

# Unit 1

## Song Lyrics

### The *Bebop* Band

The *Bebop* Band is here to play  
Everybody dance this way  
We'll tell stories, move and sing  
The *Bebop* Band can really swing!

I'm Flo  
I'm Susie  
I'm Eddy  
I'm Leo

### Mini-song



### Follow Me!

1, 2, 3  
Follow me  
Crayon and book  
Let's stand up!  
Dance around your table  
Dance around your chair  
Dance, dance, dance  
Hands in the air



### Storysong

#### Let's Play!



#### Frame 1

**Mr. Coo:** Hello, hello, I'm Mr. Coo  
I'm here to sing  
And dance with you

#### Chorus:

**Flo:** 1, 2, 3  
Follow me  
Crayon and book  
Let's stand up!  
Dance around your table  
Dance around your chair  
Dance, dance, dance  
Hands in the air

#### Frame 2

**Mr. Coo:** Take out your crayon  
And let's play!  
(pretend to play saxophone)

#### Chorus:

#### Frame 3

**Mr. Coo:** Take out your book  
And let's play!  
(pretend to play piano)

#### Chorus:

#### Frame 4

**Flo:** Goodbye, goodbye, Mr. Coo  
We like to sing  
And dance with you



### Action Song

#### Musical Chairs



Stand up, stand up  
Walk around the chairs

Listen to the music  
Playing in the air

When the music stops  
Look for a chair

Sit down, sit down  
Sit down there!



## Mini-song



### Check it Out!

Eyes and ears  
Nose and mouth  
Look at my face  
Check it out



## Storysong



### The Mirror House

#### Frame 1:

**Eddy:** Oh, no!  
It's a mouse  
Where can we go?  
Into the house  
Lots of mirrors  
I can see  
I see you  
And you see me

#### Frame 2

**Flo:** Oh my eyes, eyes, eyes  
**Leo:** Oh my mouth, mouth, mouth  
**Flo and Leo:** Oh my nose and my ears  
**Leo:** What a house, house, house!

#### Chorus:

**Flo:** Eyes and ears  
Nose and mouth  
Look at my face  
Check it out

#### Frame 3

**Eddy:** Oh my eyes, eyes, eyes  
**Susie:** Oh my mouth, mouth, mouth  
**Eddy and Susie:** Oh my nose and my ears  
**Susie:** What a house, house, house!

#### Chorus:

#### Frame 4

**Eddy** Oh, no!  
It's the mouse  
A great big mouse  
In the house  
In the mirror  
I can see  
A great big mouse  
It's bigger than me!  
**Chorus:**



## Action Song



### Move Your Body!

Clap your hands in the air  
Wiggle everywhere!  
Clap your hands in the air  
Wiggle everywhere!  
Clap your hands in the air  
Wiggle everywhere!

Put your leg in the air  
Shake it everywhere!  
Put your leg in the air  
Shake it everywhere!  
Put your leg in the air  
Shake it everywhere!

Put your arms in the air  
Shake them everywhere!  
Put your arms in the air  
Shake them everywhere!  
Put your arms in the air  
Shake them everywhere!

Stomp your feet on the ground  
And wiggle all around!  
Stomp your feet on the ground  
And wiggle all around!  
Stomp your feet on the ground  
And wiggle all around!





# Unit 1

# My School

# Lesson 1



Listen, point, and say. Sing the song: *Follow Me!* Circle the red crayon.

Key Language: book, chair, crayon, table, red



## Lesson Objectives

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

## Key Language

book, chair, crayon, table, red

## Materials

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

## Teacher Tip

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

## Warm Up

TE P.15

TE P.11

Introduce the lesson by playing *The Bebop Band* song as the children come into class, and then do the *Hello Bebop* routine (see Teacher's Edition p. 15). Play *The Bebop Band* song again and do the activity (see Teacher's Edition p. 11). Introduce the topic of school using flashcards of *crayon, book, table, and chair*, or use real school objects. Show a picture of a crayon or hold up a crayon. Say **crayon**



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

## Using the Student's Book

### 1 Listen, point, and say.

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



**Audioscript:** crayon, book, table, chair

### 2 Sing the song: *Follow Me!*

- Play the song and encourage the children to add movement when they hear the key language.
- Say each line of the song. Ask the children to repeat after you.
- Play the song one more time and ask them to sing with you.



TE P.16

## ASL Activity



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

## Musical Notes



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

one picture. Once everyone is standing, ask them to chant **What is it? What is it? What is it?** Then ask them to shout the answer together, in English.

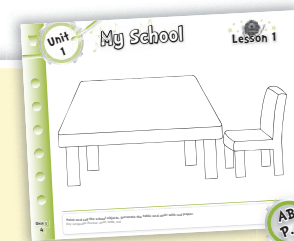
### 3 Circle the red crayon.

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

## Activity Book Fun



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



AB P.4

AB P.2

## Wrap Up

TE P.15

Put flashcards of the school objects inside a bag. Invite a child to take a flashcard from the bag. Ask the child to tell you what it shows. Continue like this with other children. Do the *Goodbye Bebop* routine (see Teacher's Edition 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
- understand how to express what an object is
- practice listening comprehension
- improve visual and auditory discrimination
- improve hand-eye coordination
- understand the concept of left and right
- strengthen fine motor skills
- explore the color and texture of jello powder

## Key Language

*Look! It's a (crayon).*

## Key Language Review

*book, chair, crayon, table, red*

## Materials

- smocks or old clothes, music, red jello powder, bottle caps

## Teacher Tip

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

## Warm Up

Do the *Hello Bebop* routine. Display the red flashcard on the board and have the children name the color. Ask them to point to a red object around the classroom. Play some music for them to dance to. When you say **red**, they should stop dancing and point to something red in the room. The last child to point to a red object has to come to the front and be the next person to call.

## Using the Student's Book

### 1 Point and say the school objects.

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

### 2 Listen and make fingerprints to connect the school objects.

- Play the CD. Ask the children to listen and touch the dots to connect the puzzle pieces.
- Give the children some red jello powder in a bottle cap. Have them make fingerprints to connect the puzzle pieces, using different fingers.

### 3 Listen and say with a friend.

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

## ASL Activity



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

## Activity Book Fun

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



## Wrap Up

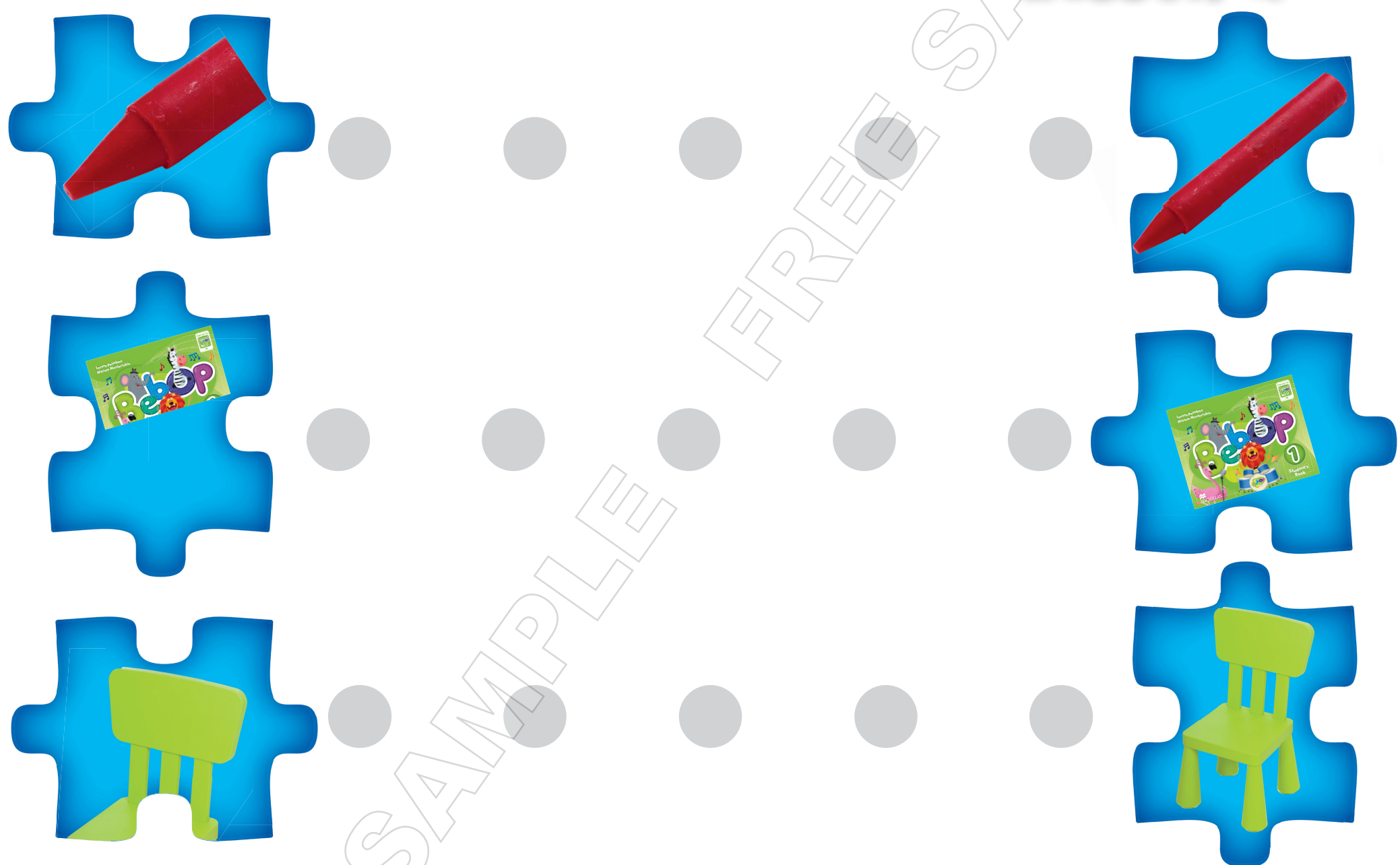
Display the flashcards of the school objects all around the classroom. Play the *Follow Me!* song. Have the children stand up and point to the school objects as they are mentioned. Do the *Goodbye Bebop* routine.







# Lesson 2



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

*Key Language:* Look! It's a (crayon).  
*Key Language Review:* book, crayon, table

# Storysong

## Lesson 3

1



2



3



4



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

Key Language: 1, 2, 3

Key Language Review: book, chair, crayon, table



## Lesson Objectives

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

## Key Language

1, 2, 3

## Key Language Review

*book, chair, crayon, table, red*

## Materials

- large pieces of paper, red crayons, three real books

## Early Literacy Notes

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

## Warm Up

Introduce the Storysong lesson by playing *The Bebop Band* song as the children come into class, and then do the *Hello Bebop* routine. Display flashcards of the school objects on the board. Point to them and have the children name them. Ask them to close their eyes while you hide a flashcard, and then get them to open their eyes and tell you which flashcard is missing. Continue playing until you review all of the classroom objects.

## ASL Activity

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

## Using the Student's Book

## 1 Listen and point to the pictures.

- Point to the first picture and ask the children what they can see. Let them answer in Language 1, to help them predict what the Storysong will be about.
- Play the CD as you point to the pictures.
- Play it again and ask the children to follow the story by pointing to the pictures.

2 Sing the Storysong: *Let's Play!*

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

## Musical Notes

Drawing with music helps the children to recognize changes in rhythm and dynamics, similar to changes of language inflection. Prepare large paper and red crayons. Place children in groups. Play the instrumental version of the Storysong. Ask the children to draw in time with the music using red crayons. Encourage listening to the rhythm and

dynamics while drawing fast and slowly, using the whole paper. Say **up, down, left, right** as you draw, and encourage the children to do the same. Ask each group to describe their drawing.

## 3 Count the books in picture 3.

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

## Activity Book Fun

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

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

## Wrap Up

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

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

## Key Language

circle

## Key Language Review

book, chair, crayon, 1–3

## Warm Up

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

## Using the Student's Book

### 1 Listen and sing the Storysong.

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



## ASL Activity

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



## Early Literacy Notes



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

### 2 Connect the numbers to the pictures from the story.

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

### 3 Trace the circle.

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

### 4 Act out the story with the cut-outs.

- Use the cut-outs from p. 71 of the Student's Book.



- Play the song one more time. Have the children hold their cut-outs and role-play the Storysong as they listen to and sing it.
- Put the children in pairs and get them to retell the story using their cut-outs. Monitor and check.



## Activity Book Fun



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



## Wrap Up

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





# Lesson 4

1



2



3



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



Act out the story with

Key Language: circle

Key Language Review: 1-3



# Lesson 5



Listen, point, and say. Circle the classroom. Listen and say with a friend.  
Key Language: bathroom, classroom, playground, Where's the (classroom)? It's there.



## Lesson Objectives

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

## Key Language

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

## Teacher Tip

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

## Warm Up

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

## Using the Student's Book

### 1 Listen, point, and say.

- Look at the picture and ask the children to tell you what they can see. Let them answer in Language 1.

- Play the CD and point to the correct places at school.
- Play it again and ask the children to point to the correct places at school.
- Play the track one more time and ask them to name the places at school.

**Audioscript:** *classroom, bathroom, playground*

### 2 Circle the classroom.

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

### 3 Listen and say with a friend.

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

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

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

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

**Annalie:** *It's there!*

## ASL Activity

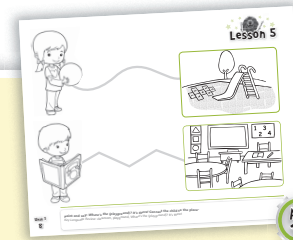
Present the signs for *bathroom, classroom, playground*. Demonstrate the signs and allow the children to practice making the signs and saying the words. Play "Simon Says" using the signs for the places at school. Say **Simon says classroom**. Encourage the children to do the correct sign. Continue like this, reviewing the other words.

## Activity Book Fun

Have the instrumental version of the Action Song playing in the background. Encourage the children to point and say **Where's the (playground)? It's there!** Ask them to follow the paths to find out where Lucy and Paul are going.



CD 1, Track 9



AB P.8

## Wrap Up

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



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

## Lesson Objectives

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

## Key Language Review

*bathroom, book, chair, classroom, crayon, playground, 1–3*

## Materials

- two fly swatters, music

## Content-based Learning

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

## Teacher Tip

Talk about right and wrong things children do in the classroom. Make a chart of the classroom rules and place it in a visible place.



## Warm Up

Do the *Hello Bebop* routine. Show flashcards of the school objects and places at school and ask the children to name them. Display them on the board and play the fly swatter game: invite two children to come to the front. Give each one of them a fly swatter. Say the name of a school object or a place at school. Ask the children to hit the correct flashcard. The first one to hit the correct flashcard wins. Repeat with the other flashcards, reviewing all of the words.

## Using the Student's Book

### 1 Point and say the places.

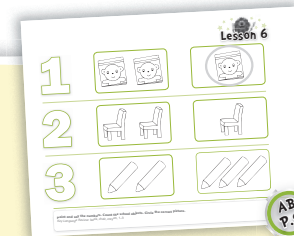
- Point to each picture and ask the children to name the place.

### 2 Look at the pictures and color the correct circle.

- Point to the first picture and ask the children what is wrong. Let them answer in Language 1.
- Color the circle with the X so the children understand what they have to do. Have them do the same.
- Repeat with the other pictures, guiding the activity.

## Activity Book Fun

Have the instrumental version of the Action Song playing in the background. Ask the children to name the school objects in each box. Elicit the name of the numeral 1 and count the books together. Ask them which picture has one book. Model circling it. Get the children to do the same. Continue with the other numbers and objects.



## Wrap Up

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





**Point and say the places. Look at the pictures and color the correct circle.**  
*Key Language Review: bathroom, classroom, playground*



# Action Song

## Lesson 7



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

Key Language: stand up, sit down

Key Language Review: chair, 1-3

**Lesson Objectives**

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

**Key Language**

*stand up, sit down*

**Key Language Review**

*book, chair, table, crayon, 1–3*

**Materials**

- music, five sets of cards of numbers 1–3

**Teacher Tip**

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

**Warm Up**

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

**Using the Student's Book****1 Listen and do the actions.**

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

**2 Sing the Action Song: *Musical Chairs*.**

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

**Musical Notes**

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

**3 Count and circle the chairs.**

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

**Activity Book Fun**

Have the instrumental version of the Action Song playing in the background. Ask the children to point and say the object or action in each picture. Elicit which one doesn't belong and model circling it. Get the children to do the same.



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 and sing along to the Action Song at home.



## Lesson Objectives

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

## Key Language Review

*bathroom, classroom, playground, circle, red, 1–3*

## Materials

- two sets of pictures of school objects and places at school, red paper, glue sticks

## Teacher Tip

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

## Warm Up

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

## ASL Activity



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

## Using the Student's Book

### 1 Point and say the place.

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

### 2 Circle the correct object to complete the picture.

- Have the children look at the shadow in the first picture. Ask them to tell you what it is.
- Ask them to look for the correct picture, point to it, and circle it.
- Repeat with the other picture. Monitor and check.

## Wrap Up

SB  
P.68

Place the two sets of pictures of classroom objects and places at school, face down on the board to play a memory game. They should be all mixed up. Invite children to come to the front and choose a card. Ask them to turn that card over and name it. Then ask them to choose another card and do the same. If the two cards form a pair, the children win it; if not, they have to put them back face down. Continue with the game until you finish finding all of the pairs. Then ask the children to turn to their My Progress chart on p. 68 in their Student's Book. Invite them to color the number for Unit 1. Do the *Goodbye Bebop* routine.



## Activity Book Fun

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

Ask the children to point and say where the children in the picture are (playground). Ask them to count the circles. Model gluing red paper on the big circle and get them to do the same. Ask parents and children to complete the Unit 1 Family Time Activities together (p. 68 in their Activity Book).



AB  
P.11

AB  
P.68



# Lesson 8



Point and say the place. Circle the correct object to complete the picture.  
Key Language Review: bathroom, classroom

p68

Complete My Progress: Unit 1.



# Unit 2

# My Body

## 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 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.

## Dynamic Digital

To help the children understand that every story needs a beginning, middle and end, use the animated Storysong in the Presentation Kit. 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 to understand how a story is structured.

## 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 to understand the main events by asking them what they liked about the story.



## 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 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)

### Discovery & Knowledge of the World

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

### 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)

## Unit 2 My Body

### 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)

### 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)





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

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

## 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

TE P.15

Introduce the lesson by playing *The Bebop Band* song as the children come into class, and then do the *Hello Bebop* routine (see p. 15). 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

### 1 Listen, point, and say.

- Play the CD. Let the children listen as you point to the parts of the face.
- Play it again and ask the children to point to the parts of the face as they listen to the names.
- Play the track 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

### 2 Sing the song: *Check it Out!*

- Say the first line of the song. Have the children repeat after you.
- Repeat with the other lines until you finish the song.
- Play the CD and have the children sing the song.

## Musical Notes

Play "Mirror" to reinforce key language through movement. 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 body part while the other child mimics it. Encourage moving faster, and changing roles.

### 3 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.
- Give each child some blue paint in a small container or in a bottle cap. Have them dip their finger and make blue fingerprints on the eyes. Have them clean up their fingers using a wet wipe or a piece of tissue paper.

## Activity Book Fun

Have the instrumental version of the Storysong playing in the background. Ask the children to trace around the face. Have them point and say the parts of the face. Ask them to color the nose red.



## Wrap Up

TE P.15

Play a game of "Touch": Say **Touch your eyes**. Have the children do the action. Then invite a child to go to the front and guide the activity. Continue playing, asking other children to go to the front. 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
- 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

**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.

**Warm Up**

Do the *Hello Bebop* 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 do the same. Invite a child to go to the front and point to the eyes in 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 front and draw the eyes. Continue like this with the other key language until you complete the face.

**Using the Student's Book****1 Point and say the parts of the face.**

- Have the children point to the faces in their Student's Book and say if they are happy or sad.
- Have them point to the facial features you say. Monitor and check.

**2 Listen and circle the correct face.**

- Play the CD. Ask the children to listen as you point to the correct face.
- Play it again and stop it after the first dialog.
- Ask the children to circle the correct face using the red crayon. Monitor and check.
- Repeat with the other picture.

**Audioscript:** *Annalie: How are you? Lucas: I'm sad. Lucas: How are you? Annalie: I'm happy.*

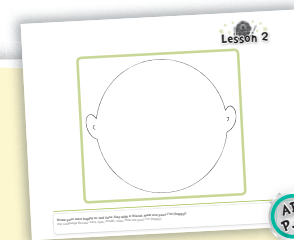
**3 Listen and say with a friend.**

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

**Activity Book Fun**

CD 1, 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)**.



AB P.13

**Wrap Up**

Play "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 wish. Do the *Goodbye Bebop* routine.





# Lesson 2



**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

1



2



3



4



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

### 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

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

### Warm Up

Introduce the Storysong lesson by playing *The Bebop Band* song as the children come into class, and then do the *Hello Bebop* 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.

- 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 CD 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*.

- Play the CD 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 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

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

### Wrap Up

Play "Pin the Tail on the Donkey": draw a circle on the board. Invite a child to come to the front. Ask them to take the flashcard of the eyes. Cover the child's eyes with a bandana. Ask them to put the eyes on the face as the other children guide them. Repeat with the other parts of the face until you complete the face. Do the *Goodbye Bebop* routine.



## Lesson Objectives

- identify and talk about the end of a story
- act out a story using cut-outs
- 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 cut-outs 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* 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.

- Have the children look at Lesson 3 in their Student's Book.
- Play the CD. 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 the page. 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 ending of the story. Monitor and check.

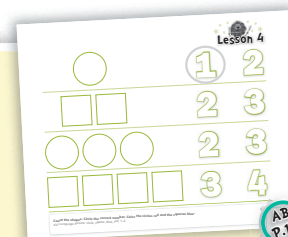
### 3 Act out the story with the cut-outs.

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



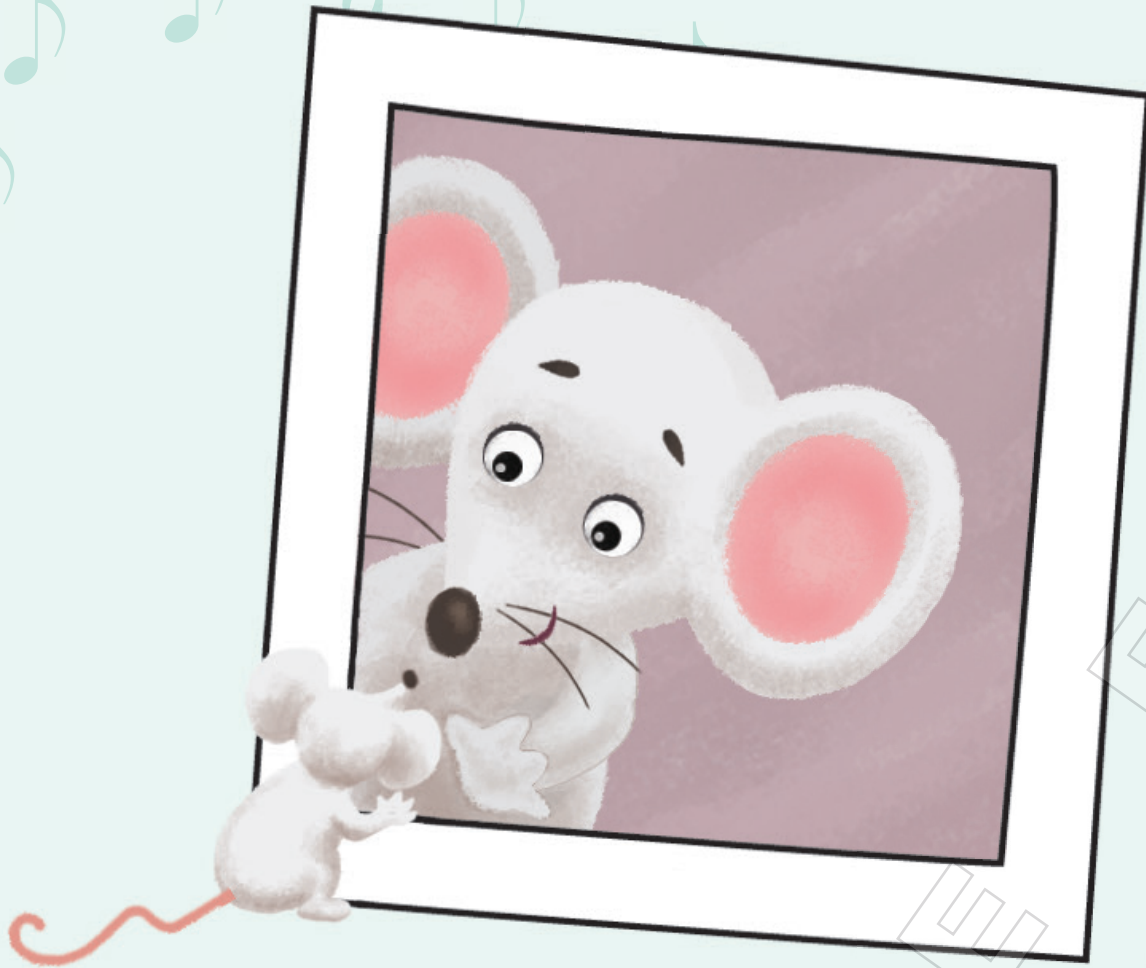
## Activity Book Fun

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.





# Lesson 4



Listen and sing the Storysong. Paste blue paper around the correct ending of the story.  Act out the story with the cut-outs.

Key Language Review: square, blue





# Lesson 5



**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*

## 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

## Materials

- 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* 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. Display the flashcards on the board. Invite a child to go to the front 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.

- Ask the children to look at the picture and tell you what they can see. Let them answer in Language 1.
- Play the CD. 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 the track one more time and ask them to name the parts of the body along with the CD.

**Audioscript:** *arms, hands, legs, feet*

### 2 Listen and count.

- Play the CD. Ask the children to listen to it first and point to the parts of the body.
- Play it again and ask them to count the parts of the body along with the CD 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.

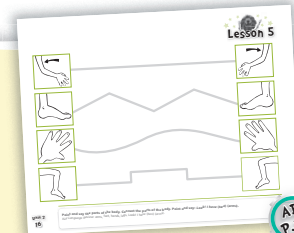
- Play the CD again. Stop it after you hear the phrase *Look! I have two arms*. Have the children repeat.
- Play it again and stop it after you hear *I have two hands*. Have them repeat.

- Continue with the other phrases.
- Invite a child to go to the board. Have them say the sentences with your help, while pointing to the correct parts of the body.
- Repeat, inviting other children to say the sentences.

## Activity Book Fun

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 you wish. 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 practice pre-writing skills.



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



**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* routine. Show the flashcards of the parts of the body. Ask the children to name them. Have them work in teams. Give each team a large piece of construction paper. Have one child in each team lie down on the piece of construction paper and the others trace around their 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 the portrait and ask the children to trace around the facial features with a finger.
- Ask them to trace the eye and ear and complete 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.**

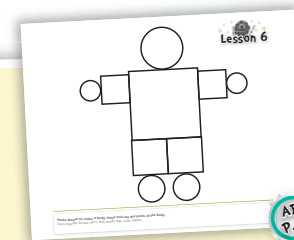
- Say **I have two ears**. Ask the children to point to their ears and repeat.
- Point to your nose and elicit **I have a nose**. Repeat with eyes and *mouth*.

**Activity Book Fun**

CD 7, 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.



AB P.17

**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* routine.





# Lesson 6



**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

**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*

**Materials**

- 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**

Introduce the Action Song lesson by playing *The Bebop Band* song as the children come into class, and then do the *Hello Bebop* 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.**

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

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

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

**Musical Notes**

This activity is based on sound awareness and making 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 actions. Say **1, 2, 3, 4, stomp, stomp, stomp, stomp** with the children doing the actions. Say **1, 2, 3, 4, wiggle, wiggle, wiggle, wiggle** with the children doing the actions. Now put it all together. Say **1, 2, 3, 4, clap, clap, stomp, wiggle** with the children doing all of 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**

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 "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* 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 and sing along to the Action Song at home.



## 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 words 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* 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 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.

- Draw number 1 on the board using a red pen or marker. Point to it and say **one**.
- Ask the children to color the 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 2 blue in their books. Monitor and check.

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

- Point to the 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



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 parents and 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. 68 in their Student's Book. Ask them to color the number for Unit 2. Do the *Goodbye Bebop* routine.





# Lesson 8



Color the 1 red. Color the 2 blue. Connect the parts of the body to the numbers using the correct color.  Complete My Progress:  
Unit 2.  
Key Language Review: feet, hands, mouth, nose, blue, red, 1-2