieve a planned effect (L2, L6)
- decorate a picture (L3)
- personalize learning through drawing (L4, L8)
- express preferences through drawing (L1)
- sing songs (L1, L3, L7)
- create movement in response to music (L1, L3, L5, L7)

Unit 4

Circus Fun!

Lesson 1



Listen, point, and say. Sing the song: *At the Circus*. Count the balloons. Circle the ringmaster with purple.

Key Language: acrobat, clown, juggler, ringmaster

Key Language Review: balloons, balls, train, purple, 1-12



Lesson Objectives

- learn to name four circus performers
- practice listening comprehension
- sing a song about circus performers
- improve visual and auditory discrimination
- improve hand-eye coordination
- strengthen fine and gross motor skills
- role-play being a circus performer
- review the color purple
- follow a color key

Key Language

acrobat, clown, juggler, ringmaster

Key Language Review

balloons, balls, train, colors, 1–12

Materials

- face painting kit (optional), paper to make juggling balls

Teacher Tip

Bring in a face painting kit to paint the children as clowns. Have them gather in small groups and prepare a funny act to present outside. If possible, invite children from other classes to come to the show.

Warm Up

Introduce the lesson by playing *The Bebop Band* song as the children come into class. Have them do funny things as they dance to the music. Do the *Hello Bebop* routine (see p. 15). Show the flashcard of an acrobat. Say **acrobat** and ask the children to repeat. Continue with the other flashcards. Display the flashcards on the board. Invite a child to come to the front. Name a circus performer. Have the child circle it and then pretend to be that performer. Repeat with other children.

Using the Student's Book

1 Listen, point, and say.

- Point to the picture and ask the children to tell you what they can see. Let them answer in Language 1 and encourage them to use the words in English they already know.
- Play the CD and point to the circus performers and props.
- Play it again and ask the children to point to the correct circus performers / props.
- Play the track one more time and ask them to name the circus performers / props.

Audioscript: juggler, ringmaster, acrobat, clown, balls, balloons, train

2 Sing the song: *At the Circus*.

- Play the CD and ask the children to listen to the song and point to the circus performers.
- Play it again and stop it after the first line. Ask the children to repeat. Continue until you finish.
- Play the CD again and ask the children to sing the song.

Musical Notes

Juggle to music. Prepare balls made of tightly crumpled paper. Ask the children to help you make three balls for each person to juggle. Play the Mini-song. Stand in a wide circle. Give each child three rolled paper balls. Encourage them to juggle while listening to the music. The music will add to the atmosphere and encourage enthusiasm for trying to juggle. Juggling is challenging but fun, so demonstrate you are having fun while learning to juggle, too. Let the children know it takes lots of practice for anyone to learn this skill!

3 Count the balloons.

- Draw the children's attention to the balloons.
- Have them point to the balloons and count them in unison, going from left to right.

4 Circle the ringmaster with purple.

- Draw the children's attention to the ringmaster. Have the children point to him and name him.
- Ask them to take out their purple crayon and circle him.

ASL Activity

Show the flashcard of a circus performer. Say and make the sign for that performer. Ask the children to repeat. Put the flashcards of the performers on the board and invite a child to come to the front. Say and make the sign of a performer and have the child repeat and draw a star around the correct flashcard.

Activity Book Fun

Have the instrumental version of the Storysong playing in the background. Ask the children to color the key. Then have them follow the key to color the picture. Ask the children to point and say the circus performer, in unison.

Wrap Up

Give the children a sheet of paper. Have them draw the circus performer they like the most. Decorate the bulletin board with their drawings. Do the *Goodbye Bebop* routine (see p. 15).



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



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



The children can play the interactive games on the app to practice the key language from Lesson 1.

Lesson Objectives

- use key language in a sentence
- practice saying *I can see ...*
- practice a dialog
- practice listening comprehension
- develop visual and auditory discrimination
- strengthen fine motor skills
- improve hand-eye coordination
- develop critical thinking

Key Language

What can you see? I can see (a) (clown).

Key Language Review

acrobat, clown, juggler, ringmaster

Materials

- binoculars (optional), pictures of the circus performers cut into puzzle pieces, dough

Teacher Tip

Place the flashcards of the circus performers around the playground. Ask the children to go outside. Give them some binoculars or have the children make pretend binoculars with their hands. Have them look for the performers that are scattered all around and tell you what they can see.

Warm Up

Do the *Hello Bebop* routine. Tape the pieces of the puzzle that form a circus performer to the board, but all mixed up. Ask the children to look at the pieces and tell you what they can see. Help them say **I can see a (clown)**. Then invite a child to come to the front to solve the puzzle. Confirm with the children if the picture they thought they saw was correct. Repeat with puzzles of the different performers.

Using the Student's Book

1 Point and say the circus performers.

- Say a circus performer and ask the children to say it as they point to it.

2 Listen and circle the correct picture.

- Play the CD. Ask the children to listen to the first dialog as they point to the correct picture. Stop the CD and ask the children to take out a colored pencil.
- Have them circle the picture.
- Repeat with the second dialog, asking the children to use a different color.

Audioscript: Logan: What can you see? Adele: I can see a clown. Melissa: What can you see? Mark: I can see an acrobat.

3 Listen and say with a friend.

- Play the CD again. Stop the CD after the question *What can you see?* Ask the children to repeat.
- Then stop it after you hear *I can see a clown*. Ask the children to repeat.
- Do the same with the second dialog, emphasizing an acrobat.

- Ask the children to sit in small groups. Have them take turns asking **What can you see?** and answering **I can see a (clown)**.

ASL Activity



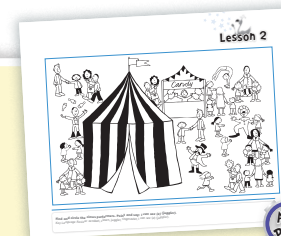
Make the sign of a circus performer and say the wrong name. Have the children say **Pinocchio!** and say the correct word. Then invite a child to come to the front and pretend they are the teacher to continue with the game. Repeat with other children.

Activity Book Fun



CD 1, Track 32

Have the instrumental version of the Storysong playing in the background. Ask the children to find and circle the circus performers. Then have them sit in pairs and take turns to point and say **I can see a (juggler)**.



AB 2.29

Wrap Up

Give the children some dough and have them model the circus performer they would most like to be. Then ask the children to walk all around the classroom, point to the sculptures, and say **I can see a (clown)**. Do the *Goodbye Bebop* routine.





Lesson 2



Point and say the circus performers. Listen and circle the correct picture. Listen and say with a friend.

Key Language: What can you see? I can see (a) (clown).

Key Language Review: acrobat, clown, juggler, ringmaster

Storysong

Lesson 3



Listen and point to the pictures. Sing the Storysong: *Let's Play Circus*. Find and circle the number 60.

Key Language: 60

Key Language Review: acrobat, clown, juggler, ringmaster, balloons, balls, hat, nose, shoes, bedroom, play, big

Lesson Objectives

- understand a story about putting on a circus
- identify the syllables in words
- develop directional tracking
- learn to read a sentence through pictures
- count to 60 and recognize the numeral 60
- improve auditory discrimination
- strengthen fine and gross motor skills

Key Language

51–60

Key Language Review

acrobat, clown, juggler, ringmaster, balloons, balls, hat, nose, shoes, bedroom, painting, play, big, 1–50, I'm painting four balloons.

Materials

- musical instruments, paintbrushes, red paint, small bottle caps, costumes of circus performers (optional)

Warm Up

Introduce the lesson by playing *The Bebop Band* song as the children come into class. Ask the children to pretend they are a clown, a juggler, or other performer. Do the *Hello Bebop* routine. Display the flashcards of the circus performers all around the classroom and say some riddles, e.g. **He has an orange nose.** Ask the children to guess **A clown!** Repeat, saying some words in English the children already know as hints for them to guess the performer.

Early Literacy Notes

Divide the board into three columns. Then write numbers 1, 2, and 3 in each column. Show the flashcard of the acrobat. Ask the children to name it and then clap to divide the word into syllables. Then ask the children how many syllables it has and invite a child to put the flashcard in the correct column. Repeat with different flashcards.

Using the Student's Book

1 Listen and point to the pictures.

- Say the name of the circus performers randomly for the children to point to.
- Then ask them to tell you what they think the Storysong is about.
- Play the CD as you point to the pictures.
- Play it again and ask the children to point to the pictures.

2 Sing the Storysong: *Let's Play Circus.*

- Play the CD again and ask the children to nod their head when they hear a circus performer.
- Play the CD again and ask the children to sing the chorus along with you.

Musical Notes

Lead a parade, marching around the room while playing instruments to the music. This reinforces the key language, and builds physical development. Hand out instruments to each child. Play the Storysong. When you hear *The ringmaster leads the show*, start a parade by marching and playing musical instruments. When you hear *big clown shoes*, stop the parade and stick out your foot, tapping it as if you have a big floppy shoe on it! Continue the parade.

3 Find and circle the number 60.

- Write number 60 on the board. Point to it and say **sixty**. Ask the children to repeat after you.
- Draw six sets of ten circles and ask the children to count along with you from 1 to 60.
- Then draw several numbers on the board from 1 to 60, repeating number 60 at least five times.
- Invite a child to go to the front and have them look for number 60 and draw a star around it. Repeat with other children.
- Then ask the children to look for and circle number 60 in their Student's Book.

Activity Book Fun

Have the instrumental version of the Storysong playing in the background. Review the flashcard for *painting*. Draw the children's attention to the four numbered pictures in the Activity Book. Have them draw their face and hair in the first one. Then ask them to follow the pictures to read the sentence *I'm painting four balloons*. Give each child a paintbrush and a small bottle cap with paint. Have the children count and paint the correct number of balloons. Ask them **What are you doing?** Have them answer **I'm painting four balloons**.

Wrap Up

Ask the children to choose a circus performer. Provide some costumes for the children to wear and have them prepare a show. Invite the children's parents and have the children perform their acts in front of them. Do the *Goodbye Bebop* 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.

Lesson Objectives

- identify the main events in a story
- talk about characters in a story
- act out a story using cut-outs
- sequence a story
- practice counting
- improve visual discrimination
- strengthen fine motor skills
- improve hand-eye coordination

Key Language Review

acrobat, clown, juggler, ringmaster, balls, 1–60

Materials

- two pieces of construction paper cut in half, scissors, real objects or toys to represent each of the circus performers

Early Literacy Notes

Divide the class into four groups. Ask each group to draw one of the main events of the Storysong on a half sheet of construction paper. Then collect the drawings and display them all randomly around the classroom. Divide the board into four by drawing a cross. Write numbers 1 and 2 at the top and numbers 3 and 4 below. Invite a child to come to the front and look for the first event of the story. Have them put the correct picture in square number 1. Repeat until the children put all of the pictures in the correct place.

Warm Up

Do the *Hello Bebop* routine. Say **You are acrobats!** and have the children pretend they are acrobats. Then say **Stop!** Ask the children to stand still. Repeat by changing the act they have to perform.

Using the Student's Book

1 Listen and sing the Storysong.

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

2 Connect the band members to the objects.

- Turn back to Lesson 4. Point to the band character faces that are on the left and to the parts of the costumes that are on the right.
- Ask the children to tell you which *Bebop Band* character played the ringmaster. Then have the children look for the path that takes Flo to the red coat, top hat, and microphone, and follow it with their finger. Repeat with the other characters and costumes.
- Finally, ask the children to follow the maze with different colors, to connect the pictures.

3 Act out the story with the cut-outs.

- Ask the children to turn to the Storysong cut-outs on p. 77 of their Student's Book. Help them to cut them out.
- Play the CD again. Ask the children to hold their cut-outs and act out the Storysong as they listen to it.
- Divide the class into small groups. Have each group decide which character they are going to represent and ask them to come to the front and make a stick puppet play.



ASL Activity

Display the flashcards of the circus performers on the board. Invite a child to say and make the sign of a circus performer, and have another child circle around the correct flashcard.



Activity Book Fun

Have the instrumental version of the Storysong playing in the background. Ask the children to point and say the circus performer. Have them count all the balls in the picture. Finally, have the children circle the correct number (60) with their favorite color.



Lesson 4



Listen and sing the Storysong. Connect the band members to the objects.
Key Language Review: acrobat, clown, juggler, ringmaster

Act out the story with the cut-outs.

Lesson 5



Listen, point, and say. Listen and circle the correct person or animal. Listen and say with a friend.

Key Language: dancer, magician, strongman, The (clown) is (behind) the (dancer).

Key Language Review: car, clown, hat, rabbit, Where's the (clown)?

Lesson Objectives

- learn to name three circus performers
- understand and use the preposition *behind*
- review prepositions *in, on, under, next to*
- use key language in a sentence
- practice a dialog
- practice listening comprehension
- improve visual and auditory discrimination
- strengthen fine and gross motor skills
- develop critical thinking
- use colors for a purpose

Key Language

dancer, magician, strongman, The (clown) is (behind) the (dancer).

Key Language Review

car, clown, hat, rabbit, Where's the (clown)?

Materials

- a box, music

Teacher Tip

Remember that exploring concepts physically makes learning more meaningful. Ask the children to stand *behind, next to, and under* a table so they understand the prepositions. Learning spatial position is important because it will help the children understand math concepts and also to be able to read and write correctly.

Warm Up

Do the *Hello Bebop* routine. Show the flashcard of the dancer. Say **dancer**. Ask the children to repeat after you. Do the same with the other flashcards. Put the flashcard of the dancer behind the flashcard

of the magician and say **The dancer is behind the magician**. Ask the children to repeat. Continue by putting the dancer *next to, under, and on* the clown, magician, and strongman and have the children repeat the sentences. Put the flashcard of the dancer in a box and elicit the sentence. Then review the question, and have the children repeat.

Using the Student's Book

1 Listen, point, and say.

- Draw the children's attention to the picture. Ask them to tell you what they can see.
- Play the CD and point to the circus performers and props.
- Play it again and ask the children to point to the correct pictures.
- Play the track one more time and ask them to name the circus performers and props.

Audioscript: magician, dancer, strongman, clown, rabbit, hat, car

3 Listen and circle the correct person or animal.

- Play the CD. Ask the children to point to the correct circus performers as they are mentioned.
- Play it again and stop it after the first dialog. Ask the children to circle the circus performer. Continue until you finish.

Audioscript: Paul: Where's the clown? Lucy: The clown is behind the dancer. Paul: Where's the rabbit? Lucy: The rabbit is in the hat. Paul: Where's the strongman? Lucy: The strongman is under the car. Lucy: Where's the clown? Paul: The clown is next to the strongman. Lucy: Where's the rabbit? Paul: The rabbit is on the hat.

3 Listen and say with a friend.

- Play the CD again and stop it after the question *Where's the clown?* Ask the children to

repeat all together. Continue playing the CD and stop it after you hear the sentence *The clown is behind the dancer*. Ask the children to repeat all together. Continue until you finish.

- Ask the children to sit in pairs and take turns pointing to the pictures in their Student's Book and asking and answering **Where's the (clown)? The (clown) is (behind) the (dancer).**

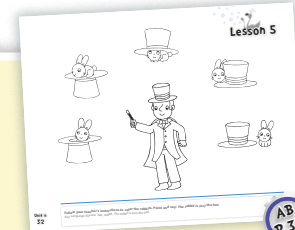
ASL Activity



Show the flashcard of the dancer. Say and make the correct sign. Ask the children to repeat. Then invite a child to go come the front. Say **The clown is next to the magician** as you make the correct signs for the words *clown* and *magician*. Ask the child to put the pictures in the position you said. Repeat, inviting other children to put the pictures behind and under each other, as well.

Activity Book Fun

Have the instrumental version of the Action Song playing in the background. Ask the children to follow your instructions to color each rabbit in a different color, so that they have a visual reference to go with each preposition (*in* is the yellow rabbit, *on* is the blue rabbit, and so on). Then have the children sit in pairs and take turns pointing to the rabbits and saying **The rabbit is (on) the hat.**



Wrap Up

Ask the children to stand up, and play some music. Stop the music and say **Stand behind a friend!** Repeat by asking them to stand *next to* a friend and to sit *under* the table. Do the *Goodbye Bebop* routine.



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



Use the worksheets in the Letter Work Program to teach the children to recognize letters in words.



The children can play the interactive games to practice this lesson's key language.

Lesson Objectives

- review shapes
- learn to recognize shapes in the environment
- improve visual discrimination
- strengthen fine motor skills
- develop critical thinking

Key Language Review

clown, ringmaster, strongman, circle, diamond, oval, rectangle, square, star, triangle

Materials

- dough

Content-based Learning

Geometry is part of our daily life. Most of the objects that we see can be associated with basic shapes. It is important to help the children distinguish the attributes that differentiate one object from another so that afterward they are able to create and continue patterns. Pattern recognition will help the children in the reading and writing process, because they will have to recognize the differences and attributes of the letters to be able to read and write words.

Warm Up

Do the *Hello Bebop* routine. Draw the shapes on the board. Point to each one of them and ask the children to name them in unison. Then say **Come on everyone, show me a circle, show me a circle, show me a circle, come on everyone, show me a circle, now stop!** and ask the children to look for circular objects around the classroom and point to them. This could be the clock, the doorknob, and so on. Do the same with the other shapes.

Using the Student's Book

1 Point and say the shapes.

- Draw the children's attention to the shapes. Name them randomly and have the children point to them as they name them as well.

2 Color the correct shape to match the picture.

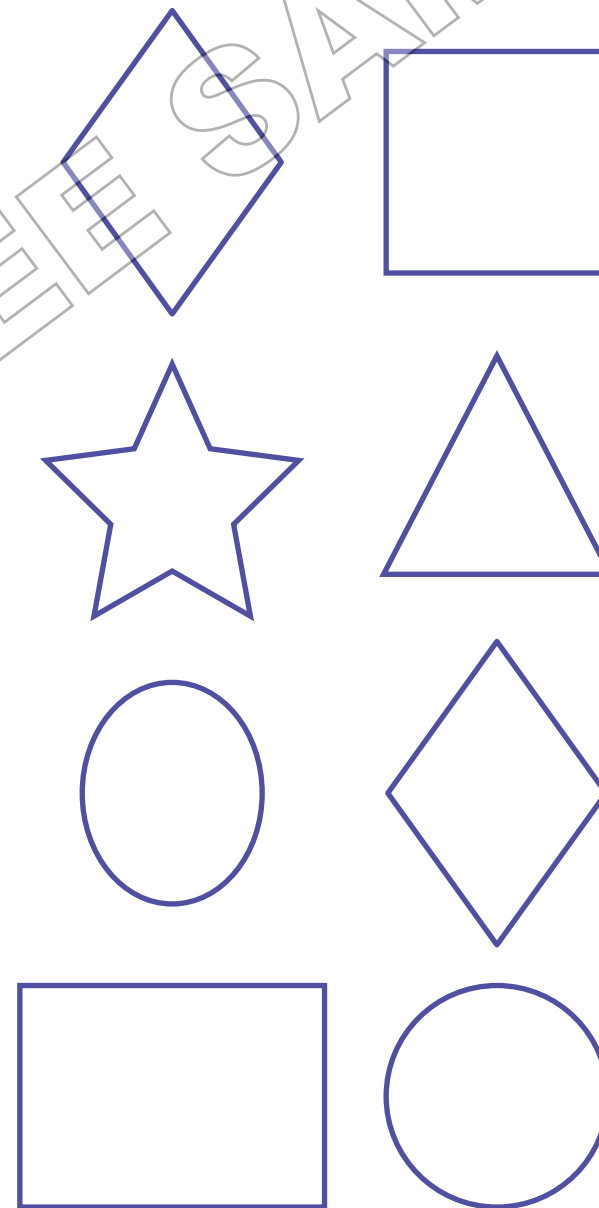
- Ask the children to look at the objects and what shape they are. Elicit the answer from them before they color the shapes.
- Ask the children to color the correct shapes using different colors.

Activity Book Fun

Have the instrumental version of the Action Song playing in the background. Ask the children to point and say the shapes and the circus performers. Have them connect the objects in the shapes to the correct parts of the picture.

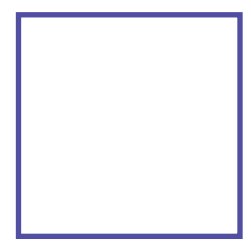
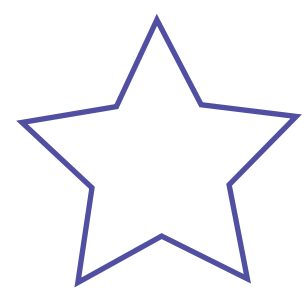
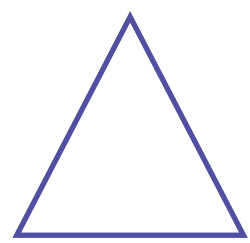
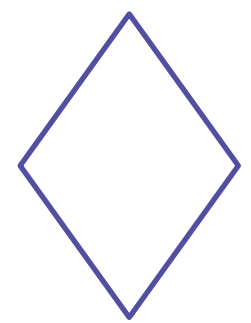
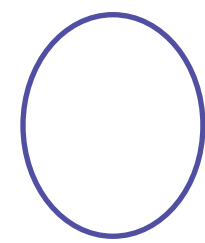
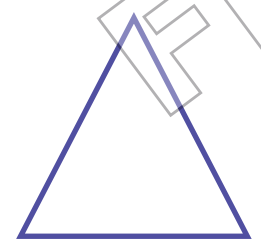
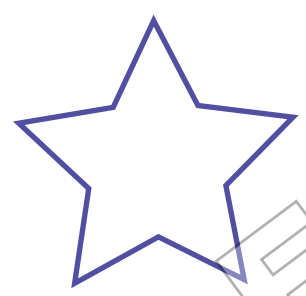
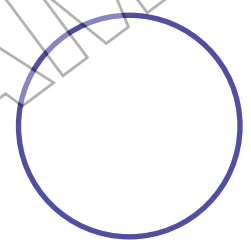
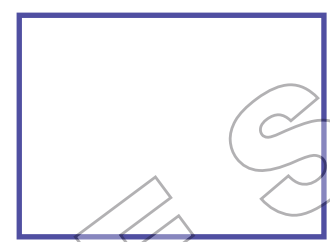
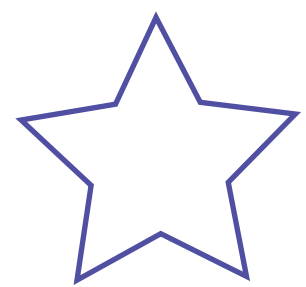
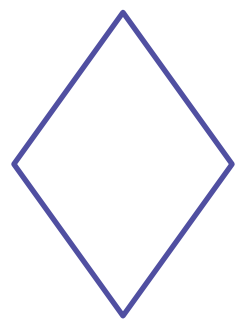
Wrap Up

Give the children some dough and ask them to make different shaped objects. Do the *Goodbye Bebop* routine.





Lesson 6



Point and say the shapes. Color the correct shape to match the picture.
Key Language Review: circle, diamond, oval, rectangle, square, star, triangle

Action Song

Lesson 7



Listen and do the actions. Sing the Action Song: *Hop Like a Rabbit*. Draw a rectangle (□) around the magician.

Key Language: bow, tap, wave

Key Language Review: magician, rabbit, hop, jump, stop, down, up, rectangle

Lesson Objectives

- learn three actions
- review prepositions
- strengthen gross motor skills
- follow a pattern
- draw a rectangle
- improve visual and auditory discrimination
- learn to follow instructions

Key Language

bow, tap, wave

Key Language Review

hat, magician, rabbit, hop, jump, stop, down, up, rectangle, The rabbit is (under) a (chair).

Materials

- lemonade, plastic glasses, small wooden sticks, food coloring (all optional), hat

Teacher Tip

Ask the children to pretend to be a magician! Bring in some lemonade, plastic glasses, small wooden sticks, and food coloring of different colors. Pour lemonade into plastic glasses. Then have the children pour some drops of red and yellow food coloring into the glasses. Have them mix the colors with the wooden stick (magic wand) as they say some magic words. Orange lemonade magically appears! They can create different colors of lemonade as they mix different colors.

Warm Up

Introduce the lesson by playing *The Bebop Band* song as the children come into class. Ask the children to pretend to be a dancer, strongman, or magician. Do the *Hello Bebop* routine. Say **bow** and model the action. Ask the children to repeat and do the same. Continue with the other actions. Then tell the children that they are going to be magicians and perform a magic trick. Invite a child to come to the front. Have them stand in the doorway with their arms to their sides. Then ask the child to raise their arms away from their sides so that the backs of their hands are pushing against the sides of the doorframe. Ask them to push as hard as they can on the doorframe for around 30 seconds as the other children say **Abacadabra! Arms go up!** Then ask the child to step aside and allow their arms to hang down loosely. Without wanting them to, their arms will go up without any effort! Repeat with other children if you wish.

Using the Student's Book

1 Listen and do the actions.

- 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 CD and have the children listen to the song as they point to the pictures.
- Play it again and ask them to do the actions as they are sung.

2 Sing the Action Song: *Hop Like a Rabbit.*

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

Musical Notes

Play "Where's the Rabbit?" to emphasize *under*, *behind*, and *next to*. Bring in a hat. Say **Close your eyes**, then place the flashcard of the rabbit under an object in the room and give a clue: **The rabbit is under a (chair)**. Play the instrumental version of the Action Song. Ask the children to look for the rabbit. The child who finds it puts it into the hat. Repeat with *next to* and *behind*.

B Draw a rectangle around the magician.

- Show the flashcard of the square and the rectangle and ask the children to point to the rectangle. Ask them to tell you the difference between the shapes.
- Ask the children to point to the magician in their book.
- Have them take out a crayon and draw a rectangle around the magician.

Activity Book Fun

Have the instrumental version of the Action Song playing in the background. Ask the children to circle the correct action to complete the pattern. Ask them to point and say the actions in unison. Then ask them to stand up and do the actions as you say them.

Wrap Up

Ask the children to pretend to be magicians and invent an act to perform in front of the class. Do the *Goodbye Bebop* routine.



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



Use the Action Song worksheets to help the children to learn the dance routines and improve gross motor coordination.



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

Lesson Objectives

- review key language and concepts
- personalize learning through drawing
- improve visual discrimination
- strengthen fine motor skills
- learn to take turns
- develop critical thinking

Key Language Review

acrobat, clown, ringmaster, strongman hat, rabbit The (clown) is (behind) the (ringmaster).

Materials

- two fly swatters

Teacher Tip

If there is a circus in town, ask the children to visit it with their parents. Then have the children talk about their experience in front of the class. Encourage them to mention the circus acts they saw by using the words in English they already know.

Warm Up

Do the *Hello Bebop* routine. Give each child a sheet of paper. Have them fold it into four sections. Then ask them to draw the circus performers you say in the order you say.

Using the Student's Book

1 Point and say the circus performers.

- Name the circus performers randomly for the children to look for and point to. Have them say them as well.

2 Circle the picture that's different.

- Ask the children to look at the pictures in the first row. Have them tell you which picture is different and why.
- Then ask them to circle the picture that is different using different colors in each row.

3 Point and say with a friend: *The (clown) is (behind) the (ringmaster).*

- Ask the children to sit in pairs. Have them take turns pointing to the pictures in their Student's Book and saying **The (clown) is (behind) the (ringmaster).**

ASL Activity

Ask the children to point to the pictures in each row and say and make the correct sign in unison.



Activity Book Fun

Have the instrumental version of the Action Song playing in the background. Ask the children to draw a picture of themselves as their favorite circus performer. Then have the children sit in pairs and point to the picture and say **I'm (a) (dancer)**. Ask parents and children to complete the Unit 4 Family Time Activities together (p. 71 in their Activity Book).

Wrap Up

Display the flashcards of the circus performers on the board. Divide the class into two teams and ask a child from each team to go to the back of the classroom. Give them a fly swatter. On the count of three, say **ringmaster**. The first child to hit the correct picture wins a point for their team. The team with the most points wins the game. Then ask the children to turn to their My Progress chart on p. 68 in their Student's Book. Ask them to color the number for Unit 4. Do the *Goodbye Bebop* routine.



Lesson 8



Point and say the circus performers. Circle the picture that's different. Point and say with a friend: *The (clown) is (behind) the (ringmaster).* Complete My Progress: Unit 4.

Key Language Review: acrobat, clown, ringmaster, strongman, hat, rabbit, *The (clown) is (behind) the (ringmaster).*

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