



School Is Cool!

Unit Objectives

- learn and review the names of classroom objects
- learn nine actions
- understand how to say what you are doing now
- understand the connection between action and object
- understand and reply to *What are you doing?*
- count to 30 and recognize the numeral 30
- understand a story about teamwork
- identify the main events in a story
- tell a new story about classroom objects
- identify the syllables in words
- learn how to add two quantities together

Key Language

- classroom object: *scissors*
- classroom actions: *coloring, cutting, drawing, fingerpainting, painting, pasting*
- grammar phrase 1: *I'm (painting).*
- grammar phrase 2: *What are you doing, (Lucy)? I'm (drawing) with my (pencil).*
- action verbs: *counting, dancing, singing*
- number: 30

Music Development

This unit focuses on building stamina for gross motor muscle activity, which reinforces cognitive connections between words and actions. Using gross motor muscles while learning language increases memory of language. Listen to *The Bebop Band* theme song again. Challenge the children to count to 30 with a regular beat. The song has a quick tempo, so when you add the gross motor action during Lesson 3, it provides a lot of exercise for the children.

Dynamic Digital

Children have a better chance of retaining new language when they associate it with a specific movement. This is why ASL is so integral to *Bebop*, where the key language is supported by sign language. The flashcards in the Presentation Kit feature a professional signer making the signs for you and the children to follow together. While the children are working, ask them some additional questions, for example, *Do you like (drawing)?*, and sign the key language to support comprehension.



Storysong

Teamwork

Getting children to retell a story is a common strategy employed by teachers to determine the level of their comprehension. Put a twist on this by encouraging the children to change an element of the Storysong story, to encourage creativity and to help the children understand the role characters and plot play in the structure of a story.



Action Song

Today at School

This Action Song provides a fun way for the children to learn the English for everyday classroom activities. Try some really big actions, such as getting the children to stretch down to paint some long legs on the chair the teddy bear is sitting on, to support gross motor development and to stimulate imagination.



Mathematical Thinking

count to 30 and recognize the numeral 30 (L3, L4, L6)
 learn how to add two quantities together (L6)
 recognize shapes (L3)
 draw a square (L4)
 develop critical thinking (L2, L4–L8)
 learn to follow a pattern (L4)
 learn to classify (L3)

Personal & Social Development

learn to take turns (L2, L5)
 learn to listen to others (L3, L4, L8)
 learn to listen to and follow instructions (L7)
 learn to play with others (L2, L4, L5)
 work together on a group project (L8)

Discovery & Knowledge of the World

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

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Physical & Health Development

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

Language & Communication

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

Creative Artistic Expression

act out a story (L4)
 use colors for a purpose (L1, L4, L5, L7)
 explore different textures (L3, L5)
 manipulate dough to achieve a planned effect (L3)
 decorate or paint a picture (L5, L7)
 make a mask (L1)
 make a school collage (L8)
 sing songs (L1, L3, L7)
 create movement in response to music (L1, L3, L5, L7)

Unit 1

School Is Cool!

Lesson 1



Listen, point, and say. Sing the song: Cutting, Cutting, Cutting! Circle pasting with gray.

Key Language: scissors, cutting, painting, pasting

Key Language Review: glue stick, paintbrush, gray



Unit 1

Lesson 1

Lesson Objectives

- learn to name a classroom object
- learn three classroom actions
- review two classroom objects
- practice listening comprehension
- sing a song about classroom objects
- improve visual and auditory discrimination
- improve hand-eye coordination
- strengthen fine and gross motor skills
- review the color gray

Key Language

scissors, cutting, painting, pasting

Key Language Review

glue stick, paintbrush, gray

Materials

- paper plates, string or cord, colored paper, small plastic containers, paint of different colors, scissors, paintbrushes, glue sticks

Warm Up

TE P.15

TE P.11

TE P.16



Introduce the lesson by playing *The Bebop Band* song as the children come into class. Have the children walk around as they say **hello** to each other and shake hands. Do the *Hello Bebop* routine (see p. 15). Play *The Bebop Band* song again and do the *Bebop Band* activity (see p. 11). Show the flashcard of the scissors. Say **scissors** and ask the children to repeat. Then show the flashcard of someone cutting. Say **cutting** and ask the children to repeat. Display the flashcard of the scissors on the left side of the board and the flashcard of someone cutting on the right side of the board. Repeat with the other flashcards. Then invite a child to go to the front. Say **scissors-cutting** and ask them to draw a line to connect the flashcards. Repeat with other children and flashcards.

Using the Student's Book

1 Listen, point, and say.



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

Audioscript: paintbrush, painting, glue stick, pasting, scissors, cutting

2 Sing the song: *Cutting, Cutting, Cutting!*



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

Musical Notes



Pretend to use large scissors, a glue stick, and paintbrush while singing the song. Do this three times to reinforce language and build gross motor muscle. Ask the children to sing and use very large muscle movements. Action cues from the song are: *cutting* (arms straight out, open then shut arms as big scissors); *pasting* (straight arm, bend at waist, move arm in sweeping motion); *painting* (pretend to paint up high and down low); *We have lots of fun* (stretch both arms high in the air and give a cheer).

3 Circle pasting with gray.

- Ask the children to take out their gray crayon.
- Have them look for the action *pasting* and ask them to circle it with their gray crayon.

ASL Activity

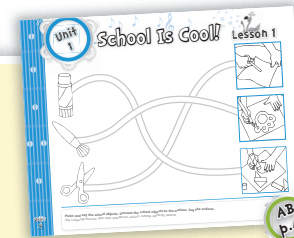


Show the flashcard of a key language item. Say the name of the action or object and make the sign for that word. Ask the children to repeat. Then make a sign and have the children point to the correct object or action in their Student's Book as they name it.

Activity Book Fun



Have the instrumental version of the Storysong playing in the background. Have the children point and say the school objects. Ask them to follow the maze with their index finger to connect the school object to the action. Then have them trace the lines in different colors and say the actions. Have them complete the *Bebop Band* Activity Book page (see p. 2).



Wrap Up

TE P.15

Give each child a paper plate and put some scissors, glue sticks, paintbrushes, small plastic containers with paint of different colors, and colored paper in the middle of each table. Ask the children to draw a mask on their plate. Help them mark the circles for the eyes. Then have them paint their mask and decorate it with small paper shapes. Let the masks dry. Help the children cut the circles for the eyes, and, finally, make a hole in each side to attach a piece of string or cord for the children to wear their mask. Invite some children to go to the front and describe their mask using the words in English they have learned so far. 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.

Unit 1

Lesson 2

Lesson Objectives

- use key language in a sentence
- understand how to say what you are doing now
- practice listening comprehension
- improve auditory discrimination
- strengthen fine motor skills
- improve hand-eye coordination
- develop critical thinking

Key Language

I'm (painting).

Key Language Review

glue stick, paintbrush, scissors, cutting, painting, pasting, I have (a) (paintbrush).

Materials

- ball (optional); newspaper, construction paper, scissors, glue sticks, paint, paintbrushes, small plastic containers or bottle caps, magazine cut-outs

Teacher Tip

Every day, as part of your daily routine, do some drills to develop oral skills. Toss a ball to a child and ask **What do you have?** Have the child look for a school object inside their backpack or desk and say **I have a (pencil).** Then have them toss the ball to a friend as they ask the same question to continue. This very controlled practice will lead to the free production of English in the future.

Warm Up

Do the *Hello Bebop* routine. Display the flashcards of the glue stick, paintbrush, and scissors on the board.

Give the children a sheet of newspaper. Ask them to fold the sheet in half and cut straight strips. As they cut, have them repeat **I'm cutting, I'm cutting, I'm cutting.** Then have them paste the paper strips onto a piece of construction paper using their glue stick. They can form any shape or object they want with them: a house, a robot, a square, etc. As they paste, have them repeat **I'm pasting, I'm pasting, I'm pasting.** Finally, put some paint of different colors into small plastic containers or bottle caps. Give each child a paintbrush and ask them to tell you which color they want to use to paint their object. Have the children paint it as they say **I'm painting, I'm painting, I'm painting.** Let the paintings dry and display them on the bulletin board to decorate it.

Using the Student's Book

1 Point and say the school objects.

- Point to the school objects and ask the children to say them as they point to the correct pictures in their Student's Book.
- Say the names of the school objects randomly and ask the children to point to them as quickly as they can.

2 Listen and connect the school objects to the actions.

- Play the CD. Ask the children to listen to the first speaker as they point to the correct picture. Stop the CD and ask the children to take out their red crayon.
- Have them connect the pictures.
- Continue until you finish, asking the children to use a different color each time.

Audioscript: **Adele:** I have a paintbrush. I'm painting. **Melissa:** I have a glue stick. I'm pasting. **Logan:** I have scissors. I'm cutting.

3 Listen and say with a friend.

- Play the CD again. Stop the CD after *I have a paintbrush. I'm painting.* Ask the children to repeat. Continue until you finish.
- Ask the children to sit in pairs. Have one of them say **I have a paintbrush. I'm painting.** Ask the other one to point to the correct picture. Then ask them to change roles.

ASL Activity

Divide the class into small groups. Ask one child in each group to make the sign of a classroom object or action. The other children have to guess and shout its name. The first one to answer correctly continues with the game.

Activity Book Fun



Have the instrumental version of the Storysong playing in the background. Draw the children's attention to the actions in each column. Ask them to point and say the actions. Give the children a magazine cut-out each. Have them paste it into the first column. Then give them a bottle cap with paint and a paintbrush. Ask them to paint a picture in the second column. Finally, ask them to point to the first column and say **I have a glue stick. I'm pasting.** Do the same with the second picture.

Wrap Up

Play "Pinocchio": perform actions but say them incorrectly. Show a real paintbrush and pretend you are painting. Then say **I have a paintbrush. I'm cutting.** The children have to say **Pinocchio!** Choose a child to say the sentence correctly and continue with the game. Do the *Goodbye Bebop* routine.



Lesson 2



Point and say the school objects. Listen and connect the school objects to the actions. Listen and say with a friend.

Key Language: I'm (painting).

Key Language Review: glue stick, paintbrush, scissors, cutting, painting, pasting. I have (a) (paintbrush).

Storysong

Lesson 3

1



2



3



4



Listen and point to the pictures. Sing the Storysong: *Teamwork*. Find and circle the number 30.

Key Language: 30

Key Language Review: glue stick, paintbrush, school, scissors, cutting, painting, pasting, I have (scissors). I'm (cutting).

Unit 1

Storysong

Lesson Objectives

- understand a story about teamwork
- identify the syllables in words
- develop directional tracking
- learn to read a sentence through pictures
- count to 30 and recognize the numeral 30
- review two shapes
- learn to listen to others
- improve auditory discrimination
- strengthen fine and gross motor skills

Key Language

21–30

Key Language Review

glue stick, paintbrush, school, scissors, cutting, painting, pasting, clap, fly, stomp, diamond, triangle, 1–20, I have (scissors). I'm (cutting). I'm pasting two triangles.

Materials

- glue sticks, paper triangles, dough

Early Literacy Notes

Ask the children to look at the Storysong pictures and name the school objects. Have the children clap once for each syllable as you say **paint-brush**. Repeat with the other classroom objects.

Warm Up

Introduce the lesson by playing *The Bebop Band* song as the children come into class. Ask them to dance as they pretend to paint, cut, or paste. Do the *Hello Bebop* routine. Display the flashcards of the key language on the board. Explain that some words stand for objects, like *scissors, paintbrush, and glue stick*, and others stand for actions, like *cutting, pasting, and painting*. Then divide the board into two. Display the flashcard of the scissors on one side of the board and of *cutting* on the other side. Display the other flashcards around the classroom. Invite two children to go to the front. On the count of three, say **Bring me a flashcard**. The children have to collect a flashcard and place it in the correct column to classify it. Continue playing until you finish classifying and reviewing all of the flashcards.



Using the Student's Book

1 Listen and point to the pictures.

- Say the name of the classroom objects in the pictures, randomly, for the children to point to. Do the same with the actions.
- Ask the children to tell you what they think the Storysong is about.
- Play the CD as you point to the pictures.
- Play the CD again and ask the children to point to the pictures.



2 Sing the Storysong: Teamwork.

- Play the CD again and ask the children to mime doing the actions in the Storysong.
- Play the song one more time and ask the children to sing the chorus along with you.



3 Find and circle the number 30.

- Write number 30 on the board. Point to it and say **thirty**. Ask the children to repeat after you.
- Draw 30 circles on the board, numbered 1 to 30.

Lesson 3

Ask the children to count along with you as you draw.

- Point to the circles and ask the children to count the circles again.
- Then write different numbers on the board from 1 to 30, repeating number 30 many times. Invite children to go to the board and look for and circle number 30.
- Then ask the children to circle number 30 in their Student's Book.

Musical Notes

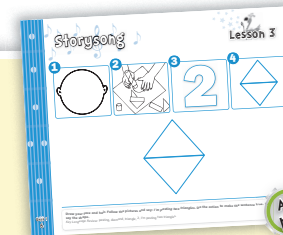


To practice counting to 30, have the children count while doing physical actions to increase number sequence memory. Play *The Bebop Band* song. Clap to a regular beat while counting to 30. Say **thirty** three times. Fly around the room, flapping to a regular beat while counting to 30. Say **thirty** three times. Stomp to a regular beat while counting to 30. Say **thirty** three times.



Activity Book Fun

Have the instrumental version of the Storysong playing in the background. Draw the children's attention to the pictures. Have them draw their face and hair. Then ask them to follow the pictures to read the sentence *I'm pasting two triangles*. Give each child a glue stick and two paper triangles. Have them paste the triangles in the space provided to make the sentence true. Finally, have them point to the triangles and say the new shape.



Wrap Up

Give the children a piece of dough. Have them form three sets of ten balls. Then ask them to count the balls and tell you how many balls they have. Do the *Goodbye Bebop* routine.



Play the animated Storysong to help the children prepare for Lesson 3.



Use the worksheets in the Number Work Program to develop early math skills.



The children can watch the animated Storysong as often as they like to help them understand the narrative.

Lesson Objectives

- identify the main events in a story
- create and tell a new story about teamwork
- act out a story using cut-outs
- practice counting
- draw a square
- improve visual discrimination
- strengthen fine motor skills
- develop critical thinking
- review three colors

Key Language Review

cake, glue stick, paintbrush, school, scissors, cutting, pasting, square, blue, green, yellow 1–30

Materials

- calendar (optional), scissors, music, a bag, five sets of six school objects

Teacher Tip

Use a classroom calendar to help the children review numbers by counting the squares in which each number goes. This will also help them realize that some months have 30 days.

Early Literacy Notes

Ask the children to think about other objects they could make using a glue stick, scissors, and a paintbrush. Have them form small groups to invent a new story, with different characters who make something different. When they finish, let them share their new story with their friends.

Warm Up

Do the *Hello Bebop* routine. Show the flashcard or a real paintbrush and say **paint** ... – the children have to complete the word by saying **brush**. Repeat with other classroom objects.

Using the Student's Book

1 Listen to the Storysong.

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

2 Look at the pictures and color the correct circle.

- Turn back to Lesson 4. Point to the first picture and ask the children if what they see happened in the story or not. Let them answer.
- Ask the children to color the correct circle.
- Repeat by asking the children to use a different color for each picture.

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. Ask the children to hold their cut-outs and act out the Storysong as they listen to it.
- Ask some children to go to the front and act out the story by using their cut-outs and pretending to be each of the characters. Repeat with other children.

ASL Activity

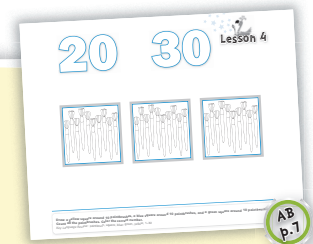
Put the flashcards of the classroom actions inside a bag. Ask the children to sit in a circle. Play some music and have the children pass the bag around. Stop the music and ask the child who is holding the

bag to take out a flashcard and make the correct sign. Ask the other children to name it.



Activity Book Fun

Have the instrumental version of the Storysong playing in the background. Ask the children to count the paintbrushes in each square and have them trace a yellow, blue, or green square around each set of 10. Ask them to count all of the paintbrushes. Then have them color the correct number (30).



Wrap Up

Divide the class into five teams and give each team six school objects of the same kind, for example, one team will have six paintbrushes, another six glue sticks, and so on. Ask the children to create a pattern with the classroom objects, like paintbrush–glue stick–scissors–eraser–marker. Have them go outside and form the pattern on the ground. Then have them count the school objects. Do the *Goodbye Bebop* routine.



Lesson 4



Listen to the Storysong. Look at the pictures and color the correct circle.
 Key Language Review: cake, glue stick, paintbrush, school, scissors, cutting, pasting

P71

Act out the story with the cut-outs.

Lesson 5



Listen, point, and say. Listen and connect the person to the action. Listen and say with a friend.

Key Language: coloring, drawing, fingerpainting, What are you doing, (Lucy)? I'm (drawing) with my (pencil).

Key Language Review: crayon, fingers, pencil

Lesson Objectives

- learn to name three classroom actions
- use key language in a sentence
- understand and reply to *What are you doing?*
- understand the connection between action and object
- practice a dialog
- practice listening comprehension
- improve auditory discrimination skills
- strengthen fine and gross motor skills
- improve hand-eye coordination
- develop critical thinking
- explore the texture of gelatin powder

Key Language

coloring, drawing, fingerpainting, What are you doing, (Lucy)? I'm (drawing) with my (pencil).

Key Language Review

backpack, crayon, fingers, pencil

Materials

- gelatin powder, bottle caps, music, a ball, two bags

Warm Up

Do the *Hello Bebop* routine. Show the flashcard of *coloring*. Say **coloring** and ask the children to repeat after you. Do the same with the other words. Give the children a small piece of construction paper and crayons, pencils, and some gelatin powder inside a bottle cap. Play some music and ask the children to color their construction paper following the rhythm. Then change the music and ask the children to draw an object inspired by the music they are listening to. Finally, change the music again and have the children make fingerprints by soaking their index finger in the gelatin powder to develop sensory skills. Then have

the children show their pictures to their classmates. Display them around the classroom.

Using the Student's Book

1 Listen, point, and say.

- Draw the children's attention to the picture. Ask them to tell you what they can see.
- Play the CD and point to the school objects and actions.
- Play it again and ask the children to point to the correct school objects.
- Play the CD one more time and ask them name the school objects and actions.

Audioscript: coloring, crayon, drawing, pencil, fingerpainting, fingers

2 Listen and connect the person to the action.

- Play the CD. Ask the children to pay attention to the names of the characters. Then ask them to tell you the name of each of the characters as they point to them.
- Play it again and stop it after the first dialog. Ask them to connect the person to the action by drawing a line with their crayon.
- Repeat by asking the children to draw lines with their pencil and their finger as well, using gelatin powder.

Audioscript: Teacher: What are you doing, Lucy? Lucy: I'm drawing with my pencil. Teacher: What are you doing, Paul? Paul: I'm coloring with my crayon. Teacher: What are you doing, Maria? Maria: I'm fingerpainting with my fingers.

3 Listen and say with a friend.

- Play the CD again. Point to the speakers as they talk.
- Divide the class into boys and girls. Play the CD

again and stop it after the first question. Have the boys repeat. Then play it again and stop it after the answer. Have the girls repeat. Play the second question and answer, changing roles.

- Tape three pieces of construction paper to the board and invite three children to go to the front and color, draw, or make fingerprints using gelatin powder on the pieces of construction paper.
- Toss a ball to a child and have them ask **What are you doing, (name of child)?** Have the correct child answer **I'm (coloring) with my (crayon).** Repeat with other children.

ASL Activity

Show the flashcard of the action *coloring*. Say and do the correct sign and ask the children to repeat. Continue with the other actions. Then invite children to make a sign for the other children to guess.

Activity Book Fun

Have the instrumental version of the Action Song playing in the background. Ask the children to complete the backpack. Have them fingerpaint the backpack using paint or gelatin powder. Ask them to color the rest of the picture. As they do each action, ask them **What are you doing?** Have them answer **I'm (drawing) with my (pencil).**

Wrap Up

Put the flashcards of the actions in one bag and the classroom objects and parts of the body in another bag to play a silly game. Invite a child to come to the front and choose an action and a word. Then have them say a silly sentence like **I'm (coloring) with my (eyes).** Do the *Goodbye Bebop* routine.



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



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



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

Unit 1

Lesson 6

Lesson Objectives

- practice counting and learn to add
- improve visual discrimination
- strengthen fine motor skills
- develop critical thinking

Key Language Review

crayon, glue stick, 1–7

Materials

- two hula hoops, two red crayons, 20 crayons that are not red, two boxes, small pieces of candy or stickers as a prize (optional)

Content-based Learning

Addition helps children understand the relationships between numbers as they learn how quantities relate to one another. Basic addition skills give children the opportunity to understand other math skills in elementary school, such as subtraction, multiplication, and division.

Warm Up

Do the *Hello Bebop* routine. Play the “Add More” game. Put two hula hoops at the front of the classroom with a red crayon inside each, and put ten crayons (of another color) inside two boxes at the back of the classroom. Ask the children to count how many crayons are inside each hula hoop. Then draw on each side of the board: $\text{crayon} +$ and model what they have to do: take a crayon from one of the boxes. Put it between your legs, holding it with your knees. Walk (without letting the crayon fall) toward the hula hoop and drop it inside it. Once you drop it, run

back. Explain to the children that they have to shake hands with a child from the same team to continue with the game.

Divide the class into two teams and ask them to form two lines at the back of the room. Start the game and give them one minute to drop as many crayons as possible inside each hula hoop. Ask the children to sit down again and count how many crayons they dropped in each hula hoop to complete the addition problems that you drew at the beginning, like this:

$\text{crayon} + \text{crayon} = \text{crayons}$. Ask the children **Who got more?** and if you wish, give the winners a small piece of candy or a sticker as a prize.

Using the Student's Book

1 Point and say the school objects.

- Ask the children to point to and say the school objects in the pictures, in unison.

2 Count the different school objects.

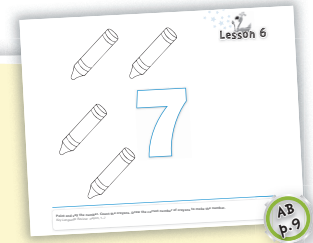
- Divide the class into two groups.
- Ask the first group to count both sets of glue sticks and the second group to count both sets of crayons in unison.

3 Draw the school objects to complete the sum.

- Have the children count all of the glue sticks.
- Ask them to draw the correct number of glue sticks to complete the first sum.
- Repeat with the crayons.

Activity Book Fun

Have the instrumental version of the Action Song playing in the background. Ask the children to point and say the number. Then have them count the crayons. Finally, have the children draw the correct number of crayons to make the number 7.

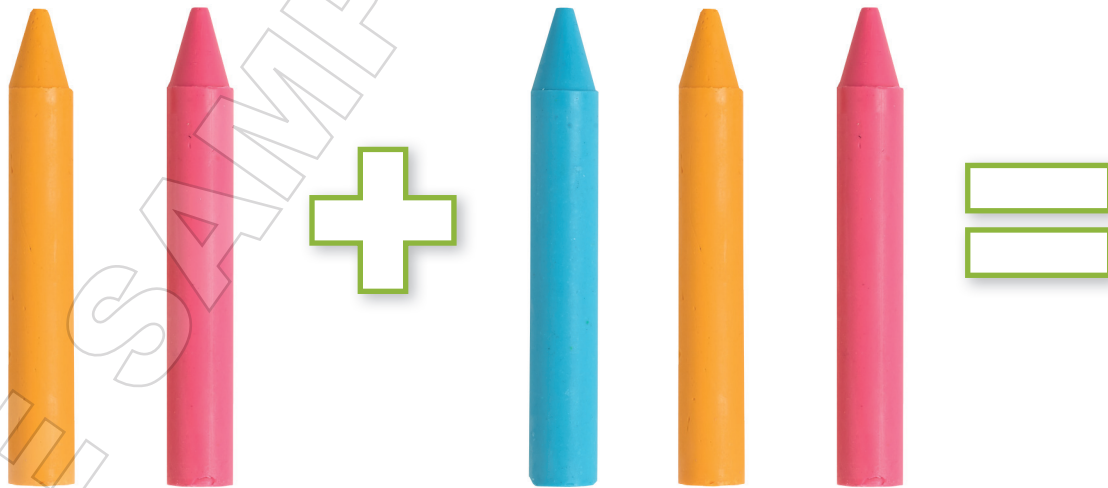


Wrap Up

Invite a child to go to the front and ask them to invent and draw a sum like the one the children answered in their Student's Book. Invite another child to solve it. Repeat with other children. Do the *Goodbye Bebop* routine.



Lesson 6



Point and say the school objects. Count the different school objects. Draw the school objects to complete the sum.
 Key Language Review: crayon, glue stick, 1–5

Action Song

Lesson 7



Listen and do the actions. Sing the Action Song: *Today at School*. Circle counting with brown.

Key Language: counting, dancing, singing

Key Language Review: cat, chair, hat, school, teddy bear, drawing, painting, brown 1–3

Unit 1

Action Song

Lesson 7

Lesson Objectives

- learn three actions
- strengthen fine and gross motor skills
- improve visual and auditory discrimination
- improve hand-eye coordination
- develop critical thinking
- learn to follow instructions
- review the color brown

Key Language

counting, dancing, singing

Key Language Review

cat, chair, hat, school, teddy bear, drawing, painting, brown, 1–3

Materials

- classical and other types of music, newspaper, painting aprons or old shirts, pieces of construction paper, watercolors, paintbrushes, small bottle caps, water, scissors, masking tape

Teacher Tip

When using watercolors, some children tend to soak their paintbrush in the paint and then in the water, so remind the children of the steps they have to follow by saying **water, paint, paper** as you walk around checking they are doing the activity correctly.

Warm Up

Introduce the lesson by playing *The Bebop Band* song as the children come into class. Ask the children to spin around three times as they touch their nose. Then ask them to jump three times and touch their feet. Do the *Hello Bebop* routine. Play some music and start dancing. Say **dancing**. Ask the children to repeat and do the same. Continue modeling the other actions. Then say the actions randomly and ask the children to do the actions.



Using the Student's Book

1 Listen and do the actions.

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



2 Sing the Action Song: *Today at School*.

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



Musical Notes



Do "Mirror Dancing" to practice gross motor and cognitive skills. The children will learn to follow actions in a mirrored way. Play the instrumental version of the Action Song. Help the children get into pairs. One child starts by showing a dance move and the other mimics it, as if they were looking in a mirror. Switch roles. Afterwards, ask the children to show their favorite dance moves to the class.

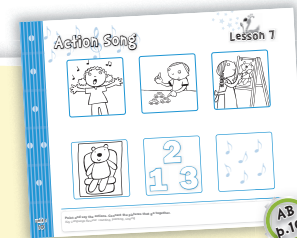


3 Circle counting with brown.

- Ask the children to point to the actions as you say them randomly.
- Then ask them to take out their brown crayon and circle *counting* with it.

Activity Book Fun

Have the instrumental version of the Action Song playing in the background. Ask the children to point and say the actions. Then have them connect the actions to the outcome, using different colors.



Wrap Up



Cover the tables with newspaper and ask the children to put on a painting apron or an old shirt to protect their clothes. Give each child a piece of construction paper, watercolors, a paintbrush, a small bottle cap with some water, scissors, and masking tape. Ask them to create a simple object or shape on the paper using masking tape, for example a tree. Play some classical music and ask the children to paint over the paper. Walk around writing each child's name on the back of each paper. Allow the paintings to dry, and carefully remove the masking tape to let the picture appear. Ask the children to go to the front. Have them count the pictures. Play the Action Song again for the children to dance and sing to. Finally, decorate the classroom with the pictures. 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.

Unit 1

Lesson 8

Lesson Objectives

- review key language and concepts
- improve visual discrimination
- strengthen fine motor skills
- improve hand-eye coordination
- develop critical thinking
- work together on a group project

Key Language Review

crayon, fingers, glue stick, paintbrush, pencil, scissors, coloring, cutting, drawing, fingerpainting, painting, pasting, I'm (drawing) with my (pencil).

Materials

- pictures of school objects cut into puzzle pieces, two bags, a ball, music

Teacher Tip

It is important to evaluate constantly if the children are reaching the objectives of the unit and the lesson. If there are some children who are having problems, it is important to make the necessary curricular adaptations to support them.

Warm Up

Do the *Hello Bebop* routine. Divide the class into small teams. Give each team a puzzle to form a school object. On the count of three, ask the children to solve the puzzle and shout the name of their school object. The first team to finish wins the game. Then put tape on the puzzle pieces and stick them on the board.

Using the Student's Book

1 Point and say the actions and the school objects.

- Invite a child to come to the front, and ask them to name the actions and the school objects randomly as they point to them in their Student's Book. Have the other children point to them as they say them as well.

2 Connect the actions to the school objects.

- Ask the children to point to the action *drawing* and then, with their index finger, trace over the line to connect *drawing* with *pencil* as they say **I'm drawing with my pencil**. Continue with the other actions and objects.
- Then ask the children to use their colored pencils to trace over the lines. Encourage them to use a different color each time, or ask them to use a specific color in each line, to review colors.

3 Point and say with a friend: *I'm (drawing) with my (pencil).*

- Ask the children to sit in pairs. Ask one of them to point to the pictures and say **drawing, pencil**. Have the other one say **I'm drawing with my pencil**.
- Ask them to continue by pointing to other actions and objects, and then have them change roles.

ASL Activity



Divide the class into two teams. Put the flashcards of the actions and the objects inside two bags. Invite a child from the first team to come to the front. Have them take an action and an object, and then ask them to make the sign for each one. The first child from the team to say **I'm (drawing) with my (glue stick)** wins and gets a point for their team. Repeat with a child from the other team. The team with the most points wins the game.

Activity Book Fun



Have the instrumental version of the Action Song playing in the background. Ask the children to color, cut, draw, paint, and paste to make a picture of their school. Divide the children into small groups and have each group focus on a different part of the school, for example one group could create pictures of the playground, while another could focus on the classroom. Encourage them to talk together about the materials they could use to create their picture. As they are working, walk around and ask them **What are you doing?** Encourage them to answer **I'm (coloring) with my (crayon)**. Ask parents and children to complete the Unit 1 Family Time pages together (p. 68 in their Activity Book).



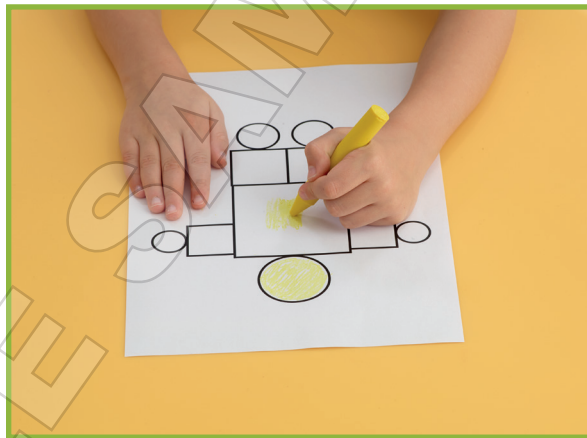
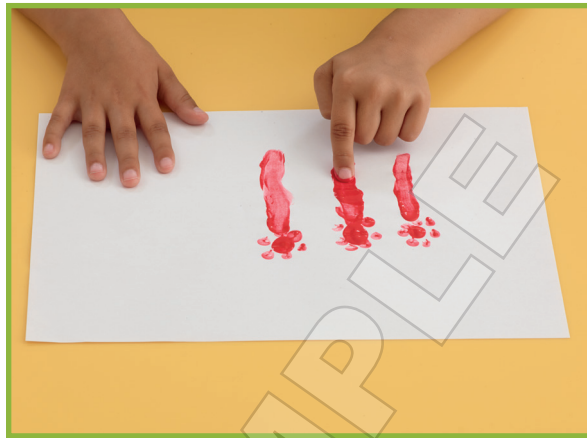
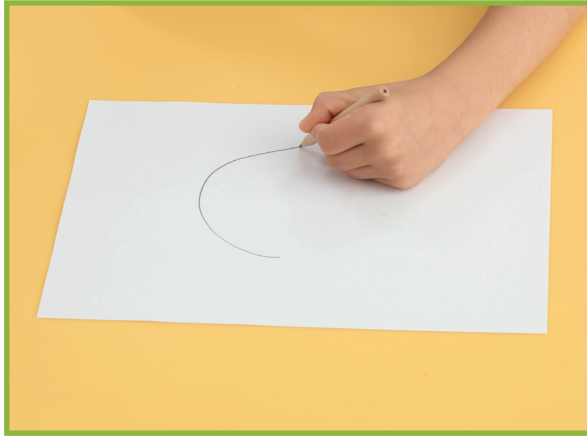
Wrap Up



Play some music. Ask the children to stand up and dance. Stop the music and toss a ball to a child as you say **drawing**. The child who gets the ball has to say **I'm drawing with my pencil**. Continue, saying different actions or objects. 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 actions and the school objects. Connect the actions to the school objects. Say with a friend: I'm (drawing) with my (pencil). Complete My Progress: Unit 1.

Key Language Review: crayon, fingers, pencil, coloring, drawing, fingerprinting, I'm (drawing) with my (pencil).

