

Unit 1

Back to School

Music Development

This unit focuses on measuring quantity in music and language. Playing instruments with start-stop intervals and counting to the beat increases listening skills and coordination. Play *The Bebop Band* theme song and show the children when the start-stop intervals happen. In the Lesson 7 "Lines and Circles" activity, there is a task of choosing one circle from many, and a need for the children to use spatial awareness to figure out how many children will fit on only a few lines.

Dynamic Digital

Use the Presentation Kit to project pages from both the Student's Book and the Activity Book. This is great for introducing the characters to the children, focusing on specific scenes from a story, pointing out vocabulary items in a scene, and for demonstrating how an activity can be completed.

Unit Objectives

- learn to name classroom objects
- learn two actions
- understand how to ask for something
- understand and use the prepositions *in* and *on*
- count to 11 and recognize the numeral 11
- recognize and name the color black
- understand a story about school activities
- invent a story and describe characters in a story
- learn to measure and describe quantity
- learn to hold a pencil between a thumb and two fingers

Key Language

- classroom objects: *backpack, eraser, glue stick, marker, paintbrush, pencil, pencil case*
- grammar phrase 1: *Can I have a (glue stick), please? Here you are.*
- grammar phrase 2: *Where's the (eraser)? It's (on) the (table).*
- action verbs: *draw, paint*
- quantities: *a few, many* (optional)
- number: 11
- color: *black*

Storysong

Making a Picture!

Nurture creativity and develop narrative skills by encouraging the children to tell their own stories from the Storysong pictures. This will boost understanding as the children think about what the story could be about before they listen to it. Later, encourage them to retell the story with different characters, to build on their awareness of how stories are constructed.



Action Song

What Is It?

Help the children to hold a pencil correctly. Show them how to use their index finger and thumb to grasp it and make it rest on the middle finger. Have them practice this movement as they act out "draw" in the Action Song.



Mathematical Thinking

count to 11 and recognize the numerals (L3, L4, L6, L7)
recognize shapes (L3, L7)
develop critical thinking (L1, L3, L8)
learn to sequence (L3)
learn to follow a pattern (L3, L5)
learn to classify objects (L1, L6)
learn about quantity (L6)

Personal & Social Development

learn to take turns (L1, L7, L8)
listen to others (L3, L7)
listen to and follow instructions (L1, L3, L7, L8)
learn to play with others (L3, L4, L6–L8)

Discovery & Knowledge of the World

learn about the school environment (L2, L3, L5)
listen to different kinds of music (L1, L3, L7)

Unit 1 Back to School

Physical & Health Development

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

Language & Communication

learn new vocabulary (L1, L5, L6, L7)
communicate using new vocabulary (L2, L4, L5, L8)
understand new grammar phrases (L2, L5)
practice a dialog (L2, L5)
develop listening comprehension (L1, L2, L5)
understand a story about school activities (L3, L4)
describe characters in a story (L4)
understand and use American Sign Language (ASL) (L1, L2, L4, L5, L8)

Creative Artistic Expression

act out a story (L4)
invent a new story (L3, L4)
use colors for a purpose (L1, L3, L6, L7)
explore different textures (L1, L6)
decorate an object (L4)
manipulate dough to achieve a planned effect (L6)
sing songs (L1, L3, L7)
create movement in response to music (L1–L4, L7)



Listen, point, and say. Sing the song: *Here in my Backpack*. Circle the black crayon.

Key Language: backpack, glue stick, marker, paintbrush, black

Key Language Review: book, crayon

Lesson Objectives

- learn to name four classroom objects
- review two classroom objects
- recognize and name the color black, and classify objects by color
- sing a song about classroom objects
- practice listening comprehension
- develop critical thinking
- improve visual and auditory discrimination
- strengthen fine motor skills
- learn to follow a color key

Key Language

backpack, glue stick, marker, paintbrush, black

Key Language Review

book, crayon, eyes, colors, 1–3

Materials

- black marker pen, musical instruments, black objects, real school objects, music, a bag

Teacher Tip

Do “brain gym” every day before starting your class to help the children be ready to learn. Ask the children to touch their right leg with their left hand. Then switch.

Warm Up



Introduce the lesson by playing *The Bebop Band* song as the children come into class. Have them dance to the music as they touch their left leg with their right elbow and vice versa. Do the *Hello Bebop* routine (see p. 15). Play the *Bebop Band* song again and do the activity (see Teacher's Edition p. 11).



1 Circle the black crayon.

- Display the black flashcard on the board. Point to it and say **black**. Ask the children to repeat.
- Ask them to look for a black object in the classroom and hold it up or point at it.
- Ask them to circle the black crayon in their Student's Book.

Introduce the topic of school using flashcards of *backpack, glue stick, marker, and paintbrush*. Show the flashcard of the backpack. Say **backpack** and ask the children to repeat. Do the same with the other school objects. Ask the children to close their eyes. Hide a flashcard. Ask the children to open their eyes and tell you which flashcard is missing.

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



Audioscript: *backpack, book, crayon, glue stick, marker, paintbrush*

2 Sing the song: *Here in my Backpack*.

- Play the CD and ask the children to point to the school objects in the picture as they hear them in the song.
- Play it again and stop it after the first line. Ask them to repeat. Continue until you finish.
- Play the track one more time and ask the children to sing the song.



Musical Notes



Play “Mystery” with black objects to reinforce color, memory, and critical thinking skills. Sit in a circle and give each child a musical instrument. Lay out black objects on the floor, for example a crayon, a marker, a toy cat. Ask the children to look at the objects and tell you what is the same and what is different in terms of size, texture, and purpose. Ask them to close their eyes and play their musical instruments until you say **stop**. Put one of the objects behind your back. Say **Open your eyes**, and have them guess which object is missing.

ASL Activity



Make the sign for the word *backpack* and say **backpack**. Ask the children to repeat. Do the same with the other school items. Show a flashcard of a school object. Ask the children to say and do the sign for that word.

Activity Book Fun



Have the instrumental version of the

Storysong playing in the background. Ask the children to point and say the school objects. Ask them to color the key. Then ask them to color the school objects by following the key. Have them complete *The Bebop Band* Activity Book page (see p. 2).



Wrap Up



Put some school objects inside a bag. Ask the children to sit in a circle. Play some music and ask them to pass around the bag. Stop the music and ask the child with the bag to take out a school object and say its name. 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 how to ask for something
- practice a dialog
- practice listening comprehension
- improve visual and auditory discrimination
- strengthen fine motor skills
- improve hand-eye coordination

Key Language

Can I have a (glue stick), please? Here you are.

Key Language Review

backpack, book, crayon, glue stick, marker, paintbrush

Materials

- real school objects, music or a tambourine

Teacher Tip

Remember that it is very important to speak in English as much as you can during your class. Use a lot of flashcards and body language to help the children understand what you are saying.

Warm Up

Do the *Hello Bebop* routine. Show the flashcard of a glue stick and ask the children to name it. Do the same with the other school objects as a review. Display the flashcards of the school objects on the board. Invite a child to go to the front and have them circle the flashcard you say.

Using the Student's Book

1 Point and say the school objects.

- Point to the school objects and ask the children to name them as they point to the correct pictures in their Student's Book.

2 Listen and circle the correct school object.

- Play the CD. Ask the children to listen to the first dialog. Stop the CD to allow them to circle the correct school object. Repeat until you finish.

Audioscript: **Tilly:** Can I have a glue stick, please? **Louie:** Here you are. **Louie:** Can I have a paintbrush, please? **Elis:** Here you are. **Elis:** Can I have a marker, please? **Tilly:** Here you are.

3 Listen and say with a friend.

- Play the CD again. Stop it after the question *Can I have a glue stick, please?* Ask the children to repeat. Then stop it after *Here you are.* Ask them to repeat. Continue with the other dialogs.
- Put some real classroom objects on a table and invite a child to come to the front. Ask them **Can I have a (glue stick), please?** Have the child give you the correct school object as they say **Here you are.**
- Invite two other children to go to the front and do the same.
- Have the children sit in pairs. Put some real school objects in the middle of the table. Ask one of them to point to a real school object and say **Can I have a (glue stick), please?** and the other one to say **Here you are** as they pass it over. Then ask them to switch roles.

ASL Activity



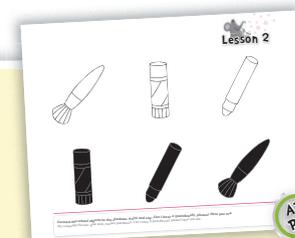
Divide the class into pairs. Have one of the children place some classroom objects on a table. Have the second child name an object using ASL signs. The first child should give the second child the correct school object and say the word in English. Then ask them to switch roles.

Activity Book Fun



Have the instrumental version of the

Storysong playing in the background. Encourage the children to look at the shadows and tell you which school object each one is. Then have them correct the objects and shadows as they say **Can I have a (paintbrush), please? / Here you are.**



Wrap Up

Ask the children to put a glue stick, a marker, and a paintbrush on their table. Have them stand up and walk around the classroom as you play a tambourine or some music. Stop the music and say **Can I have a (glue stick), please?** The first child to grab a glue stick from a table and give it to you as they say **Here you are** wins. Continue playing as many times as you wish. Do the *Goodbye Bebop* routine.



Lesson 2



Point and say the school objects. Listen and circle the correct school object. Listen and say with a friend.

Key Language: Can I have a (glue stick), please? Here you are.

Key Language Review: backpack, book, crayon, glue stick, marker, paintbrush

Storysong

Lesson 3



Listen and point to the pictures. Sing the Storysong: *Making a Picture!* Count the paintbrushes in the story.

Key Language: 11

Key Language Review: apple, backpack, book, crayon, glue stick, marker, paintbrush, red, 1-10

Lesson Objectives

- understand a story about school activities
- use pictures to invent a new story
- develop directional tracking
- count to 11 and recognize the numeral 11
- learn to sequence
- develop critical thinking
- improve auditory and visual discrimination
- improve hand-eye coordination
- strengthen fine and gross motor skills
- follow a pattern
- review two colors and a shape
- explore the texture of tissue paper

Key Language

11

Key Language Review

apple, backpack, book, crayon, glue stick, marker, paintbrush, circle, black, red, 1–10

Materials

- pictures of school objects cut in half, music, paper numbered from 1 to 11, tape, red and black paper circles, glue sticks, real school objects

Early Literacy Notes

Ask the children to look at the pictures in the Storysong and invent a new story. Encourage them to use the words they know in English.

Warm Up

Introduce the lesson by playing *The Bebop Band* song as the children come into class. Ask them to touch their left leg with their right hand and vice versa. Do the *Hello Bebop* routine. Give each child half of a picture of a school object. Play some music and ask the children to stand up and dance. Stop the music and ask them to find the child with the missing half of their picture. The first pair to complete a picture wins.



Using the Student's Book

1 Listen and point to the pictures.

- Point to the pictures and ask the children to tell you which school objects they see.
- 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: Making a Picture!

- Play the CD again and ask the children to clap when they hear the names of the school objects.
- Play it one more time and ask them to sing the chorus along with you.



3 Count the paintbrushes in the story.

- Write number 11 on the board. Point to it and say **eleven**. Ask the children to repeat.
- Draw 11 paintbrushes on the board and numbers 1 to 11 below each paintbrush.
- Point to the paintbrushes and ask them to count along with you.
- Draw their attention to the paintbrushes in the Storysong. Have them count the paintbrushes and tell you how many there are.

Musical Notes

The children work in teams to sequence numbers. Prepare a set of papers for each team, with a number from 1 to 11 on each piece of paper. Put a line of tape on the floor for each team. Give the teams their numbers in a random order. Play the instrumental version of the Storysong. Say **Find number 1 and put it on the line**. Continue with 2–11. Help the children move numbers to sequence them in the correct order, as necessary. To finish, clap 11 times to the beat of the music.



Activity Book Fun



Have the instrumental version of the

Storysong playing in the background. Draw the children's attention to the pictures that are at the top of the page. Ask them to tell you which one comes first in the story. Then ask them to trace the line from that picture to the first wagon. Do the same with the other pictures, getting the children to draw in the lines themselves. Then give them black and red paper circles. Ask them to glue them on the wheels in a one black, one red pattern.



Wrap Up

Give the children several different school objects. Ask them to form the pattern you say, for example, **glue stick–paintbrush–glue stick–paintbrush**. Encourage them to tell you which object goes next in the pattern and to suggest new patterns as well. 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

- describe main characters in a story
- act out a story using cut-outs
- improve visual discrimination
- strengthen fine motor skills
- improve hand-eye coordination
- develop critical thinking
- practice counting and recognize the numeral 11
- decorate a backpack

Key Language Review

backpack, book, chair, crayon, paintbrush, 1–11

Materials

- two different kinds of real books, glue sticks, paintbrushes, 11 different real school objects, music

Early Literacy Notes

Ask the children to name the characters in the Storysong. Then ask them to change the characters to make a new story, to develop narrative skills and develop elements of story awareness.

Warm Up

Do the *Hello Bebop* routine. Show a real book and ask the children to name it. Then show a different kind of book. Ask them to tell you which differences they see. Encourage them to use the English words they have learned so far, for example color or shape words. Do the same with other school objects.

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 them to sing the Storysong along with you.



2 Find and circle the three differences between the pictures.

- Turn back to Lesson 4. Draw the children's attention to the two pictures. Ask them to tell you what differences they can see. Have them find and circle three differences between the pictures (a paintbrush instead of a book, crayons instead of paintbrushes, two chairs instead of three).

3 Act out the story with the cut-outs.



- Ask the children to turn to the Storysong cut-outs on p. 71 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.
- Ask them to work in pairs and retell the story using their cut-outs. Encourage them to use the English words they have learned so far.

ASL Activity



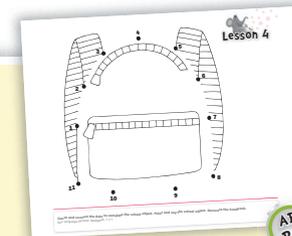
Divide the classroom into two teams. Invite a child from each team to come to the front. Make the sign for a school object and say the word. Have the children draw the correct school object on the board. The first one to do it correctly wins a point for their team. The team with the most points wins the game.

Activity Book Fun



Have the instrumental version of the

Storysong playing in the background. Write number 11 on the board. Ask the children to say **eleven**. Invite them to look for and count 11 crayons, glue sticks, backpacks, and so on around the classroom. Then ask the children to look at the page and tell you which object they think it is. Have them connect the dots as they count from 1 to 11. Ask them to point and say **backpack** and let them decorate the backpack as they wish.



Wrap Up

Play some music. Have the children dance. Stop the music and say **Form groups of 11!** Have them gather in a circle of 11. Count and check. Play the music again and repeat, varying the number. Do the *Goodbye Bebop* routine.

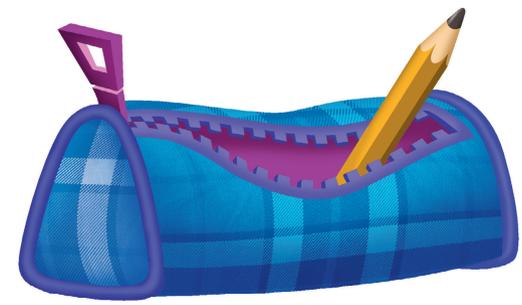
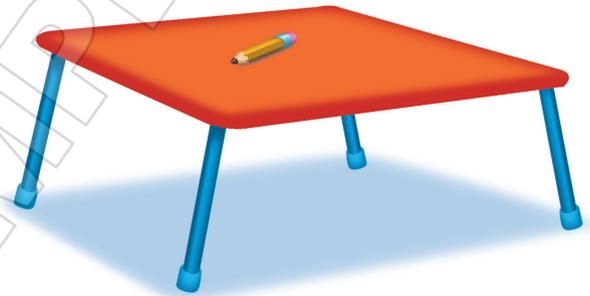
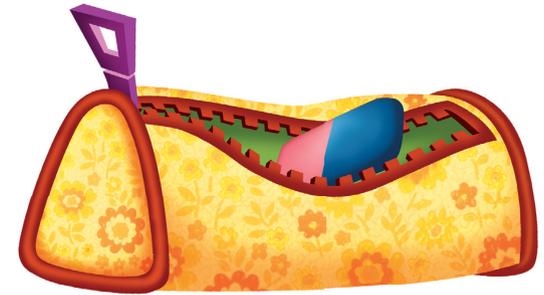
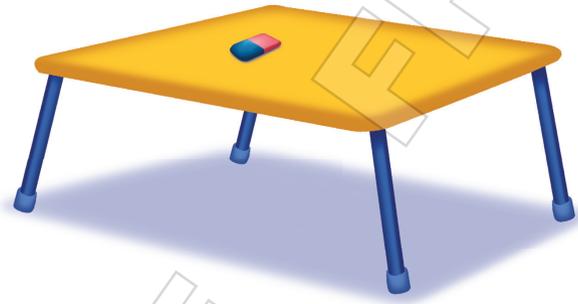
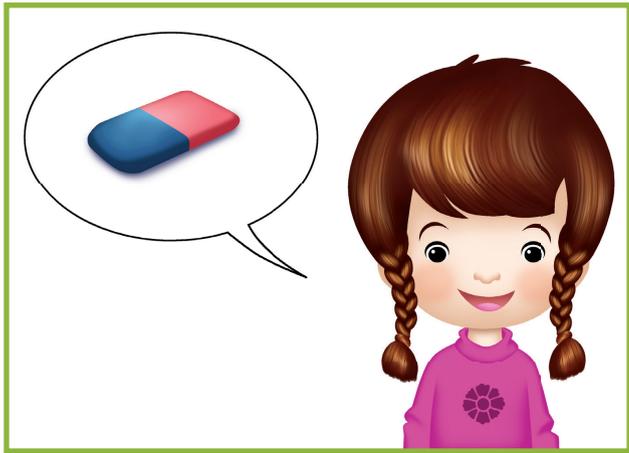


Lesson 4



Listen and sing the Storysong. Find and circle the three differences between the pictures.  Act out the story with the cut-outs.
Key Language Review: book, chair, crayon, paintbrush

Lesson 5



Listen, point, and say. Listen and circle the correct picture. Listen and say with a friend.

Key Language: eraser, pencil, pencil case, Where's the (eraser)? It's (on) the (table).

Key Language Review: table

Lesson Objectives

- learn to name three classroom objects
- review four classroom objects
- use key language in a sentence
- understand and use the prepositions *in* and *on*
- practice listening comprehension
- practice a dialog
- improve visual and auditory discrimination
- strengthen fine motor skills
- improve hand-eye coordination
- develop critical thinking
- follow a pattern

Key Language

eraser, pencil, pencil case, Where's the (eraser)? It's (on) the (table).

Key Language Review

backpack, book, paintbrush, table

Materials

- big boxes, hula hoops (optional), real school objects

Teacher Tip

To help the children understand the difference between the words *in* and *on*, bring some big boxes and hoops. Ask them to jump *in* the hoops or get *in* the boxes; to sit *on* the chairs or sit *on* the floor. Remember that to internalize a concept, it is more meaningful if we first work on it with our whole body.

Warm Up

Do the *Hello Bebop* routine. Show the flashcard of the eraser. Say **eraser** and ask the children to repeat after you. Do the same with the other school objects. Say **Show me your eraser** and ask them to hold it up. Repeat with the other school objects.

Using the Student's Book**1 Listen, point, and say.**

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

Audioscript: table, eraser, pencil, pencil case

2 Listen and circle the correct picture.

- Play the CD. Ask the children to listen to the first dialog. Stop it and ask them to circle the correct picture. Repeat with the second dialog.

Audioscript: **Lucy:** Where's the eraser? **Paul:** It's on the table. **Paul:** Where's the pencil? **Lucy:** It's in the pencil case.

3 Listen and say with a friend.

- Play the CD again. Stop it after the question *Where's the eraser?* Ask the children to repeat as they point to Lucy in the picture. Then stop it after *It's on the table.* Ask them to repeat as they point to the correct picture. Repeat with the other dialog.

- Ask the children to sit in pairs and ask them to put some of their real school objects on the table or in their pencil case. Ask one of them to say **Where's the (eraser)?** and the other one to say **It's (on) the (table).** Have them switch roles.

ASL Activity

Place the flashcards of the school objects on the board. Invite two children to go to the back of the classroom. Make the sign for one of the objects. Have the children run, circle the correct school object, and name it. The winner continues the game by making the sign for another word.

Activity Book Fun

Have the instrumental version of the

Action Song playing in the background. Ask the children to look at the sequence and complete it by drawing the missing objects: in row 1, the pencil in the pencil case; and in row 2, the eraser on the book. Then ask them to point and say **Where's the (pencil)? It's (in) the (pencil case).**

**Wrap Up**

Put some real school objects on the table or in a pencil case. Invite a child to go to the front. Ask **Where's the eraser?** Have them answer **It's (in) the (pencil case).** Repeat with other children. 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 how to form letters and the sounds of letters.



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

Lesson Objectives

- learn to measure, describe, and classify by quantity
- improve visual discrimination
- strengthen fine motor skills
- develop critical thinking
- practice counting
- review colors

Key Language

few, many

Key Language Review

marker, pencil, black, blue, red, yellow, 1–11

Materials

- real classroom objects, hula hoops, dough

Content-based Learning

Learning the concepts of *a few* and *many* will help the children understand what a number represents and why there are some big or small numbers. These concepts will also help them develop the ability to compare objects and be able to solve basic math problems.

Warm Up

Do the *Hello Bebop* routine. Show many crayons and say **many**. Ask the children to repeat. Then show a few crayons and say **a few**. Ask them to repeat. Give the children several different school objects. Place some hula hoops on the floor and put a different school object inside each hula hoop. On the count of three, ask the children to classify the school objects they have by putting them into the correct hoop. When they finish, ask them to tell you in which hoop they see *many* school objects and in which they see *a few*.

Using the Student's Book

1 Count the school objects.

- Ask the children to name the school objects in the pictures.
- Ask them to count the school objects in unison.

2 Circle the picture that has a few pencils.

- Ask the children to point to the picture that has a few pencils in it.
- Ask them to take out a red pencil and circle the picture.

3 Circle the picture that has many markers.

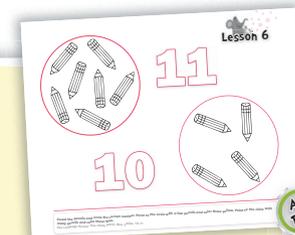
- Ask the children to point to the picture that has many markers.
- Ask them to take out a black pencil and circle the picture.

Activity Book Fun



CD 1, Track 9

Have the instrumental version of the Action Song playing in the background. Ask the children to count the pencils in both circles and circle the correct number. Then ask them to point to the circle with a few pencils and color the pencils yellow. Ask them and to point to the circle with many pencils and color the pencils blue.



Wrap Up

Give the children some dough. Ask them to form 11 balls. Then have them make one group with two balls and one group with nine balls. Have them count the balls and tell you where they see *many* and *a few*. Repeat, varying the numbers. Do the *Goodbye Bebop* routine.





Lesson 6



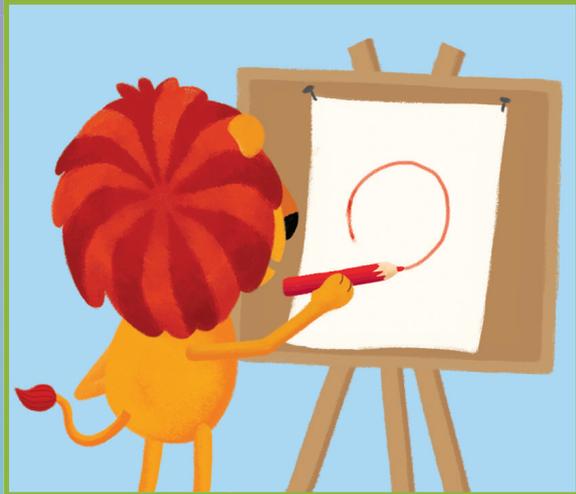
Count the school objects. Circle the picture that has a few pencils. Circle the picture that has many markers.

Key Language: few, many

Key Language Review: marker, pencil, 1-8

Action Song

Lesson 7



Listen and do the actions. Sing the Action Song: *What Is It?* Play the “*What Is It?*” game with a friend.

Key Language: draw, paint

Key Language Review: apple, paintbrush, pencil, circle, green, red

Lesson Objectives

- learn two actions
- strengthen fine and gross motor skills
- learn to hold a pencil between a thumb and two fingers
- improve visual and auditory discrimination
- develop critical thinking
- practice counting
- review prepositions *in* and *on*
- review shapes and colors
- learn to follow instructions
- learn to take turns

Key Language

draw, paint

Key Language Review

apple, carrot, paintbrush, pencil, few, many, circle, triangle, green, orange, red, 1–11

Materials

- portable CD player, chalk, orange paint, paintbrushes, smocks

Teacher Tip

Before drawing or painting, check to be sure that the children are holding their pencil or paintbrush correctly, using their index finger and thumb to grasp it and making it rest on the middle finger. Remember that a correct pencil grasp from the beginning will later help the children have good handwriting.

Warm Up

Introduce the lesson by playing *The Bebop Band* song as the children come into class. Ask them to touch their left ear with their right hand and their nose with their left hand and vice versa. Do the *Hello Bebop* routine. Take a pencil and pretend to draw in the air as you move your arm up and down. Say **draw** and ask the children to repeat. Repeat with the action **paint**, using a paintbrush.



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 Leo is doing. Let them answer in Language 1.
- Play the CD and ask them to point to the actions in the pictures as they hear them in the song. Encourage them to point to the apple as they hear it in the song.
- Play it again and ask the children to do the actions as they are sung.



2 Sing the Action Song: *What Is It?*

- 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 them to sing along as they do the actions.



3 Play the "What Is It?" game with a friend.

- Ask the children to sit in pairs. Give one of them a sheet of paper. Have them draw and / or paint a school object. Have the other child guess what it is. Repeat by asking them to switch roles.

Musical Notes



Play "Lines and Circles" to reinforce positional words *on* and *in* and to increase listening skills. Take a portable CD player outside. Draw *many* chalk circles. Draw *a few* long lines nearby the circles. Show the children there are *many* circles and *a few* lines. Play the instrumental version of the Storysong. Say **On a line**. Cue the children to jump *on* the line 11 times to the rhythm of the music. Say **In a circle**. Cue them to spin *in* a circle 11 times to the rhythm.



Activity Book Fun



Have the instrumental version of the

Action Song playing in the background. Draw the children's attention to the unfinished picture of the carrot. Ask them what they think it is. Have them draw a triangle at the end to complete the carrot and then paint or color it orange. When they have finished, have them point and say **carrot**.



Wrap Up

Divide the class into two teams. Invite a member of the first team to come to the front. Tell them in secret the name of a school object. Ask them to draw it on the board. Have the children in the first team guess what it is. They have one minute to guess. If they manage to guess the word before the time is over, they get a point for their team. Repeat with the other team. The team with the most points 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 along to the Action Song at home.

Lesson Objectives

- review key language and concepts
- improve visual discrimination
- strengthen fine motor skills
- improve hand-eye coordination
- develop critical thinking

Key Language Review

crayon, eraser, glue stick, paintbrush, pencil, pencil case, table, Where's the (pencil)? It's on the table.

Materials

- two sets of pictures of classroom objects, shoe boxes, tissue paper, real classroom objects, magazine cut-outs of classroom objects, glue sticks, box

Teacher Tip

Remember that it is very important to review the vocabulary words you have taught as part of your daily routine, so the children don't forget them.

Warm Up

Do the *Hello Bebop* routine. Divide the group into two teams. Display the two sets of pictures on the board, face down, to play a memory game. Invite a child from the first team to go to the front and turn a picture over. Have them tell you what it is. Then ask them to turn another picture over and ask them to name it. If the pictures match, they get their pair and a point for their team. If not, they have to turn the pictures over again. Repeat with a child from the other team.

Using the Student's Book

1 Point and say the school objects.

- Point to the school objects on the left and ask the children to name each one.
- Point to the school objects that are next to each of the pencil cases and do the same.

2 Connect the missing objects to the correct picture.

- Show the children the school objects next to the first pencil case. Ask them to say which of the school objects on the left is missing. Then ask them to connect the eraser to the first pencil case. Repeat until you finish.

ASL Activity



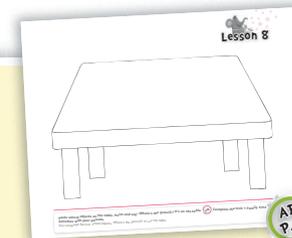
Put different quantities of real school objects into different shoe boxes. Cover the shoe boxes with brightly colored tissue paper. Invite a child to go to the front and punch one of the boxes. Ask them to touch one of the school objects that is inside, without looking. Have them tell you what it is by making the correct sign. Have the other children say the name out loud. Then have the first child count the school objects that are inside the box and tell you if there are a few or many. Repeat with other children.

Activity Book Fun



CD 1, Track 9

Have the instrumental version of the Action Song playing in the background. Ask the children to glue magazine cut-outs of school objects onto the picture of the table. Then ask them to point to the school objects they glued and say **Where's the (pencil)? It's on the table.** 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

Wrap Up

SB p.68

Display the two sets of pictures of the school objects on the board. Put a table and a box at the front of the classroom. Divide the class into two teams. Invite a member of the first team to the front and say **Put the eraser on the table / in the box.** If the child does it correctly, they get 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 1. Do the *Goodbye Bebop* routine.



Lesson 8



Point and say the school objects. Connect the missing objects to the correct picture.  Complete My Progress: Unit 1.
Key Language Review: crayon, eraser, glue stick, paintbrush, pencil, pencil case

Unit 2

This is Me!

Unit Objectives

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

Key Language

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

Music Development

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

Dynamic Digital

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

Storysong

A Visit to the Doctor

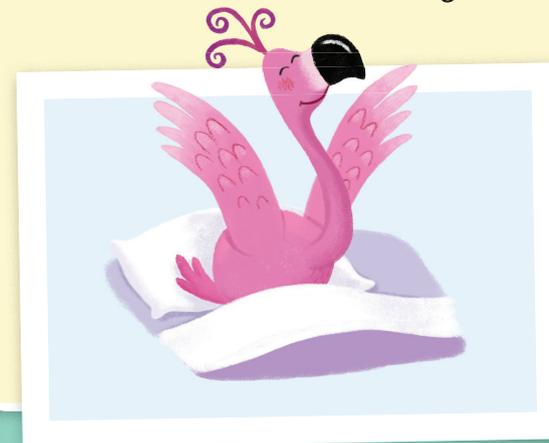
Have the children personalize the Storysong by talking about a time they had to visit the doctor, to develop communication skills. Ask them to tell you what went wrong in the story (Eddy fell over) and the solution (he went to the doctor). Ask them to talk about what they would do if they saw a friend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



Action Song

When I Wake Up

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



Mathematical Thinking

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

Personal & Social Development

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

Discovery & Knowledge of the World

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

Physical & Health Development

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

Unit 2 This is Me!

Language & Communication

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

Creative Artistic Expression

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

Unit
2

This is Me!

Lesson 1



Listen, point, and say. Sing the song: *These Parts Make Up Me!* Color Paul's hair brown.
Key Language: cheeks, hair, head, teeth
Key Language Review: eyes, mouth, nose, brown

Lesson Objectives

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

Key Language

cheeks, hair, head, teeth

Key Language Review

ears, eyes, hand, mouth, nose, brown

Materials

- music, brown marker pen, magazine cut-outs of parts of the body, glue sticks, plastic shapes

Teacher Tip

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

Warm Up

TE P.15

Introduce the lesson by playing *The Bebop Band* song as the children come into class. Have them dance to the music as they cross their arms in front of them and also behind. Do the *Hello Bebop* routine (see p. 15). Show the flashcard of cheeks or point to your own cheeks. Say **cheeks** and ask them to repeat. Do the same with the other parts of the body. Play some music and ask the children to



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

Using the Student's Book

1 Listen, point, and say.



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

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

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



TE P.17

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

Musical Notes



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

3 Color Paul's hair brown.

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



ASL Activity

Make the sign for the word eyes as you say **eyes**. Ask the children to repeat. Do the same with the other parts of the body. Then invite a child to go to the front. Make the sign for a part of the body and have the child say and draw it on the board. Repeat with other children until you have a complete face.

Activity Book Fun



CD 1, Track 14

Have the instrumental version of the

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



AB P.12

Wrap Up

TE P.15

Give the children some plastic shapes. Have them form a face with head, eyes, nose, mouth, hair, and teeth. Have them point to the parts of the face and name them. Do the *Goodbye Bebop* 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 when to use *This is / There are*
- practice listening comprehension
- develop critical thinking
- improve auditory discrimination
- strengthen fine motor skills

Key Language

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

Key Language Review

cheeks, ears, eyes, hair, head, mouth, nose, teeth

Materials

- a bag or box, dough

Teacher Tip

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

Warm Up

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

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

Using the Student's Book**1 Listen and point.**

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

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

2 Draw a picture of your face.

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

3 Listen, point, and say with a friend.

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

ASL Activity

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

**Activity Book Fun**

Have the instrumental version of the

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

**Wrap Up**

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



Lesson 2



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

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

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

Storysong

Lesson 3



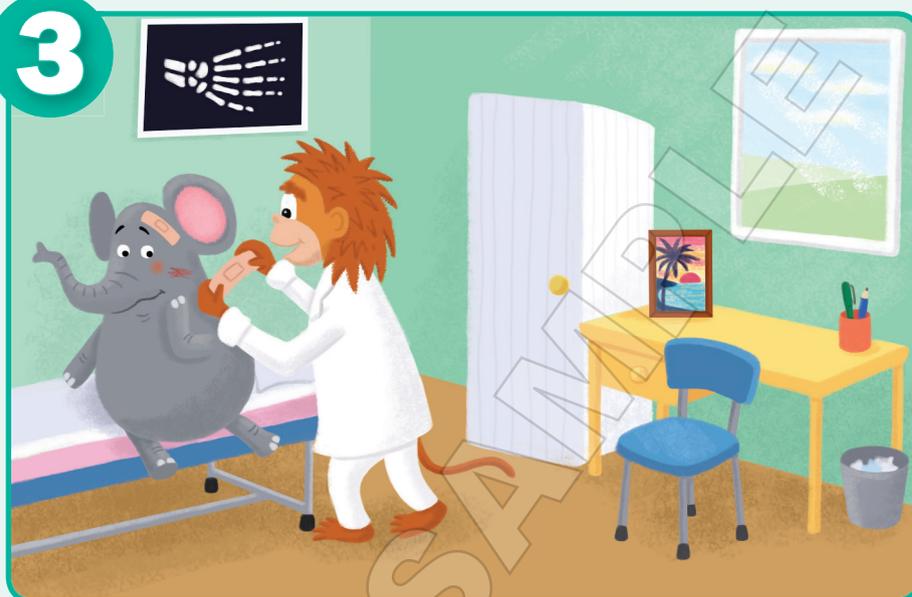
1



2



3



4



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

Key Language: 12

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

Lesson Objectives

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

Key Language

12

Key Language Review

cheeks, feet, hands, head, legs, doctor, clap, stomp, circle, rectangle, blue, yellow, 1–11

Materials

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

Warm Up

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

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

Early Literacy Notes

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

Using the Student's Book

1 Listen and point to the pictures.

- Point to the pictures and ask the children to tell you what they think the Storysong is about. Let them answer in Language 1.
- Play the CD as you point to the pictures.
- Play it again and ask the children to point to the pictures.

2 Sing the Storysong: *A Visit to the Doctor*.

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

3 Count the rectangles in the story.

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

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

Musical Notes

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

Activity Book Fun



CD 1, Track 1A

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



Wrap Up

Ask the children to sit in pairs and pretend to be doctors and patients. Ask the patients to touch the parts of the body that hurt and name them. The doctors should pretend to treat them with pretend bandages. Do the *Goodbye Bebop* 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 problem and solution in a story
- act out a story using cut-outs
- empathize with characters in a story
- practice counting to 12 and recognize the numeral 12
- improve visual discrimination
- strengthen fine motor skills
- improve hand-eye coordination

Key Language Review

arms, cheeks, head, 1–12

Materials

- music

Early Literacy Notes

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

Warm Up

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

Using the Student's Book

1 Listen and sing the Storysong.

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

2 Circle the parts of the body that Eddy hurt.

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

3 Act out the story with the cut-outs.



- Ask the children to turn to the Storysong cut-outs on p. 73 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.
- Ask them to sit in groups and retell the story using their cut-outs. Encourage them to use the English words they have learned so far.

ASL Activity



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

Activity Book Fun



CD 7, Track 14

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



AB P.15

Wrap Up

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

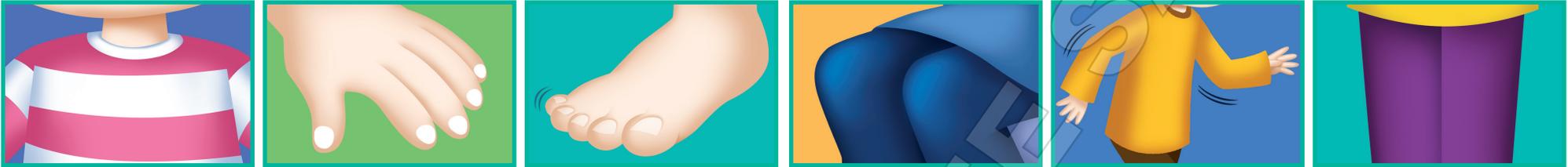


Lesson 4



Listen and sing the Storysong. Circle the parts of the body that Eddy hurt.  **Act out the story with the cut-outs.**
Key Language Review: cheeks, head.

Lesson 5



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

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

Key Language Review: arms, legs

Lesson Objectives

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

Key Language

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

Key Language Review

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

Materials

- music, dough

Teacher Tip

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

Warm Up

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

Using the Student's Book

1 Listen, point, and say.



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

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

2 Listen and match.



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

Audioscript: **Adult:** Paul, what are these? **Paul:** These are my fingers. **Adult:** Lucy, what are these? **Lucy:** These are my toes. **Adult:** Ana, what are these? **Ana:** These are my shoulders. **Adult:** Maria, what are these? **Maria:** These are my legs. **Adult:** Frankie, what are these? **Frankie:** These are my arms. **Adult:** John, what are these? **John:** These are my knees.

3 Listen and say with a friend.



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

- **What are these?** Have the other child say **These are my (fingers).**



ASL Activity

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

Activity Book Fun



Have the instrumental version of the

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



Wrap Up

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



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

Lesson Objectives

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

Key Language

hairbrush, soap, toothbrush

Key Language Review

arms, hair, hands, teeth, circle, blue, This is my (hair). These are my (teeth).

Materials

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

Early Literacy Notes

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

Warm Up

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

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

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

2 Connect the pictures.

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

3 Say: This is my (hair). / These are my (teeth).

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

Activity Book Fun

Have the instrumental version of the

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

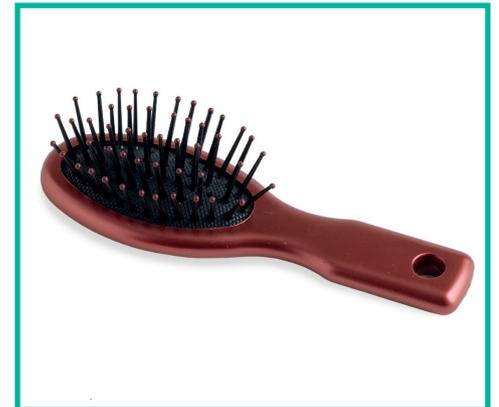
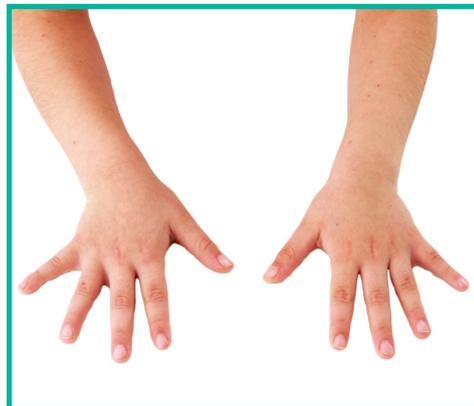
**Wrap Up**

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





Lesson 6



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

Key Language: hairbrush, soap, toothbrush

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

Action Song

Lesson 7



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

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

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

Action Song

Lesson Objectives

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

Key Language

brush, pick out, wake up, wriggle

Key Language Review

arms, cheeks, feet, fingers, hair, head, knees, legs, shoulders, teeth, toes, boots, raincoat, socks, wash, wiggle

Materials

- real items of clothing, a die

Teacher Tip

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

Warm Up

Introduce the lesson by playing *The Bebop Band* song as the children come into class. Ask them to touch their nose and wiggle their toes. Do the *Hello Bebop* routine. Say **Wake up!** Stretch your arms and pretend to wake up. Ask the children to repeat. Then sing a lullaby and ask them to pretend to sleep on their table. Say **Wake up!** and ask the children

to repeat as they stretch their arms. Place some real clothes on a table. Say **Pick out a raincoat.** Ask the children to repeat. Then pick out a raincoat from the table. Finally, wriggle your arms inside the raincoat. Say **wriggle** and ask the children to repeat. Invite a child to go to the front and do the action that you say.

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 ask the children to point to the actions in the picture as they hear them in the song.
- Play it again and ask them to do the actions as they are sung.

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

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

3 Circle the picture that shows *wake up.*

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

Musical Notes

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

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

Activity Book Fun

Have the instrumental version of the Action song playing in the background. Draw the children's attention to the parts of the body. Have them point to each and name it. Then say the actions and have the children point to the correct picture. Play the "When I Get Up" game: roll a die. Ask them to help you count the dots on the die and then to count the squares in the game. Point to the action and ask the children to say the name of the action and do it. Continue playing until you finish.

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

Wrap Up

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

Lesson Objectives

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

Key Language Review

parts of the body

Materials

- music, magazine cut-outs of different parts of the body (optional), glue sticks (optional), small beans or bottle caps, a ball

Teacher Tip

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

Warm Up

Do the *Hello Bebop* routine. Place the flashcards of the parts of the body around the classroom. Ask the children to stand up. Play some music and ask them to dance around. Stop the music and say **cheeks**. Have the children go and touch the correct flashcard. The first one to do it wins and is the next one to say a part of the body for the other children to touch.

Using the Student's Book

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

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

2 Point and say the parts of the body.

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

3 Play "Body Bingo!"

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

ASL Activity



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

Activity Book Fun



CD 1, Track 18

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



AB p.19

AB p.69

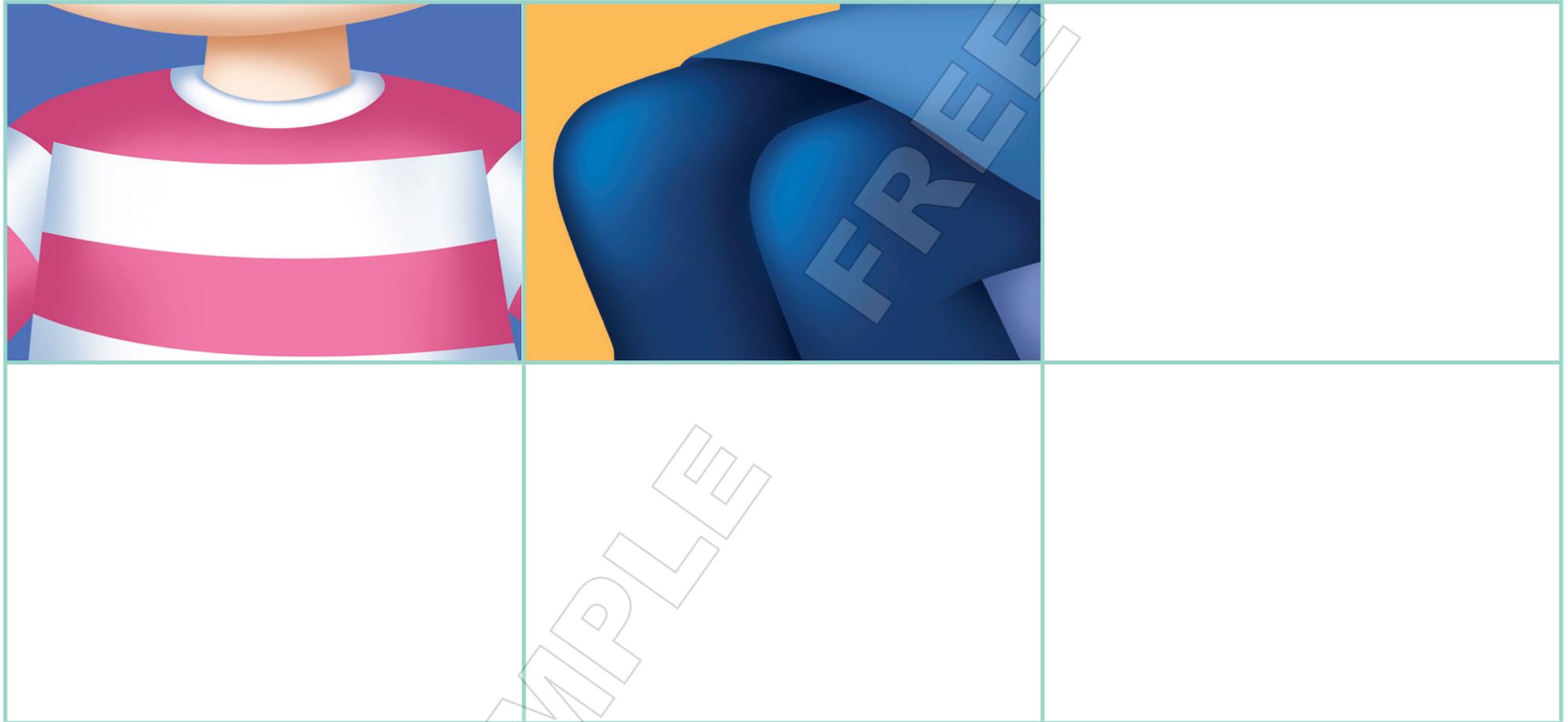
Wrap Up

SB p.68

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



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