Unit 6

Farmer Joe's Farm

Unit Objectives

- learn to name farm animals
- learn three actions
- understand how to describe how many animals there are
- understand and reply to questions about color
- understand *yes* and *no*
- count to 18 and recognize numerals 17 and 18
- recognize and name the color gray
- understand a song about chicks hatching
- retell a story with different characters and show interest in illustrations and print in books
- learn where eggs, milk, and wool come from

Key Language

- farm animals: *chick, cow, duck, hen, horse, rabbit, rooster, sheep*
- grammar phrase 1: *There are (two) (roosters) on the farm.*
- grammar phrase 2: *What color is the (horse)? The (horse) is (gray).*
- action verbs: *gallop, run, swim*
- answers: *no, yes*
- numbers: *17, 18*
- color: *gray*

Music Development

This unit focuses on combining parts to make a whole, forming words into sentences, and sentences into stories. In music, each song consists of the same parts (notes, chords, instruments); it is how the parts are put together that makes each song different from the next. Play the *Bebop* songs and draw attention to differences and similarities. Have the children add details to stories and illustrations to increase creativity and encourage critical thinking.

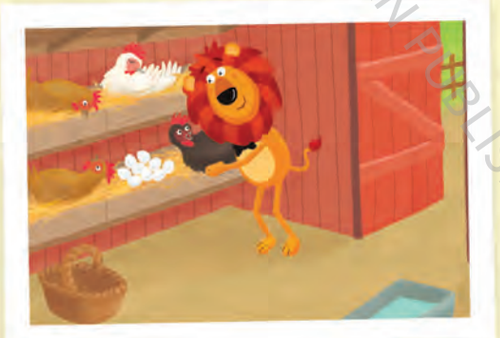
Dynamic Digital

Extend the topic of farmyard animals with the Easter Festival Lesson on the Teacher's Resource Center. The lesson gives clear instructions, plus a template, for making a "hidden chick" hatching out of an egg. This activity will support the children's understanding of where chicks come from, and the process of making their "hidden chick" will develop fine motor skills. Have them decorate their eggs / chicks and make a Spring display around the classroom.

Storysong

A Special Day

This unit's Storysong is about hens and chicks. Develop cognitive skills by asking the children to imagine that the *Bebop* Band find different animals and their babies on the farm, and to retell the story. Promote print motivation by showing them the components of a real book. Have them make their own farmyard picture book.



Action Song

Fun at the Farm

Listening and doing actions to the beat of a tambourine, or clapping hands, not only develops balance and coordination, it also develops auditory discrimination and helps to foster memory for ordering information – an important tool for later academic activity.

MACMILLAN EDUCATION
SAMPLE FOR PROMOTIONAL USE ONLY
© MACMILLAN PUBLISHERS LTD

Unit 6
Farmer Joe's Farm

Mathematical Thinking

count to 18 and recognize numerals 17 and 18 (L2–L4, L6–L8)
recognize shapes (L1, L5)
develop critical thinking (L2, L3, L6)
learn to sequence (L3)
learn to follow a pattern (L3)
learn to classify (L1, L6)

Personal & Social Development

learn to take turns (L4, L5, L8)
listen to and follow instructions (L4, L5, L7, L8)
learn to play with others (L3–L5, L7, L8)
empathize with a character (L3)

Discovery & Knowledge of the World

learn about animal sounds (L1, L3, L4)
learn about a farm (L1–L4)
learn about baby animals (L3)
learn where eggs, milk, and wool come from (L3, L6)
listen to different kinds of music (L1, L3, L7)

Physical & Health Development

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

Language & Communication

learn new vocabulary (L1, L5, L7)
communicate using new language (L2, L4, L5, L8)
understand new grammar phrases (L2, L5)
practice a dialog (L2, L5)
practice listening comprehension (L1, L2, L5)
understand a story about chicks hatching (L3, L4)
retell a story with different characters (L3)
show interest in illustrations and print in books (L4)
understand and use American Sign Language (ASL) (L1, L2, L4, L5, L8)

Creative Artistic Expression

act out a story (L4)
role-play being a farm animal (L3, L4, L7, L8)
use colors for a purpose (L1, L3–L5, L8)
explore different textures (L2–L5, L8)
decorate eggs and a chick (L4, L8)
manipulate dough to achieve a planned effect (L2, L8)
make a farm collage (L4)
express preferences through drawing (L1, L3)
tell a story through drawing (L3, L4)
sing songs (L1, L3, L7)
create movement in response to music (L1, L3, L7)

SAMPLE FOR PROMOTIONAL USE ONLY © MACMILLAN PUBLISHERS LTD

Unit 6

Farmer Joe's Farm

Lesson 1

Listen, point, and say. Sing the song: *Animal Sounds*. Circle the dog with gray.
Key Language: chick, cow, hen, rooster, gray
Key Language Review: dog, mouse

SAMPLE FOR PROMOTIONAL USE ONLY ©
MACMILLAN EDUCATION

Unit 6

Lesson 1

Lesson Objectives
- learn to name four farm animals
- review two animals
- recognize and name the color gray, and learn to classify objects by color
- practice listening comprehension
- sing a song about farm animals
- strengthen fine motor skills
- improve hand-eye coordination
- improve visual and auditory discrimination
- find out about farm animals

Key Language
chick, cow, hen, rooster, gray

Key Language Review
dog, mouse, square

Materials
- gray marker pen, large paper

Teacher Tip
Ask the children to tell you which farm animals they know. Ask them to prepare at home a very short and simple "show and tell" of the farm animal they like the most and present it to their classmates.

Warm Up
TE P.15

Introduce the lesson by playing *The Bebop Band* song as the children come into class. Have them dance around the classroom. Do the *Hello Bebop* routine (see p. 15). Show the flashcard of the chick. Say **chick** and ask them to repeat. Do the same with the other flashcards. Display the flashcards on the board. Invite a child to come to the front. Say the name of an animal and have them draw a square around the correct flashcard.

Using the Student's Book

1 Listen, point, and say.

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

Audioscript: chick, cow, dog, hen, mouse, rooster

2 Sing the song: *Animal Sounds.*

TE P.21

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

3 Circle the dog with gray.

- Show the flashcard of *gray*. Point to it and say **gray**. Ask the children to repeat.
- Ask them to look for gray objects around the classroom.
- Elicit from them which *Bebop* character is gray.
- Ask them to look for the dog in the picture. Have them circle the dog using a gray color.

Musical Notes

Having the children listen to the Storysong instrumental, relax, and draw with their group reinforces comprehension of words, creative representation, and cooperation. Prepare large paper for the groups.

Play the instrumental version of the Storysong. Ask the groups to draw animals on a farm. Make sure you include the color gray in their choice of crayons and encourage them to use it for at least one animal. Ask the groups to show and describe their drawings, using key language they know in English, such as the name of the animals, color, size, and number.

ASL Activity

Make the sign for the word *chick* as you say **chick.** Ask the children to repeat. Do the same with the other flashcards. Display the flashcards on the board. Invite a child to come to the front and make the sign for one flashcard. Ask the other children to say the word and pretend they are that animal by making the correct sound.

Activity Book Fun

Have the instrumental version of the Storysong playing in the background. Ask the children to connect the animals to the shadows. Then have them point and say the animals.

Wrap Up
TE P.15

Give the children a sheet of paper. Ask them to draw their favorite farm animal. Decorate the classroom with their drawings. 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.

SAMPLE FOR PROMOTIONAL USE ONLY © MACMILLAN PUBLISHERS LTD 2014

Unit 6

Lesson 2

Lesson Objectives
- use key language in a sentence
- understand how to describe how many animals there are
- practice a dialog
- practice listening comprehension
- practice counting
- improve visual and auditory discrimination
- develop critical thinking
- strengthen fine motor skills
- improve hand-eye coordination

Key Language
There are (two) (roosters) on the farm.

Key Language Review
chick, cow, hen, rooster, 1–6, How many (roosters) are there?

Materials
- dough

Teacher Tip
If possible, take the children to a real farm or ask them to go to a real farm with their family. Then have them talk about their experience and say which farm animals they saw and how many there were.

Warm Up
Do the *Hello Bebop* routine. Draw three chicks on the board and, below, numbers 3, 5, and 8. Point to the chicks and ask **How many chicks are there?** Then ask the children to count along with you. Invite a child to go to the front and circle the correct number. Repeat with other children, varying the animals and the numbers.

Using the Student's Book

1 Point and say the animals.
- Draw the children's attention to the animals that are on the page. Ask them to point and say the name of the animals.

2 Count the animals in each picture.
- Draw the children's attention to the pictures of the cows. Ask them to count the cows in the first picture and then the cows in the second picture. Do the same with the pictures of the other animals.

3 Listen and circle the correct picture. CD 2, Track 13
- Play the CD and ask the children to listen as they point to the speakers.
- Play it again and stop it after the first dialog. Ask them to circle the correct picture. Continue until you finish.

Audioscript: Adult: How many roosters are there? **Ollie:** There are two roosters on the farm. **Adult:** How many chicks are there? **Elis:** There are four chicks on the farm. **Adult:** How many cows are there? **Tilly:** There are three cows on the farm.

4 Listen and say with a friend. CD 2, Track 13
- Play the CD again. Stop it after the question *How many roosters are there?* Ask the children to repeat.
- Play it again and stop it after the sentence *There are two roosters on the farm.* Ask them to repeat. Continue until you finish.
- Have the children work in pairs and ask them to say the dialog as they point to the correct pictures in their Student's Book.

ASL Activity
Display the flashcards of the animals on the board. Invite a child to come to the front. Point to a flashcard and ask them to say the word and do the correct sign.

Activity Book Fun
CD 2, Track 13
Have the instrumental version of the Storysong playing in the background. Ask the children to count the animals in each square, and then have them color the circle with the correct number. Ask them to point and say with a friend **How many (chicks) are there? There are (four) (chicks) on the farm.**

Wrap Up
Ask the children to model different numbers of farm animals with dough. Point to the farm animals and ask them **How many (chicks) are there?** Let them count the animals aloud and say the correct number. Do the *Goodbye Bebop* routine.

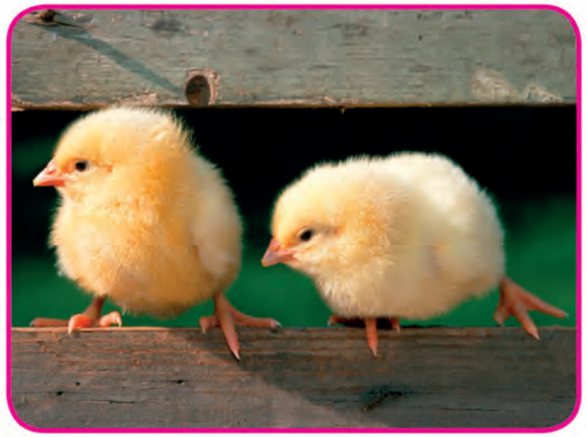
SAMPLE FOR PROMOTIONAL USE ONLY © MACMILLAN PUBLISHERS LTD EDUCATION

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

The development charts help you to check your children's developmental progress.

The children can use the flashcards to show their parents the words and ASL signs they know.

Lesson 2

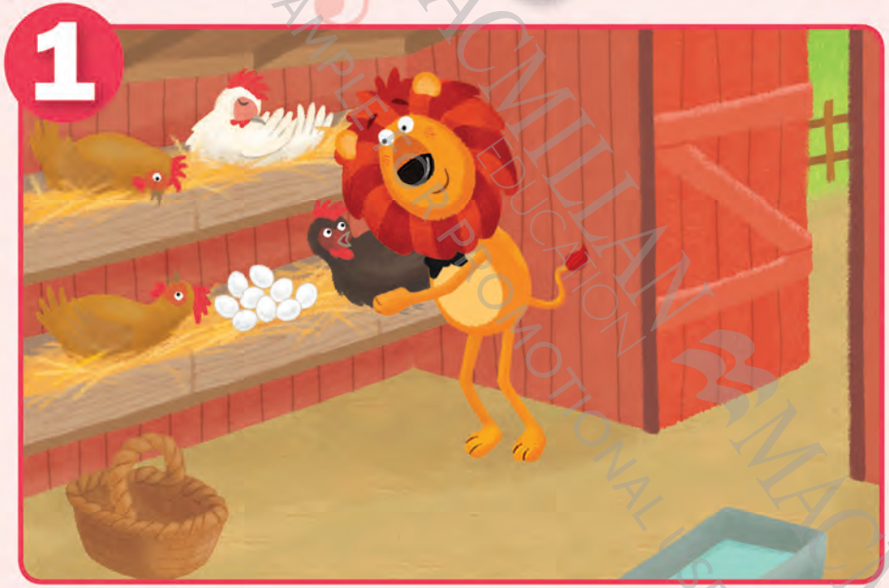


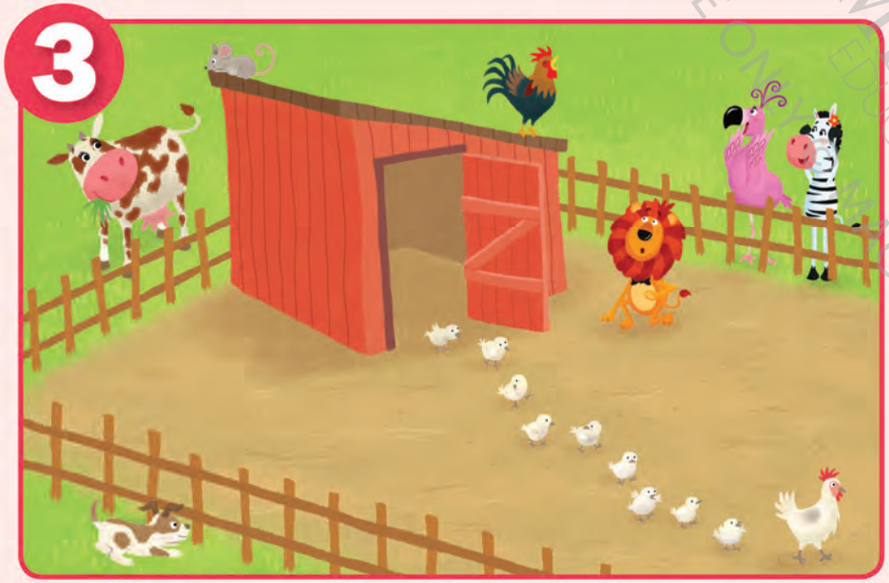
Point and say the animals. Count the animals in each picture. Listen and circle the correct picture. Listen and say with a friend.
Key Language: There are (*two*) (*roosters*) on the farm.
Key Language Review: chick, cow, rooster, 1–4, How many (*roosters*) are there?

SAMPLE FOR PROMOTIONAL USE ONLY © MACMILLAN PUBLISHERS LTD
MACMILLAN EDUCATION

Storysong

Lesson 3





Listen and point to the pictures. Sing the Storysong: *A Special Day*. Count the chicks in picture 4.
Key Language: 17, 18
Key Language Review: chick, cow, dog, hen, mouse, rooster, black, white, 1–16

MACMILLAN EDUCATION
SAMPLE PROMOTIONAL USE ONLY
© MACMILLAN PUBLISHERS LTD

Unit 6

Storysong

Lesson 3

Lesson Objectives
- understand a story about chicks hatching on a farm
- retell a story with different characters
- develop directional tracking
- count to 18 and recognize numerals 17 and 18
- develop critical thinking
- learn about baby animals
- improve auditory discrimination
- improve hand-eye coordination
- strengthen fine and gross motor skills
- review colors
- explore the texture of tissue paper

Key Language
17, 18

Key Language Review
chick, cow, dog, hen, mouse, rooster, black, brown, gray, pink, red, white, 1–16

Materials
- brown and pink tissue paper circles, glue sticks

Warm Up

Introduce the lesson by playing *The Bebop Band* song as the children come into class. Ask them to tap on the table, following the rhythm. Do the *Hello Bebop* routine. Say the name of an animal and ask them to pretend to be that animal and make its sound.

Early Literacy Notes

As a class, use different animals to make a new version of the Storysong. For example, you could have a cat with kittens or a dog with puppies. Then make a big book with the whole class about the new story. Let the children work as a group drawing the pictures. If possible, ask them to go to other classrooms and tell their story to other children, using the big book.

Using the Student's Book

1 Listen and point to the pictures.

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

2 Sing the Storysong: *A Special Day*.

- Play the CD again and ask the children to point to the farm animals as they are mentioned in the Storysong.
- Play it again and ask them to sing the chorus along with you.

Musical Notes

Play a game about animals on the farm. This reinforces the idea of parts making a whole and use of descriptive words. Play the instrumental version of the Storysong. Stand in a circle, holding hands. Go to the middle and say **There are many animals on this farm! The farmer has two red roosters** and tap two children on the shoulder. Ask those children to come to the middle and pretend to be a rooster. Repeat by saying **The farmer has three gray cows** and tap three children on the shoulder. They come to the middle and pretend to be cows. Continue the game with other farm animals. The circle gets smaller and the whole farm grows!

3 Count the chicks in picture 4.

- Write number 17 on the board. Point to it and say **seventeen**. Ask the children to repeat after you. Do the same with number 18.
- Draw 18 chicks on the board numbered 1 to 18 below. Point to the chicks and ask the children to count along with you.
- Have them count the chicks in picture 4 of the Storysong and tell you how many there are.

Activity Book Fun

Have the instrumental version of the Storysong playing in the background. Ask the children to connect the zoomed-in section from the Storysong to the train to complete the story. Point to the steam and ask whether they can remember what it is. Ask them to color it gray. Then give them brown and pink paper circles. Ask them to roll the circles into balls and glue them on the wheels in a three brown, four pink pattern.

Wrap Up

Give the children a sheet of paper. Ask them to draw their favorite part of the story. 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.

SAMPLE FOR PROMOTIONAL USE ONLY © MACMILLAN PUBLISHERS LTD

Unit 6

Lesson 4

Lesson Objectives
- develop print motivation
- act out a story with cut-outs
- practice counting to 18 and recognize the numerals 17 and 18
- strengthen fine motor skills
- improve visual discrimination
- improve hand-eye coordination
- review colors
- explore the texture of paint
- fingerpaint some eggs

Key Language Review
chicks, cow, dog, hen, mouse, rooster, black, white, yellow, 1–18, How many (chicks) are there? There are (18) (chicks) on the farm.

Materials
- smocks or aprons, bag, music, yellow paint, cut-outs of farm animals, pieces of construction paper, glue sticks

Early Literacy Notes
Show the children a book. Explain the parts of a book: cover, title, author, back cover, pages, illustrations. Give them some sheets of paper. Ask them to invent a story about the farm animals and draw pictures to make a mini-book. Let them exchange their books, so that other children can see them. Don't forget to write the children's names on the covers.

Warm Up
Do the *Hello Bebop* routine. Put the flashcards of the farm animals inside a bag. Play some music and ask the children to pass the bag. Stop the music and ask the child who's holding the bag to take out a flashcard. Then ask them to say the name of the animal and ask the other children to pretend to be that animal.

Using the Student's Book

1 Listen and sing the Storysong.

CD 2, Track 16

- 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.

TE P.21

2 Connect the animals to their places in the picture.

- Turn back to Lesson 4. Draw the children's attention to the animals at the top of the page and ask the children to name them.
- Point to the hen and ask them to tell you where they think the hen should be in the scene. Let them answer in Language 1.
- Ask them to draw a line to connect the hen to the correct place. Repeat with the pictures of the cow and the mouse.

3 Act out the story with the cut-outs.

CD 2, Track 16

- Ask the children to turn to the Storysong cut-outs on p. 81 of their Student's Book. Help them to cut them out.
- Play the CD again. Ask them to hold their cut-outs and act out the Storysong as they listen to it.
- Ask some children to come to the front and retell the story using their cut-outs. Encourage them to use the English words they have learned so far.

SB P.81

ASL Activity
Say and do the sign for an animal and ask the children to make the sound and walk around the classroom pretending they are that animal, as you play some music.

Activity Book Fun

CD 2, Track 17

Have the instrumental version of the Storysong playing in the background. Ask the children to count the chicks. Then ask them to fingerpaint the chicks yellow using their index finger. Have them point and say with a friend **How many chicks are there? There are (18) chicks on the farm.**

AB P.47

Wrap Up
Form groups and give each group a piece of construction paper. Have them glue cut-outs of farm animals to make a collage. Then have them exchange their collages with another group, count the animals in the collage, and say **There are (two) (cows) on the farm.** Do the *Goodbye Bebop* routine.

Encourage the children to sing along to the animated Storysong.

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

The children can make the ASL signs they know while they are watching the animated Storysong.

SAMPLE FOR PROMOTION USE ONLY © MACMILLAN PUBLISHERS LTD

Lesson 4

Listen and sing the Storysong. Connect the animals to their places in the picture. p81 **Act out the story with the cut-outs.**

Key Language Review: chick, cow, dog, hen, mouse, rooster

SAMPLE FOR PROMOTIONAL USE ONLY © MACMILLAN PUBLISHERS LTD

Listen, point, and say. Listen and circle the gray animals. Listen and say with a friend.
Key Language: duck, horse, rabbit, sheep, What color is the (*horse*)? The (*horse*) is (*gray*).
Key Language Review: cat, fish, black, brown, gray, white

SAMPLE FOR PERSONAL USE ONLY © MACMILLAN PUBLISHERS LTD

Unit 6

Lesson 5

Lesson Objectives

- learn to name four farm animals
- review two animals
- put key language in a sentence
- understand and reply to questions about color
- practice a dialog
- practice listening comprehension
- improve visual and auditory discrimination
- strengthen fine motor skills
- improve hand-eye coordination
- follow a color key

Key Language

duck, horse, rabbit, sheep, What color is the (horse)? The (horse) is (gray).

Key Language Review

cat, fish, triangle, black, brown, gray, white

Materials

- stuffed toy animals (optional), two fly swatters

Teacher Tip
Ask the children to bring stuffed toy animals to class and pretend to have a petting farm area in the classroom. Let them feel the textures and describe their color and size.

Warm Up

Do the *Hello Bebop* routine. Show the flashcard of the duck. Say **duck** and ask the children to repeat after you. Do the same with the other flashcards. Display the flashcards on the board. Invite a child to come to the front and pretend to be the animal that you say.

Using the Student's Book

1 Listen, point, and say.

CD 2, Track 15

- Draw the children's attention to the pictures that are on the page. Ask them to tell you what they can see.
- Play the CD and point to the correct parts of the picture.
- Play it again and ask the children to point to the correct parts of the picture.
- Play the track one more time and ask them to say the animals.

Audioscript: cat, duck, fish, horse, rabbit, sheep

2 Listen and circle the gray animals.

CD 2, Track 16

- Play the CD. Ask the children to listen to the dialogs and point to the correct animals.
- Play it again and have them circle the gray animals.

Audioscript: **Adult:** What color is the horse? **Lucy:** The horse is gray. **Adult:** What color is the duck? **Maria:** The duck is brown. **Adult:** What color is the sheep? **Frankie:** The sheep is white. **Adult:** What color is the rabbit? **Paul:** The rabbit is gray.

3 Listen and say with a friend.

CD 2, Track 16

- Play the CD again. Stop it after the question *What color is the horse?* Ask the children to repeat.
- Play it again and stop it after the sentence *The horse is gray.* Ask them to repeat. Continue with the remaining dialogs.
- Ask the children to sit in pairs and say the dialog, pointing to the animals in their Student's Book.

ASL Activity

Display the flashcards of the farm animals on the board. Point to the duck, say the word, and make the correct sign. Ask the children to repeat after you. Then invite a child to come to the front. Ask them to make the sign for a farm animal and ask the other children to say the word.

Activity Book Fun

CD 2, Track 17

Have the instrumental version of the Action Song playing in the background. Ask the children to color the key and then find and color the animals according to the key. Finally, ask them to point and say with a friend **What color is the (horse)? The (horse) is (gray).**

Wrap Up

Display the flashcards of the farm animals on the board. Invite two children to go to the front. Give each of them a fly swatter and say **It's (gray)**. Have them hit the correct picture. The first one to do so wins. 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.

SAMPLE FOR PROMOTIONAL USE ONLY © MACMILLAN PUBLISHERS LTD

Unit 6

Lesson 6

Lesson Objectives
- learn where animal products come from
- develop critical thinking
- improve visual discrimination
- strengthen fine motor skills
- improve hand-eye coordination
- practice counting

Key Language Review
cow, hen, sheep, 1–18

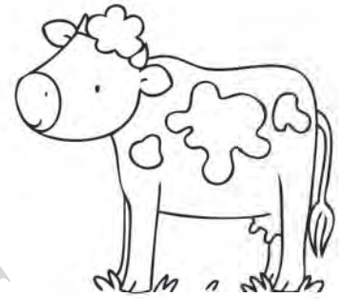
Materials
- a real empty milk carton and a ball of yarn; glue sticks; pictures of different products we obtain from the cows, sheep, and hens; a bag

Content-based Learning

Animals provide us with food, medicines, clothing, and other products important to our daily lives. The children should learn about and understand animals, because we depend on them to survive.

Warm Up

Do the *Hello Bebop* routine. Show the milk carton. Ask the children if they know which farm animal produces the milk they drink. Let them answer. Then show the ball of yarn and do the same. Elicit from the children other products they know that cows or sheep produce. Talk about the importance of the farm animals in our lives and about all the products we obtain from them.



Using the Student's Book

1 **Connect the dots to complete the animals.**

- Draw the children's attention to the dots. Elicit from them which farm animals they think are formed by the dots. Ask them to count and connect the dots to complete the pictures.

2 **Paste a picture of something that comes from the animal.**

- Ask the children to glue a picture of a product we obtain from the cow, like cheese, butter, or milk, in the rectangle next to the cow.
- Give them a small piece of yarn to glue next to the sheep.

Activity Book Fun

Have the instrumental version of the Action Song playing in the background. Ask the children to point and say the animals. Then have them follow the paths with a finger to connect the animals to the food. Ask them to follow the paths again with two different colors.

Wrap Up

Display the flashcards of the cow, the sheep, and the hen on the board and put the pictures of the products that we obtain from them inside a bag. Invite a child to come to the front, take out a picture from the bag, and put it below the correct animal. Do the *Goodbye Bebop* routine.

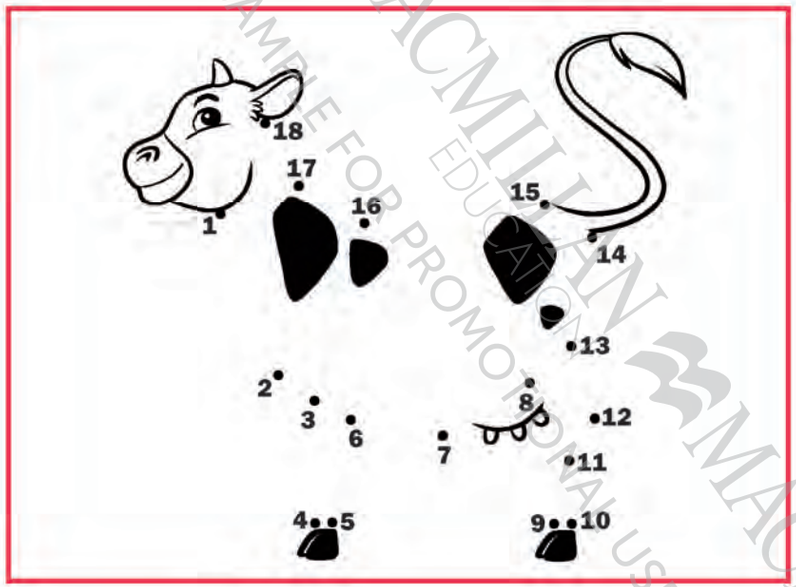
SAMPLE FOR PROMOTIONAL USE ONLY © MACMILLAN PUBLISHERS LTD

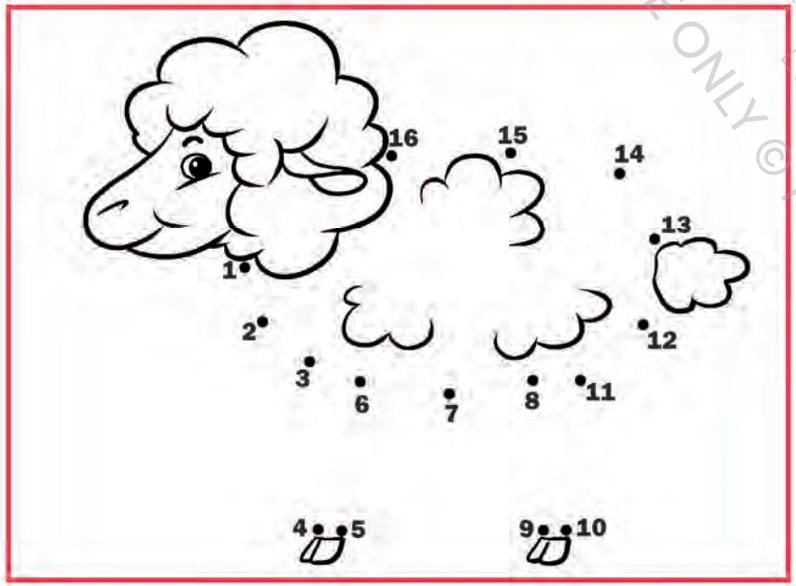
Watch the flashcards to review the key language and ASL signs from Lesson 5.

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

The children can use the flashcards to say and sign the unit's key language with their parents.

Lesson 6





Connect the dots to complete the animals. Paste a picture of something that comes from the animal.
Key Language Review: cow, sheep

MACMILLAN EDUCATION
SAMPLE FOR PROMOTIONAL USE ONLY © MACMILLAN PUBLISHERS LTD

Action Song

Lesson 7

Listen and do the actions. Sing the Action Song: *Fun at the Farm*. Find and circle the rooster.
Key Language: gallop, run, sleep, swim, no, yes
Key Language Review: dog, fish, horse, rooster, 16–18

SAMPLE FOR PROMOTIONAL USE ONLY © MACMILLAN PUBLISHERS LTD

Unit 6

Action Song

Lesson 7

Lesson Objectives
- learn three actions
- understand *yes* and *no*
- develop gross motor skills
- practice counting
- improve auditory discrimination skills
- learn to follow instructions

Key Language
gallop, run, swim, no, yes

Key Language Review
dog, duck, fish, horse, rabbit, rooster, sheep, sleep, red, 16–18

Materials
- tambourine (optional), music

Teacher Tip
Ask the children to do the actions quickly, slowly, or to stop, following the beat of a tambourine or your hands as you clap. Neural pathways that develop as a result of physical activity can be later used for academic activity, helping to prepare the children for the reading and writing process in the future.

Warm Up

Introduce the lesson by playing *The Bebop Band* song as the children come into class. Ask them to move around the classroom, pretending to be the farm animal that you say. Do the *Hello Bebop* routine. Gallop around the classroom and say **gallop**. Ask the children to repeat and gallop around the classroom as you play some music. Repeat with the other actions.

Using the Student's Book

1 Listen and do the actions.

- 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. TE p.21
- Play the CD and have them point to the actions they see in the pictures as they listen to the song.
- Play it again and ask them to do the actions as they are sung.

2 Sing the Action Song: *Fun at the Farm.*

- 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.

Musical Notes

Play the instrumental version of the Action Song and reinforce key language, actions, and numbers while doing this action sequence to music. When counting aloud, reinforce the final number by stating it again at the end. Say **Swim over there** (point to opposite wall). Once the children are there, say **Swim on the spot to the beat. Count to 17.** Say **Gallop over there** (point to opposite wall). Once they are there, say **Gallop on the spot to the beat. Count to 18.** Continue with other actions, if you wish.

3 Find and circle the rooster.

- Draw the children's attention to the animals that are in the picture.
- Ask them to find and circle the rooster using their red crayon.

Activity Book Fun

Have the instrumental version of the Action Song playing in the background. Ask the children to do the actions shown in the boxes. Ask them to point to and say each animal. Ask them if it moves like the action shown in the first picture in the row. If it does, they should circle the animal.

Wrap Up

Play "Charades." Invite a child to come to the front. Whisper **gallop**. Have them gallop around the classroom and ask the other children to guess what they are doing. The first one to guess comes to the front to continue with the game. Vary the actions you say each time to review all of them. Do the *Goodbye Bebop* routine.

Play the Action Song video and ask the children to do 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.

SAMPLE FOR PROMOTIONAL USE ONLY © MACMILLAN PUBLISHERS LTD MACMILLAN EDUCATION

Unit 6

Lesson 8

Lesson Objectives

- review key language and concepts
- review colors
- practice counting
- improve visual discrimination
- learn to take turns
- complete a chick using handprints
- explore the texture of paint

Key Language Review

chick, cow, duck, hen, horse, rabbit, rooster, sheep, black, brown, gray, yellow, white, 1–6, What color is the (hen)? The (hen) is (brown).

Materials

- dough (optional), several dice, small bottle caps of different colors, yellow paint, smocks or aprons

Teacher Tip

Give the children some dough to model farm animals while you call them up one by one to make the handprints in their Activity Book. Don't forget to put them in an art apron so they don't paint their clothes.

Warm Up

Do the *Hello Bebop* routine. Play "Animal Charades." Invite a child to come to the front. Whisper the name of an animal and ask them to pretend to be that animal. Have the other children guess the animal. Whoever guesses correctly comes to the front to do the next charade.

Using the Student's Book

1 Point and say the animals.

- Draw the children's attention to the animals. Ask them to point and say the names of the animals they see.

2 Play the "Farm Animal" game.

- Ask the children to sit in pairs. Give each pair a die and two bottle caps of different colors.
- Ask a child to roll the die. Have them count the squares to get to the correct number.
- Ask them to point to the animal that is in that square and say **What color is the (hen)?** Have the other one say **The (hen) is (brown)**. The first one to finish wins the game.

ASL Activity

Ask the children to play the "Farm Animal" game by saying the name of the animal and doing the correct sign for that word when landing on a square.

Activity Book Fun

AB P.51

AB P.73

Have the instrumental version of the Action Song playing in the background. Ask the children to paint the chick yellow. Then have them make the wings by putting yellow handprints on both sides of the chick. Have them point and say with a friend **What color is the (chick)? The chick is (yellow)**. Ask parents and children to complete the Unit 6 Family Time Activities together (p. 73 in their Activity Book).

Wrap Up

SB P.69

Ask the children to sit in a circle and play the "Duck, Duck, Hen" game: invite a child to be "it" and walk around the circle. As they walk around, they have to tap the other children's heads and say whether they are a "duck" or a "hen." Once someone is the "hen," they have to get up and try to chase "it" around the circle. The goal is for the child who is "it" to sit down in the "hen's" spot. If "it" is not able to do this, they continue playing. If "it" is successful, then the one who was the hen becomes "it" for the next round and the game continues. 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 6. Do the *Goodbye Bebop* routine.

Use the flashcards from Lessons 1 and 5 to test the children's knowledge of this unit's key language.

Complete the assessment and development charts for each of your children.

The children can play the interactive games to practice key language from Lessons 1 and 5.

SAMPLE FOR PROMOTIONAL USE ONLY © MACMILLAN PUBLISHERS LTD EDUCATION

Lesson 8

Point and say the animals. Play the "*Farm Animal*" game. p69 **Complete My Progress: Unit 6.**
Key Language Review: chick, cow, duck, hen, horse, rabbit, rooster, sheep, black, brown, gray, yellow, white, 1–6, What color is the (*hen*)? The (*hen*) is (*brown*).

SAMPLE FOR PROMOTIONAL USE © MACMILLAN PUBLISHERS LTD