

Unit 1

Back to School

Music Development

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

Dynamic Digital

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

Unit Objectives

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

Key Language

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

Storysong

Making a Picture!

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



Action Song

What Is It?

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



Mathematical Thinking

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

Personal & Social Development

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

Discovery & Knowledge of the World

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

Unit 1 Back to School

Physical & Health Development

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

Language & Communication

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

Creative Artistic Expression

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



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

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

Key Language Review: book, crayon



Lesson Objectives

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

Key Language

backpack, glue stick, marker, paintbrush, black

Key Language Review

book, crayon, eyes, colors, 1–3

Materials

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

Teacher Tip

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

Warm Up



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



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

Using the Student's Book

1 Listen, point, and say.



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

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

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



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



3 Circle the black crayon.

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

Musical Notes



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

ASL Activity



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

Activity Book Fun



CD 1, Track 5

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



AB P.4

AB P.2

Wrap Up



Put some school objects inside a bag. Ask the children to sit in a circle. Play some music and ask them to pass around the bag. Stop the music and ask the child with the bag to take out a school object and say its name. Do the *Goodbye Bebop* routine (see p. 15).



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



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



The children can play the interactive games on the app to practice the key language from Lesson 1.



Lesson Objectives

- use key language in a sentence
- understand how to ask for something
- practice a dialog
- practice listening comprehension
- improve visual and auditory discrimination
- strengthen fine motor skills
- improve hand-eye coordination

Key Language

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

Key Language Review

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

Materials

- real school objects, music or a tambourine

Teacher Tip

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

Warm Up

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

Using the Student's Book

1 Point and say the school objects.

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

2 Listen and circle the correct school object.

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

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

3 Listen and say with a friend.

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

ASL Activity

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

Activity Book Fun



Have the instrumental version of the

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



Wrap Up

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





Lesson 2



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

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

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

Storysong

Lesson 3

1



2



3



4



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

Key Language: 11

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

Lesson Objectives

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

Key Language

11

Key Language Review

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

Materials

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

Early Literacy Notes

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

Warm Up

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



Using the Student's Book

1 Listen and point to the pictures.

- Point to the pictures and ask the children to tell you which school objects they see.
- Ask them to tell you what they think the Storysong is about.
- Play the CD as you point to the pictures.
- Play it again and ask the children to point to the pictures.



2 Sing the Storysong: Making a Picture!

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



3 Count the paintbrushes in the story.

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

Musical Notes



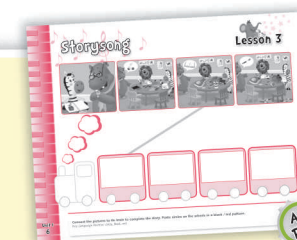
The children work in teams to sequence numbers. Prepare a set of papers for each team, with a number from 1 to 11 on each piece of paper. Put a line of tape on the floor for each team. Give the teams their numbers in a random order. Play the instrumental version of the Storysong. Say **Find number 1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



Activity Book Fun



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



AB P.6

Wrap Up

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



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



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



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

Lesson Objectives

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

Key Language Review

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

Materials

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

Early Literacy Notes

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

Warm Up

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

Using the Student's Book

1 Listen and sing the Storysong.

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

2 Find and circle the three differences between the pictures.

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

3 Act out the story with the cut-outs.



- Ask the children to turn to the Storysong cut-outs on p. 71 of their Student's Book. Help them to cut them out.

- Play the CD again. Ask the children to hold their cut-outs and act out the Storysong as they listen to it.
- Ask them to work in pairs and retell the story using their cut-outs. Encourage them to use the English words they have learned so far.

ASL Activity



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

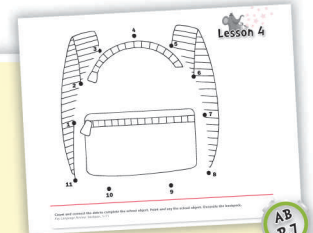
Activity Book Fun



CD 1, Track 5

Have the instrumental version of the

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



Wrap Up

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

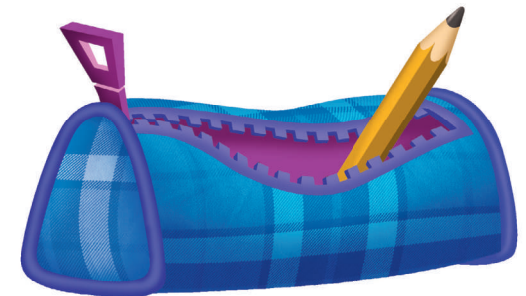
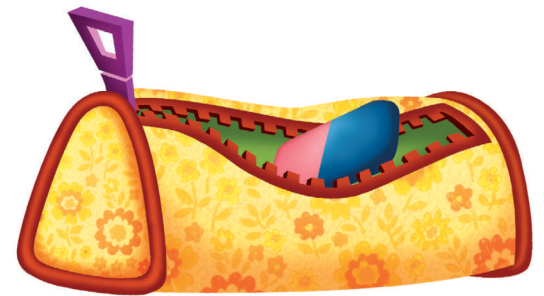
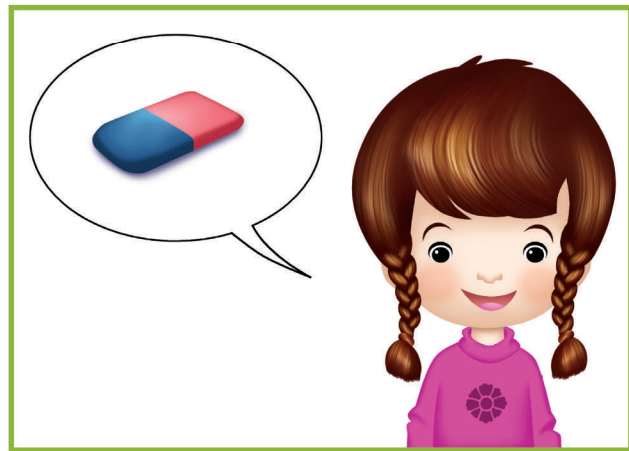
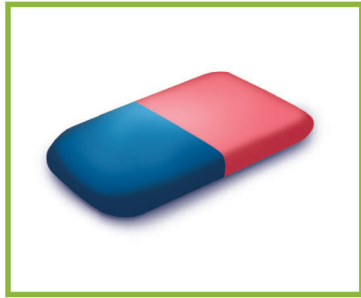




Lesson 4



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



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

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

Key Language Review: table

Lesson Objectives

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

Key Language

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

Key Language Review

backpack, book, paintbrush, table

Materials

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

Teacher Tip

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

Warm Up

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

Using the Student's Book

1 Listen, point, and say.

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

Audioscript: table, eraser, pencil, pencil case

2 Listen and circle the correct picture.

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

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

3 Listen and say with a friend.

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

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

ASL Activity

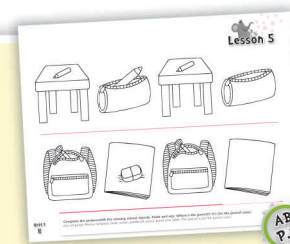


Place the flashcards of the school objects on the board. Invite two children to go to the back of the classroom. Make the sign for one of the objects. Have the children run, circle the correct school object, and name it. The winner continues the game by making the sign for another word.

Activity Book Fun



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



Wrap Up

Put some real school objects on the table or in a pencil case. Invite a child to go to the front. Ask **Where's the eraser?** Have them answer **It's (in) the (pencil case).** Repeat with other children. Do the *Goodbye Bebop* routine.



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



Use the worksheets in the Letter Work Program to teach the children how to form letters and the sounds of letters.



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

Lesson Objectives

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

Key Language

few, many

Key Language Review

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

Materials

- real classroom objects, hula hoops, dough

Content-based Learning

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

Warm Up

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

Using the Student's Book

1 Count the school objects.

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

2 Circle the picture that has a few pencils.

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

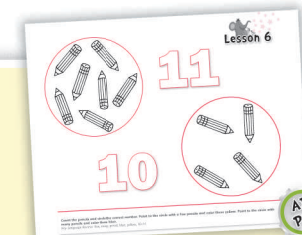
3 Circle the picture that has many markers.

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

Activity Book Fun



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



Wrap Up

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





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

Key Language: few, many

Key Language Review: marker, pencil, 1–8

Action Song

Lesson 7



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

Key Language: draw, paint

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

Lesson Objectives

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

Key Language

draw, paint

Key Language Review

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

Materials

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

Teacher Tip

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

Warm Up

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



Using the Student's Book

1 Listen and do the actions.

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



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

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



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

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

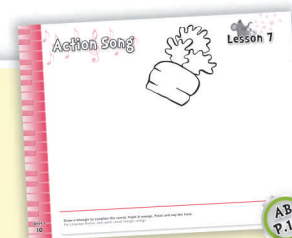
Musical Notes

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



Activity Book Fun

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



Wrap Up

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



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



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



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

Lesson Objectives

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

Key Language Review

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

Materials

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

Teacher Tip

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

Warm Up

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

Using the Student's Book

1 Point and say the school objects.

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

2 Connect the missing objects to the correct picture.

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

ASL Activity



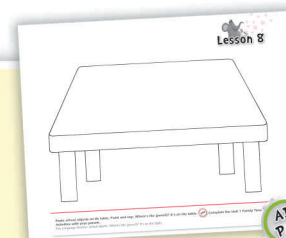
Put different quantities of real school objects into different shoe boxes. Cover the shoe boxes with brightly colored tissue paper. Invite a child to go to the front and punch one of the boxes. Ask them to touch one of the school objects that is inside, without looking. Have them tell you what it is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

Activity Book Fun



Have the instrumental version of the

Action Song playing in the background. Ask the children to glue magazine cut-outs of school objects onto the picture of the table. Then ask them to point to the school objects they glued and say **Where's the (pencil)? It's on the table.** Ask parents and children to complete the Unit 1 Family Time Activities together (p.68 in their Activity Book).



AB
p.11

AB
p.68

Wrap Up




Display the two sets of pictures of the school objects on the board. Put a table and a box at the front of the classroom. Divide the class into two teams. Invite a member of the first team to the front and say **Put the eraser on the table / in the box.** If the child does it correctly, they get a point for their team. The team with the most points wins the game. Then ask the children to turn to their My Progress chart on p. 68 in their Student's Book. Ask them to color the number for Unit 1. Do the *Goodbye Bebop* routine.





Lesson 8



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