

# Unit 5

## My Family

### Unit Objectives

- learn to name family members and rooms
- learn four actions
- understand pronouns *he* and *she*
- understand and reply to *Who* questions
- describe where someone is
- count to seven and recognize the numerals
- recognize and name the color green
- learn about family and family history
- find out about the home
- understand a story about a family photo
- identify syllables in words and think about how characters in a story might feel

### Key Language

- family members: *brother, daddy, mommy, sister*
- rooms: *bedroom, kitchen, living room*
- grammar phrase 1: *Who's (he)? He's my (daddy).*
- grammar phrase 2: *Where's my (mommy)? She's in the (bedroom).*
- action verbs: *cook, play, sleep, wash*
- number: 7
- color: *green*

### Music Development

This unit focuses on sequencing. These extension activities give the children practice with sequencing beginning, middle, and end. As the children build their comprehension of sequence, they will tell more complete stories. One parallel we can make to language sequencing is musical form, or the sequence of music. A simplistic form is A, A, B, A. This would be verse, verse, chorus, verse. Both lyrics and instrumentation of songs have sequence: a beginning, middle, and an ending. While doing musical extension activities, point out the sequence.

### Dynamic Digital

This unit's topic is family, and encouraging parents to download the app is a good way to make that home-school connection and get them involved in their child's learning. Video games can also be an engaging educational tool. In addition to motivating the children, education-based games can assist their recall of new language. Remind the children who have downloaded the app to play the games to practice the key language. If they complete all of the games, they'll unlock a surprise video (*The Bebop Band* theme song)!

### Storysong

#### A Family Photo

As the children act out the Storysong, ask them to think about what the different characters are doing and how they are feeling. This helps the children to understand the story better, as well as encouraging emotional development.



### Action Song

#### At Home

Daily routines like hand washing become a lot more exciting when actions are put to music. This song also helps the children to remember the house vocabulary, as they act out the different activities that take place in each room.



### Mathematical Thinking

count to seven and recognize the numerals (L3, L4, L7)  
recognize shapes (L3–L5)  
develop critical thinking (L5, L7)  
learn to sequence (L3)  
learn to classify (L1, L3)

### Personal & Social Development

learn to take turns (L1–L5, L7, L8)  
listen to others (L2–L5)  
listen to and follow instructions (L1, L3, L5–L8)  
learn to play with others (L2–L8)  
think about how characters in a story might be feeling (L3, L4)

### Discovery & Knowledge of the World

learn and talk about their own family (L1, L6)  
find out about the place where they live (L5, L7, L8)  
listen to different kinds of music (L1, L3, L7)

### Physical & Health Development

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

## Unit 5 My Family

### 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 (L2, L5)  
practice listening comprehension (L1, L2, L5, L7, L8)  
understand a story about a family photo (L3, L4)  
explore characters in a story (L4)  
identify syllables in words (L3)  
understand and use American Sign Language (ASL) (L1–L5, L8)

### Creative Artistic Expression

develop pitch and rhythm (L3)  
act out a story (L3, L4)  
use colors for a purpose (L1–L6)  
decorate objects (L4, L6)  
explore different textures (L4–L6)  
manipulate dough to create a planned effect (L4)  
make a house collage (L5, L8)  
make movement in response to music (L1–L3, L6–L8)  
sing songs (L1, L3, L7)



# Unit 5

# My Family

## Lesson 1



Listen, point, and say. Sing the song: *My Happy Family*. Circle *daddy* and *brother*. Color the plant green.

Key Language: brother, daddy, mommy, sister, green

# Unit 5

## Lesson 1

### Lesson Objectives

- learn to name four family members
- recognize and name the color green and learn to classify by color
- sing a song about family members
- strengthen fine and gross motor skills
- improve visual and auditory discrimination

### Key Language

brother, daddy, mommy, sister, green

### Key Language Review

sit down, stand up, blue, orange, red, yellow

### Teacher Tip

Invite the children to talk about their families and the members of the family who live with them.

### Warm Up

TE  
P.15

Introduce the lesson by playing *The Bebop Band* song as the children come into class, and then do the *Hello Bebop* routine (see p. 15). Introduce the topic of the family using the flashcards of *daddy, mommy, brother, sister*. Show the flashcard of the daddy. Say **daddy** and ask them to repeat after you. Repeat with the other family members. Display the flashcards on the board. Invite a child to go to the board and circle the flashcard you say.

### ASL Activity



Present the signs for *brother, daddy, mommy, sister*. Demonstrate the signs and allow the children to practice making the signs and saying the words.

### Using the Student's Book

#### 1 Listen, point, and say.

- Play the CD. Let the children listen as you point to the family members.
- Play it again and ask them to point to the family members as they listen to the names.
- Play the track one more time and ask them to say the family members after they are mentioned.

**Audioscript:** daddy, mommy, brother, sister

#### 2 Sing the song: *My Happy Family*.

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

#### 3 Circle *daddy* and *brother*.

- Draw the children's attention to the daddy.
- Have them circle the daddy as they say **daddy**.
- Repeat with the picture of the brother. Monitor and check.

#### 4 Color the plant green.

- Display the green flashcard on the board.
- Say **green** and ask the children to repeat after you.
- Ask them to look for green objects around the classroom.
- Draw their attention to the plant that is in the picture. Ask them to color the plant using their green crayon. Monitor and check.

### Musical Notes



Play "Colors." This increases color recognition and following a sequence of movements. Tell children you will call out a color and if they are wearing that color, they do the actions. Say **Green**. Then sing **Green, stand up. Turn around. Green, green, sit down**. Continue until all the colors taught get called (*red, blue, yellow, orange*). For more challenge, say two commands **Yellow and blue, stand up. Turn around. Yellow and blue, sit down**.

### Activity Book Fun

Have the instrumental version of the Storysong playing in the background. Have the children point to and name the family members. Ask them to color the mommy red and the sister yellow.



### Wrap Up

TE  
P.15

Invite four children to go to the front. Give each one of them a flashcard of a family member. Play the CD one more time. Have them hold up their flashcard when they hear the name of the family member they have. Repeat with other children. 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

- put key language in a sentence
- understand and **reply** to *Who* questions
- understand pronouns *he* and *she*
- practice a **dialog**
- practice **listening** comprehension
- improve visual and auditory discrimination
- improve hand-eye **coordination**
- review the color **orange**

## Key Language

*Who's (he)? He's my (daddy).*

## Key Language Review

*brother, daddy, mommy, sister, orange*

## Materials

- family photos, ball, music

## Teacher Tip

Ask the children to bring in a picture of their family and glue it in their Student's Book, so that they can personalize the learning.

## Warm Up

Do the *Hello Bebop* routine. Show the flashcards of the family members. Have the children name them. Display the flashcards on the board. Ask the children to close their eyes. Hide a flashcard. Ask them to open their eyes again and tell you who is missing. Repeat until you finish reviewing all of the flashcards.

## Using the Student's Book

### 1 Listen and point to the family members.



- Draw the children's attention to the family members in the picture.
- Play the CD. Ask them to listen as you point to the family members.
- Play it again and ask them to point to the family members as they are mentioned. Monitor and check.

**Audioscript:** **Tamzin:** Who's he? **Sid:** He's my daddy! **Tamzin:** Who's she? **Sid:** She's my mommy! **Tamzin:** Who's he? **Sid:** He's my brother! **Tamzin:** Who's she? **Sid:** She's my sister!

### 2 Listen and circle *sister* with orange.



- Draw the children's attention to the picture of the family. Play the CD. Invite them to circle the *sister* using their orange crayon. Monitor and check.

### 3 Listen and say with a friend.



- Play the CD again. Stop after you hear *Who's he?* Have the children repeat.
- Play the CD again and stop it after you hear *He's my daddy!* Have them repeat and point to the daddy in the picture.
- Do the same with the other dialogs until you finish.
- Ask the children to sit in pairs and tell their friends about their own family by saying **He's my (daddy)** as they point to them in the picture they brought. Monitor and check. Help if necessary.

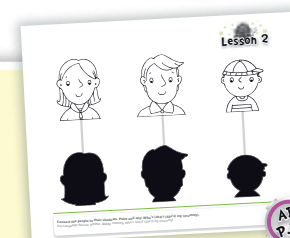
## ASL Activity

Place the flashcards of the family members on the board. Invite a child to go to the front and point to a family member and say his / her name. Ask the child to make the sign for that family member. Repeat with the other flashcards to review all of the family members.

## Activity Book Fun

Have the instrumental version of the Storysong playing

in the background. Ask the children to connect the pictures to their shadows. Have them point and say **Who's (she)? (She's) my (mommy).**

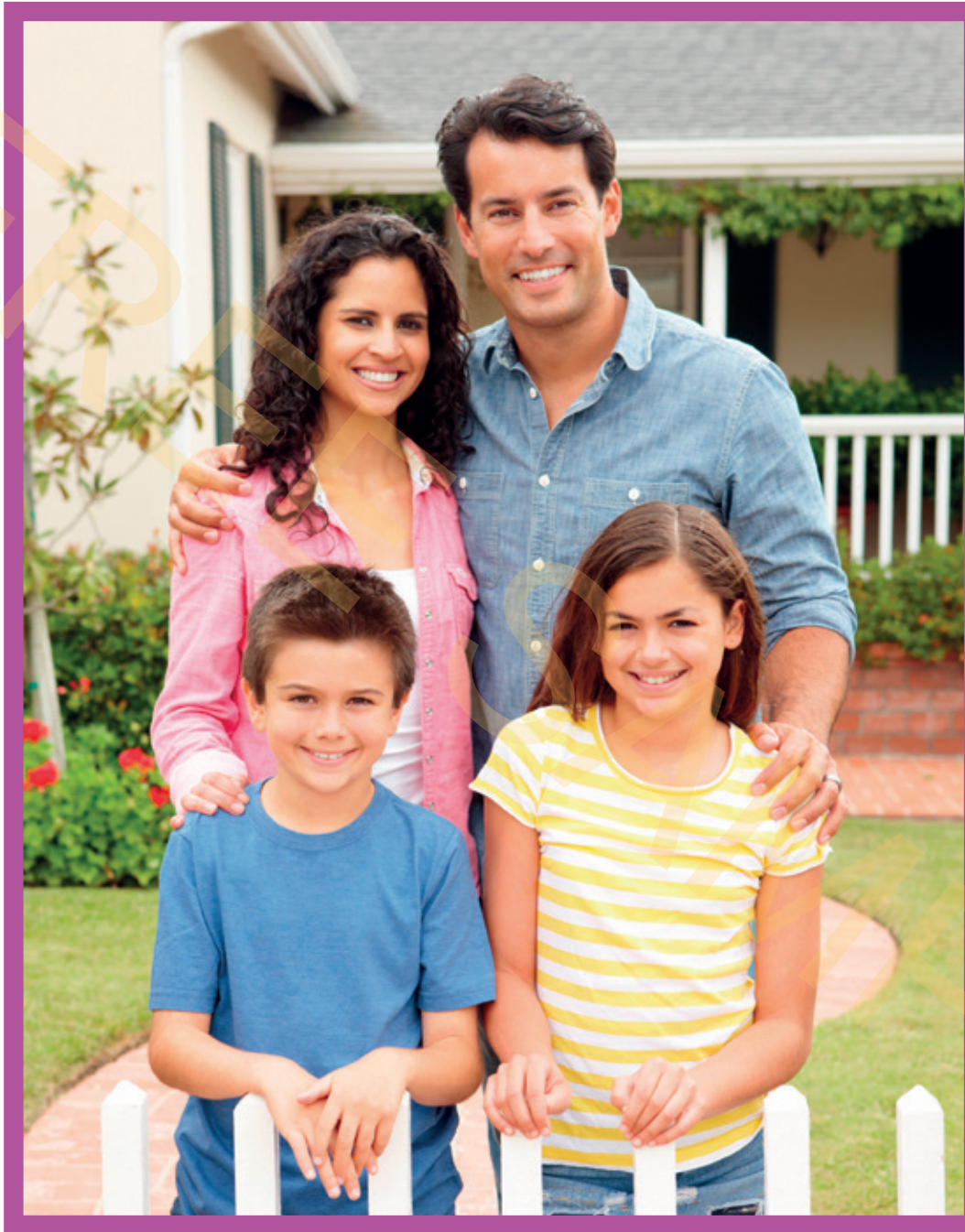


## Wrap Up

Play "Hot Potato": have the children sit in a circle. Give the ball to one of them. Play some music. Stop the music and ask the child who's holding the ball **Who's (he)?** as you show the flashcard of a family member. Let the child answer. Continue playing as many times as you wish. Do the *Goodbye Bebop* routine.



# Lesson 2



**Listen and point to the family members. Listen and circle *sister* with orange. Listen and say with a friend.**

*Key Language:* Who's (he)? He's my (daddy).

*Key Language Review:* brother, daddy, mommy, sister



# Storysong

## Lesson 3

1



2



3



4



Listen and point to the pictures. Sing the Storysong: *A Family Photo*. Count the animals in picture 4.

Key Language: 7

Key Language Review: brother, daddy, mommy, sister, 1–6

# Storysong

## Lesson Objectives

- understand a story about a family photo
- identify syllables in words
- sequence a story
- develop directional tracking
- count to seven and recognize the numerals
- improve hand-eye coordination
- improve auditory discrimination
- strengthen fine motor skills
- review circle
- review the color green

## Key Language

7

## Key Language Review

brother, daddy, mommy, sister, green, circle, 1–6

## Materials

- small plastic objects, pictures of family members, two fly swatters, green paper, musical instruments

## Early Literacy Notes

To develop phonological awareness, say words with a pause between syllables, for example: **da** ... and have the children complete them: **ddy**.

## Warm Up

Introduce the Storysong lesson by playing *The Bebop Band* song as the children come into class, and then do the *Hello Bebop* routine. Show the flashcards of the family members. Have the children name them. Invite two children to go to the front. Give each one of them a fly swatter. Say the name of a family member. Have them hit the correct flashcard. The first one to do it wins. Repeat with other children, reviewing all of the family members.

## ASL Activity

Review the signs for *brother, daddy, mommy, sister*. Have the children make the signs for each word. Give them a sheet of paper. Make the sign for *daddy* and have them draw a daddy. Continue like this until you review all of the family members. Decorate the classroom with their drawings.

## Using the Student's Book

### 1 Listen and point to the pictures.

- Point to the third frame and ask the children to tell you what they can see. Let them answer in Language 1, to help them predict what the Storysong is going to be about.
- Play the CD as you point to the pictures.
- Play it again and ask them to point to the pictures. Monitor and check.

### 2 Sing the Storysong: A Family Photo.

- Play the CD again and ask the children to join in with the chorus as you point to the pictures.

## Musical Notes

While playing musical instruments, choose a steady beat that is good for playing with the syllables of the words. Enunciating the syllables to the steady beat of the music will practice pronunciation and use of syllables. Display one flashcard of a family member on each of the four walls. Play instruments together. Help children to “feel” the steady beat. Turn your body, so you are looking at one flashcard. Say: **Who is (he)?** Play the steady beat and say the syllables: **Dad-dy, Mom-my, Bro-ther, Sis-ter.**

### 3 Count the animals in picture 4.

- Draw the number 7 on the board. Point to it and say **seven**. Have the children repeat after you.
- Draw seven circles below. Count them one by one. Ask the children to repeat after you.
- Draw the children's attention to the animals that appear in the fourth frame. Have them count the animals as they point to them in their Student's Book. Monitor and check.

## Activity Book Fun

Have the instrumental version of the Storysong playing in the background. Ask the children to connect the pictures to the train to complete the story. Have them glue green paper balls on the circles.

## Wrap Up

Invite five children to go to the front. Play the CD one more time. Have the children role-play the Storysong with your help. 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

- think about how characters might be feeling
- act out a story using cut-outs
- strengthen fine motor skills
- improve visual discrimination
- practice counting and recognize a numeral
- review shapes
- review the color green

## Key Language Review

brother, daddy, mommy, sister, ears, eyes, mouth, nose, circle, rectangle, square, triangle, green, 1–7

## Materials

- a real tie, necklace, cap, and doll; green paint; washable smocks or old clothes; dough

## Early Literacy Notes

A way to develop comprehension skills is to talk about the characters that appear in the story. Have the children tell you who appears in a story and what they are doing there, and if they are happy or sad.

## Warm Up

Do the *Hello Bebop* routine. Show the flashcards of the family members. Ask the children to name them. Invite a child to go to the front. Ask them to put on the tie and pretend to be the daddy. Have the other children guess who he is. Repeat, inviting different children to represent the family members by using the tie, the necklace, the cap, and the doll.

## Using the Student's Book

### 1 Listen and sing the Storysong.

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

### 2 Complete the family members that are missing.

- Turn back to Lesson 4. Draw the children's attention to the picture on the page.
- Ask them to point to the family members they see.
- Ask them to tell you which family members are missing.
- Have them draw a daddy and a mommy. Monitor and check.

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

- Use the cut-outs from p. 79 of the Student's Book.
- Play the CD again. Have the children hold their cut-outs and role-play the Storysong as they listen to it and sing it.
- Invite some children to go to the front.
- Have them pretend to be the different characters of the Storysong.
- Ask them to use their cut-outs to act out the story as they listen to it. Help if necessary.
- Repeat with other children if you wish.

## ASL Activity

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



## Activity Book Fun

Have the instrumental version of the Storysong playing in the background. Ask the children to point to and name the shapes. Have them count the triangles and paint the number green.



## Wrap Up

Have the children model the family members using dough. Monitor and check. Do the *Goodbye Bebop* routine.



# Lesson 4



**Listen and sing the Storysong. Complete the family members that are missing.**

*Key Language Review:* brother, daddy, mommy, sister, ears, eyes, mouth, nose



**Act out the story with the cut-outs.**



# Lesson 5



**Listen, point, and say. Trace the rectangle with green. Listen and circle *mommy*. Listen and say with a friend.**

Key Language: bedroom, kitchen, living room, Where's my (sister)? (She's) in the (bedroom).

Key Language Review: bathroom, rectangle, green

# Unit 5

## Lesson 5

### Lesson Objectives

- learn to name three rooms in a house
- use key language in a sentence
- describe where someone is
- practice a dialog
- practice listening comprehension
- review *rectangle*
- review the color green
- strengthen fine motor skills
- improve visual and auditory discrimination
- develop critical thinking

### Key Language

*bedroom, kitchen, living room, Where's my (sister)? (She's) in the (bedroom).*

### Key Language Review

*bathroom, brother, daddy, mommy, sister, rectangle, green*

### Materials

- a real doll's house and toy family members (optional), magazine cut-outs of the rooms in the house, glue sticks, pieces of construction paper (one per group)

### Teacher Tip

If possible, bring a real doll's house to the class as well as toy family members. Let the children play with the toys by placing the family members in different places of the house and asking where each of them is.

### Warm Up

Do the *Hello Bebop* routine. Show the flashcard of the bedroom. Say **bedroom** and ask the children to repeat after you. Do the same with the other rooms in the house. Display the flashcards. Invite a child to go to the front and touch the room in the house that you say.

### ASL Activity

Present the signs for *bathroom, bedroom, kitchen, living room*. Demonstrate the signs and allow the children to practice making the signs and saying the words.

### Using the Student's Book

#### 1 Listen, point, and say.

- Look at the pictures and ask the children to tell you what they can see. Let them answer in Language 1.
- Play the CD. Have them listen as you point to the rooms in the house.
- Play it again and ask them to point to the rooms in the house as you monitor and check.
- Play the track one more time and ask them to name the rooms in the house along with the CD.

**Audioscript:** bedroom, bathroom, living room, kitchen

#### 2 Trace the rectangle with green.

- Draw the children's attention to the rectangles in the picture.
- Have them trace over the big rectangle using their green crayon. Monitor and check.

#### 3 Listen and circle *mommy*.

- Play the CD. Stop it after you hear *Where's my mommy?* Have the children point to the correct picture.
- Have them circle the mommy. Monitor and check.

**Audioscript:** Paul: Where's my sister? Adult: She's in the bedroom. Lucy: Where's my brother? Adult: He's in the bathroom. Paul: Where's my mommy? Adult: She's in the living room. Lucy: Where's my daddy? Adult: He's in the kitchen.

#### 4 Listen and say with a friend.

- Play the CD. Stop after you hear *Where's my sister?* Have the children repeat.
- Play it again and stop it after you hear *She's in the bedroom*. Have them repeat. Continue with the other phrases.
- Invite two children to come to the front. Give one of them the flashcard of the sister and the other one the flashcard of the bedroom. Have the one that has the flashcard of the sister ask **Where's my sister?** Let the other one answer **She's in the bedroom**.
- Repeat, reviewing other rooms in the house and family members.

### Activity Book Fun

Have the instrumental version of the Action Song

playing in the background. Have the children look at what the people are doing and connect them to the correct rooms. Have them point and say **Where's my (daddy)? (He's) in the (kitchen).**

### Wrap Up

Divide the children into groups. Give each group a piece of construction paper, magazine cut-outs of rooms in the house, and glue sticks. Have them make a collage. Decorate the classroom with their collages. Do the *Goodbye Bebop* routine.



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



Use the worksheets in the Letter Work Program to practice pre-writing skills.



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



## Lesson Objectives

- learn to read a family tree
- introduce family members
- review the color green
- explore the color and texture of paper
- strengthen fine motor skills

## Key Language Review

*brother, daddy, mommy, sister, green, Who's (he)? (He's) my (daddy).*

## Materials

- green paper, glue sticks, music

## Content-based Learning

Family trees help children understand who they are and where they come from. Learning about their own history may help the children understand the history of their town, country, and the world, in the future.

## Teacher Tip

Invite the children to bring a family album and show it to their classmates so they can share a little bit more about their families with other children.

## Warm Up

Do the *Hello Bebop* routine. Show the flashcards of family members. Ask the children to name them. Point to the daddy and ask them to tell you their daddy's name. Continue like this with the other family members, to personalize knowledge.

## Using the Student's Book

### 1 Point and say the family members.

- Point to the daddy. Ask the children who it is.
- Let them answer.
- Continue like this with all of the family members.

### 2 Paste green paper on the tree.

- Draw the children's attention to the tree.
- Ask the children to use their fingers to trace around the shape of the tree.
- Give them some green paper and ask them to explore the texture between their fingers. In Language 1, ask them whether it feels rough or smooth. Then, ask them to identify the color. Ask them whether the green paper is lighter or darker than the green tree in their book.
- Ask them to paste the paper onto the tree, encouraging them to follow the shape of the tree. Monitor and check.

## Activity Book Fun



Have the instrumental version of the Action Song playing in the background. Have the children make their own family tree by drawing pictures or pasting photos of family members. Have them point and say **Who's (he)? (He's) my (daddy).**



## Wrap Up

Display the flashcards of the family members all over the classroom. Play some music. Have the children stand up and dance. Stop the music and say **daddy**. Ask them to touch the flashcard of the daddy. Repeat, reviewing the different family members. Do the *Goodbye Bebop* routine.



# Lesson 6



**Point and say the family members. Paste green paper on the tree.**

*Key Language Review: brother, daddy, mommy, sister, green*



# Action Song

## Lesson 7



Listen and do the actions. Sing the Action Song: **At Home**. Count the toys in the picture.

Key Language: cook, play, sleep, wash

Key Language Review: bathroom, bedroom, kitchen, living room, 1-7

# Unit 5

## Lesson 7

### Action Song

#### Lesson Objectives

- learn four actions
- strengthen gross motor skills
- practice counting
- develop critical thinking
- practice listening comprehension
- improve auditory discrimination

#### Key Language

cook, play, sleep, wash

#### Key Language Review

bathroom, bedroom, kitchen, living room, 1–7

#### Materials

- pictures of rooms in the house and action words

#### Teacher Tip

Teaching action words in pre-school is important because, apart from developing gross motor skills, children start learning words that will help them form simple sentences in English in the future. Have the children connect those action words to other subjects, such as science, and do small projects with them.

#### Warm Up

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

after you. Do the same with the other action words. Play "Charades": invite a child to go to the front. Tell them in secret the action *sleep*. Have them do the action and ask the other children to guess it. Repeat with other children, reviewing all the actions.

#### Using the Student's Book

##### 1 Listen and do the actions.

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

##### 2 Sing the Action Song: *At Home*.

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

#### Musical Notes

The sequence of going to the room, doing the action, and singing corresponding words, helps develop listening and comprehension skills. This also reinforces number 7. Display one flashcard of a room on each wall. Say **Seven stomps to the living room, seven wiggles to the bathroom, seven turns to the kitchen**. Sing **In the living room I play, I play and play, play and play** while children do the action (pretend to play, wash, sleep, and cook). Model actions, as necessary.

##### 3 Count the toys in the picture.

- Draw the children's attention to the toys Flo is playing with.
- Have them point to them and count them all together.

- Then ask them which other character has a toy. Elicit that it is Leo.
- Count all the toys together.

#### Activity Book Fun

Have the instrumental version of the Action Song playing in the background. Have the children point and say the actions. Ask them to look and connect the action to the correct room.

#### Wrap Up

Display the flashcards of the rooms in the house on the board. Invite a child to go to the front. Say **sleep** and have them touch the correct room in the house. Repeat with other children, reviewing all of the flashcards. Do the *Goodbye Bebop* routine.



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



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



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



## Lesson Objectives

- review key language and concepts
- practice listening comprehension
- improve auditory discrimination
- strengthen fine motor skills
- make a house collage

## Key Language Review

brother, daddy, mommy, sister, bathroom, bedroom, kitchen, living room, Where's my (sister)? (She's) in the (bedroom).

## Materials

- a bag or box, magazine cut-outs of rooms in the house, glue sticks, music

## Warm Up

Do the *Hello Bebop* routine. Display the flashcards of the family members on the left side of the board and the rooms in the house on the right side. Invite a child to go to the front. Say **Daddy's in the kitchen**. Ask the child to draw a line from the daddy to the kitchen. Repeat with the other flashcards.

## ASL Activity



Put the flashcards inside a bag or box. Invite a child to go to the front and choose a flashcard. Have the child show the flashcard to their classmates and say the word. Have the other children do the corresponding sign.

## Using the Student's Book

### 1 Point and say the family members.

- Say **daddy**. Ask the children to repeat and point to the daddy.
- Repeat with all of the family members. Monitor and check that they're pointing to the correct family member.

### 2 Point and say the rooms in the house.

- Say **bedroom**. Ask the children to repeat and point to the bedroom.
- Repeat with all of the rooms in the house. Monitor and check that they're pointing to the correct room in the house.

### 3 Listen and color the correct circle.

- Play the CD. Ask the children to listen carefully as you point to the pictures.
- Play it again and stop it after the first dialog.
- Have them color the correct circle. Monitor and check.
- Repeat with the other pictures until you finish.

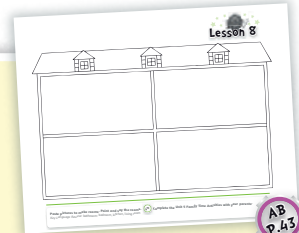
**Audioscript:** Paul: Where's my sister? Adult: She's in the bedroom. Lucy: Where's my brother? Adult: He's in the bathroom. Paul: Where's my mommy? Adult: She's in the living room. Lucy: Where's my daddy? Adult: He's in the kitchen.

## Activity Book Fun



Have the instrumental version of the Action Song

playing in the background. Have the children glue pictures to make rooms in a house, and then ask them to point and say the rooms. Ask parents and children to complete the Unit 5 Family Time Activities together (p. 72 in their Activity Book).



## Wrap Up



Put the flashcards of the family members and the rooms of the house inside a bag. Ask the children to sit in a circle. Play some music and have them pass the bag around. Stop the music and ask the child who has the bag to take out a flashcard. Ask the child to say what it is or who the person is. Repeat as many times as you wish. Then ask the children to turn to their My Progress chart on p. 69 in their Student's Book. Ask them to color the number for Unit 5. Do the *Goodbye Bebop* routine.



# Lesson 8



Point and say the family members. Point and say the rooms in the house. Listen and color the correct circle. p69 Complete My Progress: Unit 5.

Key Language Review: brother, daddy, mommy, sister, bathroom, bedroom, kitchen, living room, Where's my (sister)? (She's) in the (bedroom).