

Unit Objectives

- learn to name games
- learn four actions
- learn four directional words
- practice expressing likes
- learn how to express what you can do
- count to 40 and recognize the numeral 40
- understand a story about being active
- put words together to make compound words
- develop print motivation and letter recognition
- learn about healthy lifestyles
- identify left and right

Key Language

- games: *basketball, hopscotch, jump rope, soccer*
- action verbs: *climb, hop, ride, skate*
- grammar phrase 1: *Do you like games? Yes, I like (basketball).*
- grammar phrase 2: *(Lucy), what can you do? I can (climb).*
- directional words: *down, left, right, up*
- adjective phrases: *active, not active (optional)*
- number: *40*

Music Development

This unit focuses on language categories, and in this case the category of games. Basketball and soccer have different rules and use different equipment, however, they are both games. Point out the different equipment used in a sport, and ask the children to describe the rules they know. The Musical Notes activities in this unit revolve around the number 40 and sports, and incorporate doing movements to the beat, which helps increase learning and memory of language.

**Storysong****Let's Go Play!**

This story is a great way to introduce the idea that being active outdoors is fun, as well as healthy. Encourage the children to talk about some of the outdoor activities they enjoy, to support story comprehension through personalization and to develop communication skills.

**Dynamic Digital** 

This unit is all about encouraging the children to enjoy getting active. Use the Action Song videos as a fun way to introduce physical education into your classes on a regular basis. The Action Song worksheets in the Teacher's App will support you in introducing movements to strengthen and develop gross motor skills.

Action Song**Can You ...?**

This Action Song provides a fun way for the children to understand and practice concepts of left and right, because the movement involved helps muscle memory to develop. If the children struggle with this, try giving them a visual stimulus as a reminder, for example, a ribbon of one color for their left hand and a ribbon of a different color for their right.



Mathematical Thinking

- count to 40 and recognize the numeral 40 (L3, L4)
- draw a rectangle (L4)
- develop critical thinking (L1, L2, L5, L6, L8)
- learn to classify (L1, L6)
- complete a chart (L5)
- understand and follow directions (L7, L8)

Personal & Social Development

- learn to take turns (L8)
- learn to listen to and follow instructions (L7)
- learn to play with others (L8)
- express likes (L2)
- talk about abilities (L5)
- develop self-confidence and self-esteem (L5, L6)

Physical & Health Development

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



Let's Play!

Discovery & Knowledge of the World

- learn about games and sports (L1, L3, L5–L7)
- learn about healthy life styles (L6)
- listen to different kinds of music (L1, L3, L7)
- understand and identify left and right (L7, L8)

Language & Communication

- learn new vocabulary (L1, L5–L7)
- communicate using new vocabulary (L2, L4, L5, L8)
- understand new grammar phrases (L2, L5, L8)
- practice a dialog (L2, L5)
- practice listening comprehension (L1, L2, L5, L7)
- understand a story about being active (L3, L4)
- identify the main events in a story (L4)
- learn to read a sentence through pictures (L3)
- identify long and short words (L3)
- learn about compound words (L4)
- 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, L6–L8)
- explore different textures (L8)
- decorate a picture (L3, L8)
- personalize learning through drawing (L1, L5)
- express preferences through drawing (L4)
- sing songs (L1, L3, L7)
- create movement in response to music (L1, L3, L4, L7, L8)

Let's Play!



Listen, point, and say. Sing the song: *Games Are Fun!* Circle hopscotch with black.

Key Language: basketball, hopscotch, jump rope, soccer

Key Language Review: ball, hula hoop, black



Unit 2 Let's Play! Lesson 1

Lesson Objectives

- learn to name four games
- review two toys
- practice listening comprehension
- sing a song about games
- learn to classify
- develop critical thinking
- improve visual and auditory discrimination
- strengthen fine and gross motor skills
- personalize learning through drawing
- review the color black

Key Language

basketball, hopscotch, jump rope, soccer

Key Language Review

ball, hula hoop, black

Materials

a ball, a basketball, a jump rope, a soccer ball, hula hoops

Warm Up TE Txxii

Track 1

Introduce the lesson by playing *The Bebop Band* song as the children enter the classroom. Have them pretend they are playing a sport as they move to the music. Do the *Hello Bebop and Friends* routine (see Teacher's Edition, p. Txxii). Show the flashcard of basketball. Say **basketball** and ask the children to repeat. Repeat with the other flashcards. Invite a child to leave the classroom. Hide the flashcards and then ask the child to come in again. Tell them that they have to look for a flashcard and when they find it, they have to name it twice. The second time the child names it, they must divide the word into syllables as they clap. Repeat with the other children until all of the flashcards are found.

Using the Student's Book

1 Listen, point, and say.

Track 11

- 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 audio and point to the games / toys.
- Play the audio again and ask the children to point to the corresponding games / toys.
- Play the audio one more time and ask them to name the games / toys.

Audioscript: hula hoop, jump rope, soccer, ball, hopscotch, basketball

2 Sing the song: *Games Are Fun!* TE Txxiii

Track 12

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

Musical Notes

Track 14

This game reinforces language and helps the children understand categories. Use flashcards of various sports, fruits, and animals. Display one flashcard from each category on the board and draw vertical lines between them, making columns. Place the remaining flashcards around the room. Put the children in teams. Play the instrumental version of the Storysong. The first child from each team goes to get a flashcard and brings it back to place it in a column. When the music stops, count how many flashcards are in each column. Start the music again and continue.

3 Circle *hopscotch* with black.

- Name the games randomly (basketball, hopscotch, jump rope, soccer) and ask the children to point to them.
- Ask the children to take out their black crayon and circle *hopscotch*.

ASL Activity

Show the flashcard of a game. Say the name of the game and make the sign. Ask the children to repeat. Toss a ball to a child. Ask them to say the name of a game and ask the others to make the sign and point to the corresponding picture in their Student's Book.

Activity Book Fun

Track 14

Have the instrumental version of the Storysong playing in the background. Ask the children to point and say the games. Then have the children draw themselves playing one of the games in the space provided. Encourage them to look carefully at the pictures and to try to copy the detail if they can.



Wrap Up TE Txxi

Take the children outside. Divide the class into small groups and give each group different pieces of equipment: a basketball, a soccer ball, hula hoops, and a jump rope. Draw a hopscotch grid on the ground. On the count of three, ask the children to play. Every five minutes, ask them to change activities so that everyone can play all of the games. Do the *Goodbye Bebop and Friends* routine (see Teacher's Edition, p. Txxi).



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



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



Check the Student's App and Navio App for further practice.

Unit 2 Let's Play! Lesson 2

Lesson Objectives

- use key language in a sentence
- practice expressing likes
- practice a dialog
- practice listening comprehension
- develop auditory discrimination
- strengthen fine motor skills
- improve hand-eye coordination
- develop critical thinking

Key Language

Do you like games? Yes, I like (basketball).

Key Language Review

basketball, hopscotch, jump rope, soccer

Materials

sports equipment (optional), medals (optional)

Teacher Tip

Plan a mini Olympic Games with the class. Ask the children to choose the game or sport they want to try. Make a schedule of what time the games are going to be played, and make medals for the winners. Invite the family to come and cheer their children on. They can even participate in some games as well.

Warm Up

Do the *Hello Bebop and Friends* routine. Display the flashcards of the games on the board and draw a grid around them to make a graph. Point to the first game. Ask the children to name it. Then ask the children to raise their hand if they like it. Count the number of children and write it in the graph. At the end, analyze the graph by saying which game they like the most and which game they like the least.

Using the Student's Book

1 Point and say the games.

- Organize the class in two groups. Ask a child from one of the groups to name a game, and have the children from the other group point to it and name it as well. Then ask them to change roles.

2 Listen and connect the person to the game.

Track 13

- Play the audio. Ask the children to listen to the first dialog as they point to the corresponding pictures. Stop the audio and ask the children to take out their black crayon.
- Have them connect the pictures.
- Continue until you finish, asking the children to use a different color every time, to review colors as well.

Audioscript: Adult: Do you like games? **Boy 1:** Yes, I like basketball. **Adult:** Do you like games? **Boy 2:** Yes, I like hopscotch. **Adult:** Do you like games? **Girl:** Yes, I like jump rope.

3 Listen and say with a friend.

Track 13

- Play the audio again. Stop after the question *Do you like games?* Ask the children to repeat.
- Then stop it after you hear *Yes, I like basketball.* Ask the children to repeat. Continue with the other questions and answers.
- Ask the children to form two lines and sit one in front of the other. Have one of them turn to the child behind them and say **Do you like games?** and the other one to answer **Yes, I like (jump rope).**

- Then that child turns to the child behind them and asks the question. The last child in the line runs to the front, and they start over.

ASL Activity

Invite a child to come to the front of the classroom. Ask them to make the sign of a game they like. The first child to name it correctly comes to the front of the classroom to continue with the game.

Activity Book Fun

Track 14

Have the instrumental version of the Storysong playing in the background. Ask the children to point and say the games. Then have the children complete the faces to show their likes and dislikes. Finally, have the children sit in pairs and take turns to point and say **Do you like games? Yes, I like (soccer).**



Wrap Up

Ask the children to sit down in a circle. Ask them to think of the game they like the most. Then say **I like soccer.** Ask all the children who like soccer to stand up and change places. Repeat, varying the games you mention. Then say **I like games!** and ask all of the children to stand up and change places. Repeat as many times as possible. Do the *Goodbye Bebop and Friends* routine.





Point and say the games. Listen and connect the person to the game. Listen and say with a friend.

Key Language: Do you like games? Yes, I like (*basketball*).

Key Language Review: basketball, hopscotch, jump rope

Storysong

Lesson 3



Listen and point to the pictures. Sing the Storysong: *Let's Go Play!* Find and circle the number 40.

Key Language: 40

Key Language Review: basketball, hopscotch, jump rope, soccer, TV, 10, 20, 30

Unit 2 Let's Play! Lesson 3 Storysong

Lesson Objectives

- understand a story about being active
- identify long and short words
- learn to read a sentence through pictures
- develop directional tracking
- count to 40 and recognize the numeral 40
- improve auditory discrimination
- strengthen fine and gross motor skills

Key Language

40

Key Language Review

ball, basketball, hopscotch, jump rope, soccer, TV, coloring, 1, 10, 20, 30, I'm coloring one ball.

Materials

hula hoops, number cards from 1 to 40, tape, jump ropes, small pieces of candy or stickers (optional)

Early Literacy Notes

Display a flashcard of a game on the board. Write its name below. Ask the children to count the number of letters it has. Repeat with the other games. Then have the children compare the words and decide which is the longest, the shortest, and which have the same number of letters.

Warm Up

Track 1

Introduce the lesson by playing *The Bebop Band* song as the children enter the classroom. Ask them to dance with hula hoops. Do the *Hello Bebop and Friends* routine. Display the flashcards of the key language on the board, face down. Invite a child to go to the front of the classroom and turn a flashcard over and name it. Repeat with the other children.

Using the Student's Book

1 Listen and point to the pictures. TE Txxiii

Track 15

- Say the name of the games that appear in the pictures, randomly, for the children to point to.
- Then ask them to tell you what they think the Storysong is about and what the problem is.
- Play the audio as you point to the pictures.
- Play it again and ask the children to point to the pictures.

2 Sing the Storysong: Let's Go Play!

Track 15

- Play the Storysong again and ask the children to snap their fingers when they hear the name of a sport.
- Play the song one more time and ask the children to sing the chorus along with you.

3 Find and circle the number 40.

- Write number 40 on the board. Point to it and say **forty**. Ask the children to repeat after you.
- Display some number cards on the board in the correct sequence, but leaving a space for numbers that are missing. Scatter the other number cards around the classroom. Invite a child to come to the front of the classroom and look for the number you say. Have them put it in the correct place. Invite other children to continue placing the numbers until you get to 40.
- Have the children say the names of the numbers in unison as you point to them.
- Then ask the children to circle number 40.

Musical Notes

Track 14

Tiptoe to 40 while counting aloud. Prepare several sets of cards labelled 1–40. Tape numbers to the floor, making a path: 1 and 2 side-by-side, then 3 and 4 above those, then 5 and 6 above those, up to 40. This placement guides the children to tiptoe left and right, as they move forward. Play the instrumental version of the Storysong. Ask the

children to take turns tiptoeing to the beat on the path, while everyone counts. Model this, then ask them to say the numbers as they tiptoe.

Activity Book Fun

Track 14

Have the instrumental version of the Storysong playing in the background. Review the flashcard for coloring. Draw the children's attention to the pictures in the Activity Book. Have them draw their face and hair in the first picture. Ask them to follow the pictures to read the sentence: *I'm coloring one ball*. Have them color the correct number of balls to make the sentence true. Ask **What are you doing?** while they are coloring, and encourage them to answer **I'm coloring one ball**.



Wrap Up

Invite some children to go to the front of the classroom and play a jumping game: give each of them a jump rope and explain that you are all going to count to 40. The first child who jumps to 40 without stopping wins. Give the winner or winners a small piece of candy or a sticker as a prize. Do the *Goodbye Bebop and Friends* 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.

Unit 2 Let's Play! Lesson 4

Lesson Objectives

- identify the main events in a story
- act out a story using cutouts
- learn about compound words
- practice counting
- draw a rectangle
- improve visual discrimination
- strengthen fine motor skills
- improve hand-eye coordination
- review two colors

Key Language Review

basketball, hopscotch, jump rope, soccer, rectangle, pink, purple, 1-40

Materials

music, pictures to make compound words, scissors

Early Literacy Notes

Explain to the children that some words are formed by combining two words. Show them an example by drawing a picture of a basket on the board. Say **basket**, and then draw a plus sign and a ball. Elicit the word *ball*. Draw an equals sign and display the flashcard of *basketball*. Then display some pictures of other words that make compound words on the board, e.g. a finger and paint, rain and a coat, paint, and a brush. Encourage the children to "read" the pictures from left to right to form the compound words. Then put pictures that show fingerprint, a raincoat, and a paintbrush on the floor. Divide the children into groups. Ask each group to match the pictures on the floor to the pictures on the board. Have them say the word as they make a match. Help as necessary.



Warm Up

Do the *Hello Bebop and Friends* routine. Play some music. Say **hopscotch**. Ask the children to pretend they are playing hopscotch. Continue with the game, varying the activity you say.

Using the Student's Book

1 Listen and sing the Storysong. TE Txxiii

Track 15

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

2 Connect the band member to the game.

- Turn back to Lesson 4. Point to the picture of *hopscotch* and ask the children if they remember who asked Susie to play hopscotch in the Storysong.
- Then ask the children to connect Eddy to the hopscotch using the color you say.

- Repeat by asking the children to connect Flo to the jump rope using a different color.

3 Act out the story with the cutouts. SB C3

Track 15

- Ask the children to turn to the Storysong cutouts on p. C3 of their Student's Book. Help them cut them out.
- Play the audio again. Ask the children to hold their cutouts and act out the Storysong as they listen to it.
- Divide the class into three groups: Eddy, Flo, and Susie. Ask the children to act out the story by holding up their cutouts when they hear their character talking.

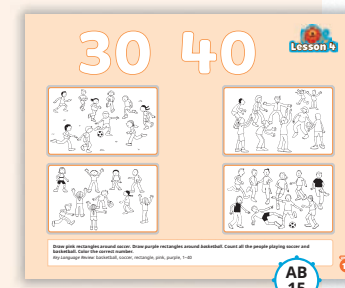
ASL Activity

Say the name of a game, but make the wrong sign. The first child to make the sign correctly comes to the front of the classroom to continue with the game.

Activity Book Fun

Track 14

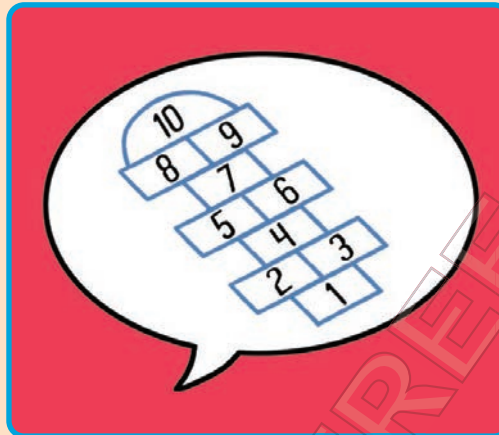
Have the instrumental version of the Storysong playing in the background. Ask the children to draw pink rectangles around the soccer games and purple rectangles around the basketball games. Ask them to count all the people playing soccer and basketball in the four pictures. Then have the children identify and color the correct number (40).



Wrap Up

Go outside and divide the class into small groups. Ask the different groups to act out the story saying the words in English they have learned so far. Do the *Goodbye Bebop and Friends* routine.

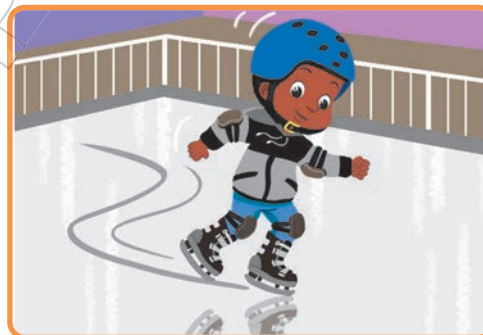




Listen and sing the Storysong. Connect the band member to the game. **C3** Act out the story with the cutouts.
 Key Language Review: hopscotch, jump rope



Lesson 5



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

Key Language: climb, hop, ride, skate, (Lucy), what can you do? I can (climb).

Key Language Review: dance, swim

Unit 2 Let's Play! Lesson 5

Lesson Objectives

- learn to name four activities
- review two activities
- learn to express what you can do
- use key language in a sentence
- practice a dialog
- practice listening comprehension
- improve auditory discrimination
- strengthen fine and gross motor skills
- improve hand-eye coordination
- develop critical thinking
- complete a chart

Key Language

climb, hop, ride, skate, (Lucy), what can you do? I can (climb).

Materials

the children's photos of themselves doing an activity they can do well (optional), a ball

Teacher Tip

Ask the children to bring a photo of themselves doing something they can do well. Have them talk about it in front of their friends. Encourage them to use the words in English they know.

Warm Up

Do the *Hello Bebop and Friends* routine. Show the flashcard of the action *climb*. Say **climb** as you pretend to climb. Ask the children to repeat after you. Do the same with the other words. Invite a child to come to the front of the classroom and draw the shape you say around the picture you say (for example, **Draw a triangle around hop**) to review shapes as well.

Using the Student's Book

1 Listen, point, and say.

Track 16

- Draw the children's attention to the pictures. Ask them to tell you what they can see.
- Play the audio and point to the actions.
- Play it again and ask the children to point to the corresponding actions.
- Play the audio one more time and ask them to name the actions.

Audioscript: climb, hop, swim, ride, skate, dance

2 Listen and circle the correct picture.

Track 17

- Play the audio. Ask the children to point to the correct pictures of Lucy, Paul, and Oliver as they are mentioned.
- Play the audio again and stop after the first dialog. Ask the children to circle the correct picture. Continue until you finish.

Audioscript: Adult: Lucy, what can you do?

Lucy: I can climb. **Adult:** Paul, what can you do?

Paul: I can ride. **Adult:** Oliver, what can you do?

Oliver: I can dance.

3 Listen and say with a friend.

Track 17

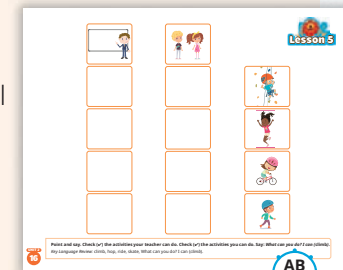
- Play the audio again. Point to the speakers as they talk.
- Play the audio again and stop after the question *Lucy, what can you do?* Ask the children to repeat all together. Continue playing and stop after you hear the sentence *I can climb*. Ask the children to repeat all together. Continue until you finish.
- Toss a ball to a child and ask **(Lucy), what can you do?** Have her answer **I can (swim)**. Then ask her to toss the ball to another friend as she asks the same question to continue with the game.

Activity Book Fun

Track 18

Have the instrumental version of the Action Song playing in the background. Ask the children to point and say the activities.

Have them ask you what you can do and check the activities. Then ask them to check the activities they can do. Finally, have the children sit in pairs and take turns asking and answering **What can you do? I can (climb)**.



Wrap Up

Ask the children to draw something they can do. Have them decorate the bulletin board with their pictures. Do the *Goodbye Bebop and Friends* 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 2 Let's Play! Lesson 6

Lesson Objectives

- learn about healthy lifestyles
- have fun being active
- improve visual discrimination
- strengthen fine motor skills
- classify by active or inactive
- develop critical thinking
- increase self-esteem
- review the color green

Key Language

active, not active

Key Language Review

basketball, hopscotch, jump rope, skating, soccer, green

Materials

small pictures of children watching TV, playing video games, playing sports, or doing outdoor activities, glue sticks

Content-based Learning

Children like to be physically active and love to move and play outdoors, but too many children stay indoors playing video games or watching TV. We have to encourage them to be active, find safe places for them to move, and promote regular exercise. If they get into the habit of being active, it will help them have a healthier life because they will be able to strengthen their muscles, control their weight, sleep better, and all in all, have more self-esteem and a better outlook on life.

Warm Up

Do the *Hello Bebop and Friends* routine. Display pictures of children watching TV and playing video games on the left side of the board and pictures of children playing outdoors or doing sports on the right side of the board. Elicit from the children what differences they can see. Point to the children watching TV and playing video games and say **not active**. Have the children repeat. Then point to the children playing outdoors or doing sports and say **active**. Have the children repeat. Talk about the importance of being active to stay healthy. Ask the children what activities they like to do outdoors. Then ask the children to stand up and say **active!** Have them pretend they are playing a sport. Then say **not active!** and have them pretend they are playing video games or watching TV.

Using the Student's Book

1 Point and say active or not active.

- Ask the children to look at the pictures. Have them point to the first picture and tell you if the children are active or not. Encourage them to say **active** or **not active** as they point to the pictures.
- Repeat with the other pictures.

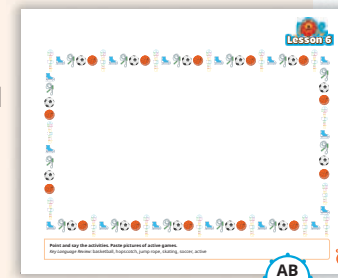
2 Circle the active pictures with green.

- Ask the children to take out their green crayon. Have them circle the pictures showing active children with green.

Activity Book Fun

Track 18

Have the instrumental version of the Action Song playing in the background. Point to the ice skates. Explain that although we say *I can skate*, the activity is called *skating*. Have the children sit in small groups to point and say the activities on the border. Give the children small pictures of children playing a sport or doing an outdoor activity and a glue stick. Have them paste the pictures on the frame.



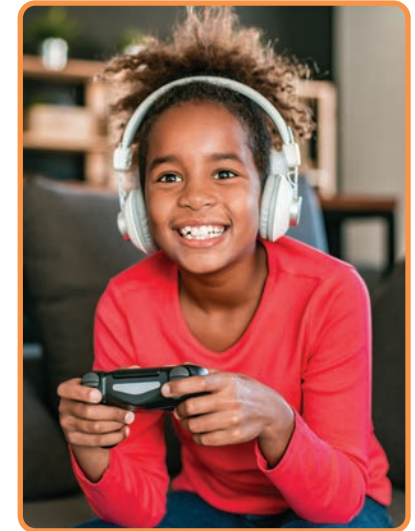
Wrap Up

Play the "Talent Show" game. Invite a child to come to the front of the classroom and have them present their talent by saying **I can (dance)** and demonstrate in front of the other children. Invite the other children to come to the front of the classroom to continue with the game. If the children are shy, encourage them to come up in pairs to present a talent. Do the *Goodbye Bebop and Friends* routine.





Lesson 6



Point and say: **active** or **not active**. Circle the active pictures with green.

Key Language: active, not active

Key Language Review: green

Action Song

Lesson 7



Listen and do the actions. Sing the Action Song: *Can You ...?* Circle down with blue.

Key Language: down, left, right, up

Key Language Review: arms, climb, hop, skate, wiggle, blue

Unit 2 Let's Play! Lesson 7 Action Song

Lesson Objectives

- learn four directional words
- understand the concepts of left and right
- strengthen gross motor skills
- develop spatial awareness
- improve visual and auditory discrimination
- learn to follow instructions
- practice listening comprehension
- review the color blue

Key Language

down, left, right, up

Key Language Review

arms, climb, hop, skate, wiggle, blue, What can you do? I can (hop).

Materials

red and green ribbons (optional), music

Teacher Tip

Tie a green lace or ribbon on the right hand and a red lace or ribbon on the left hand of each of the children for them to remember more easily which is right and which is left.

Warm Up

Track 1

Introduce the lesson by playing *The Bebop Band* song as the children come into class. Act as the leader and ask the children to dance, hop, jump, run etc., to the right or to the left by following you. Do the *Hello Bebop and Friends* routine. Say **down** and crouch down. Ask the children to repeat and do the same. Continue like this, modeling the other words.

Using the Student's Book

1 Listen and do the actions.

Track 19

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

2 Sing the Action Song: *Can You ...?*

Track 19

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

Musical Notes

Track 18

Play the game "What Can You Do?" to practice key language. Place flashcards on the board (*climb, hop, ride, skate*). When you model this activity by moving to the right then moving to the left, remember to move to the children's right and left. Play the instrumental version of the Action Song. Clap with the beat while chanting **What can you do? What can you do? Let us see. We can do it, too!** One child comes up front of the classroom. The child says **I can (hop)** and does the action to the right and then to the left while others do it, too. Repeat the chant for the next child.

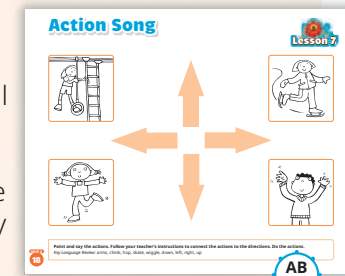
3 Circle down with blue.

- Name the *Bebop* characters and ask the children to say if they are up or down.
- Ask them to take out their blue crayon and circle with blue the characters that are down (Eddy and Susie).

Activity Book Fun

Track 18

Have the instrumental version of the Action Song playing in the background. Have the children point and say the actions. Then say **Hop to the left** and have the children draw a line from the hop picture to the left-pointing arrow. Continue with the other actions, using *down, up,* and *right*. Then ask the children to stand up and do the actions as you say them again.



Wrap Up

Go outside and ask the children to go up or down, to the right or to the left, as they climb, hop, pretend to skate, and wiggle. Do the *Goodbye Bebop and Friends* routine.



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



Check the Student's App and Navio App for further practice.



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

Unit 2 Let's Play! Lesson 8

Lesson Objectives

- review key language and concepts
- improve visual discrimination
- strengthen fine motor skills
- improve hand-eye coordination
- learn to take turns and play together
- develop critical thinking
- understand and follow directions
- review the color orange
- explore the texture of paper and yarn

Key Language Review

basketball, jump rope, climb, dance, hop, ride, skate, swim, down, left, right, up, orange, I can (climb).

Materials

the children's own roller skates or tricycles (optional), music, a ball, dice, small bottle caps of different colors, orange paper, yarn, glue sticks

Teacher Tip

Ask the children to bring their roller skates or tricycles to class and allow them to play with them on the playground to review the words *skate* and *ride*. Remind them to bring their helmet and their knee and elbow pads.

Warm Up

Do the *Hello Bebob and Friends* routine. Ask the children to form a circle, and play some music. Say **Boys can dance**, and ask the boys to go into the circle and dance. Then say **Girls can hop**. Ask the girls to go into the circle and hop. Repeat with different actions, alternating between the boys and girls.

Using the Student's Book

1 Point and say the actions and the directions.

- Invite a child to come to the front of the classroom and ask them to say an action. Ask the other children to point to it on the page. Repeat with the other children.
- Point to the arrows and ask the children to say the direction the arrows are pointing in (down, left, up, right).

2 Do the actions and say: *I can (climb)*.

- Toss a ball and ask the child who catches it to name an action that is on the page.
- Have the other children stand up and do the action as they say **I can (climb)**. Continue until you finish reviewing all of the actions.

3 Play the "I Can ..." game.

- Form small groups and give each group a die and each child bottle caps in different colors.
- Ask the children to play the "I Can ..." game by rolling the die and counting the squares in the game.
- If they get to a square that has an action, they have to say **I can (swim)** and do the action. If they get to a square that has an arrow, they have to say **(down)** and move one square in the correct direction. The first child to get to the end wins.

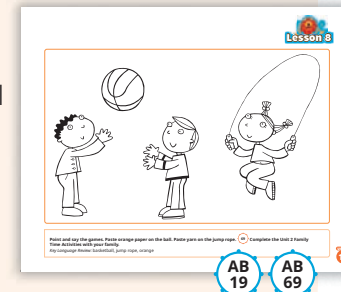
ASL Activity

Invite a child to come to the front of the classroom. Have them say and make the sign of the action you say. Repeat with the other children.

Activity Book Fun

Track 18

Have the instrumental version of the Action Song playing in the background. Ask the children to point and say the games. Have them paste orange paper on the basketball and yarn on the jump rope. Ask the family and the children to complete the Unit 2 Family Time Activities (p. 69 in their Activity Book).

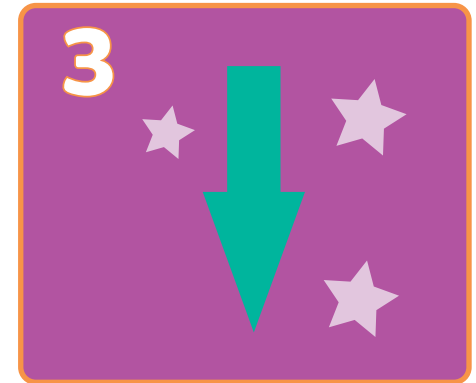


Wrap Up

SB 76

Divide the board into four parts by drawing a cross, and put the flashcards of the key language from the whole unit on a table. Invite a child to go to the front of the classroom. Ask them to take the flashcard you say and put it up left, down right, and so on, on the board. Then ask the children to turn to their My Progress chart on p. 76 in their Student's Book. Ask them to color the number for Unit 2. Do the *Goodbye Bebob and Friends* routine.





Point and say the actions and the directions. Do the actions and say: *I can* (climb). Play the "I Can ..." game. 76 Complete My Progress: Unit 2.

Key Language Review: climb, dance, hop, ride, skate, swim, down, left, right, up

Explore the World



Laugh



Explore the World Laugh Lesson 1

Lesson Objectives

- make healthy choices
- recognize the importance of laughter and joy for community building
- recognize and incorporate vocabulary words in the context of a story through sound and images
- identify with the characters and recreate their experiences in the classroom
- learn ASL to reinforce basic vocabulary

Key Language

laugh, silly

Key Language Review

basketball, climbing, hopping, hopscotch, jump rope

Materials

images or videos of animals doing funny things

Teacher Tip

Laughter builds community, connections, and trust. These are required for any learning, growth, and development to take place. Prioritizing humor and laughter naturally activates attentive listening skills, observation and risk taking as children learn to express themselves with their peers. Although laughter may seem to be frivolous, it's a developmental pillar for a healthy learning environment.

Warm Up

Tree of Life Song – Laugh

Track 20

Review the signs for *tree* and *laugh*. Take the children to a tree on school grounds. Explore how it moves in the wind. Invite the children to share what they see. You can also draw attention to the tree at the center of pages 20 and 21. Later, while demonstrating the sign for *laugh*, do the action and say **What am I doing?** Ask the children to guess what you mean in Language 1. Say **laugh** and have them echo and sign along. Play the audio and invite them sing and sign together.

Mindfulness through movement

Track 22

- Play the audio and invite the children to listen to the silly sounds and move their bodies.
- When the sound goes slow, they go slow and when the sounds move fast, they move fast too.

Using the Student's Book

Connect

Track 23

- Ask the children to share things that make them laugh.
- Show the children pictures or videos of animals doing funny things to draw laughter. Explore how our bodies feel when we laugh.
- While seated together, show the children pages 20 and 21 of the Student's Book. Ask them to identify things they recognize. Add language to their observations.
- Ask **Are you ready for a story? It's a silly day at school!**

- Play the audio and invite the children to follow along.

Audioscript: Ms. Jones: Do you like silly days?

Children: Oh, yes, we do! **Ms. Williams:** I do too! Go play, friends! Let's see what you can do... **Ms. Jones:** What are you doing, Oliver and Hazel?! **Oliver and Hazel:** We're climbing the tree like an elephant! **Ms. Jones:** What?! Elephants don't climb! **Oliver and Hazel:** We can climb! **Luna:** What are you doing, Paul? **Paul:** I'm painting like a panda. **Luna:** What?! Pandas don't paint! **Paul:** I can paint! **Ms. Williams:** What are you doing, Luna? **Luna:** I'm playing basketball like a bird. **Ms. Williams:** What?! Birds don't play basketball! **Luna:** I can play basketball! **Amelia:** What are you doing, Ms. Williams? **Ms. Williams:** I'm cutting paper and laughing like a hyena. **Everyone:** Me too!

Wrap Up

Mindful closing

Silly Freeze

Track 24

- Invite the children to stand up, stretch their bodies, and wiggle their arms and legs.
- Play the audio. Invite them to dance to the music and when it stops, they must freeze and make a silly face!
- Invite the children to sit in a circle where everyone can see each other.
- Start by focusing on breathing in through the nose and breathing out the mouth.
- Set out a challenge to look the others in the eyes and try not to smile or laugh. Enjoy the laughter and happiness that comes with it.
- Thank the children for coming and follow your goodbye routine.



Use the flashcards to review the key language and the ASL signs from Lesson 1.

Explore the World Laugh Lesson 2

Lesson Objectives

- focus on shared experiences that build healthy relationships and self-expression
- make healthy choices
- listen attentively and respond appropriately to cues
- take risks in a group environment using their bodies, creativity, and voices.

Key Language Review

scissors, basketball, climbing, hopscotch, jump rope

Material

pictures of people laughing in different ways

Teacher Tip

It is important to emphasize the difference between *laughing with* and *laughing at*. Laughter shouldn't come at someone's expense. Transitioning from a boisterous activity to a calm one is a life skill that takes practice and support.

Warm Up

Track 21

Gather the children and ask how they are feeling today. Play the instrumental version of the *Tree of Life Song – Laugh*. Explore the different ways people laugh. Ask the children to demonstrate a high-pitched giggle, a big belly laugh etc. You can share video clips of laughter if desired.

Mindfulness through movement

Track 22

- Invite the children to stand up.
- Make a pose with your body and invite them to mirror you. Say **Freeze!**
- Slowly change your pose and your facial expression. Strike a silly pose and freeze. Have them mirror your movements.
- Play the audio and move together.

Using the Student's Book

Eye Spy

- Draw the children's attention to pages 20 and 21. Give them time to explore the entire scene.
- Invite them to engage in the *Eye Spy* game. They have to look for the objects and shapes on the right-hand column on page 21. Fast finishers can look for additional things they know (actions, clothes, feelings, colors).
- The items are a basketball (with Luna), a jump rope (with Lucy), a hopscotch (the one Amelia's playing with), a pair of scissors (with Ms. Williams), and a rope climbing wall (where Oliver and Hazel are playing).

Silly Cutouts

Track 22

- Ask the children to turn to the Explore the World cutouts on p. C5 of their Student's Book. Help them cut them out and glue the cutouts to sticks.
- Play the audio and invite the children to have fun and dance to the music.
- When the music stops, tell them to use two cutouts (one on each hand) to make silly faces, mixing the crown with the glasses, or the top hat with the mouth etc.

- Take silly pictures of the children that can be printed or shared in a digital format with their family.

Wrap Up

Mindful closing

- Invite the children to sit in a circle.
- Have them reflect: What makes me laugh? Does everyone laugh at the same things?
- Fake laughter starts awkwardly but grows suddenly and explodes with glee.
- Say **Let's fake laugh together**. Pretend to laugh and ask the children to mirror you. Keep doing it and naturally watch it becoming really funny.
- Stop. Focus on breathing in and breathing out. Tell the children to observe how the body feels after laughing.
- Finally, thank the children for coming and follow your goodbye routine.



