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with
Teacher's App

Beboop **and** **Friends**

Dear Teacher,

You are about to embark on a journey into the magical, musical world of *Bebop and Friends* – we hope you are as excited as we are!

Before we go any further, we'd like you to meet the characters. First, there's the *Bebop Band* – Leo, Eddy, Flo, and Susie – who are fun-loving, music-loving animals. The children will get to know the band in Lessons 1, 3, and 7 as they sing songs to make learning English fun.



Leo is a lion who plays the drums. He's the outgoing joker of the band. He likes a tasty steak, but he doesn't like tomatoes!



Eddy is an elephant who plays the saxophone. He's the biggest in size, but he's also a little shy, and he is afraid of mice! The other animals are somewhat protective of him.



Flo is a flamingo and is the lead singer. She's fun and outgoing, and sometimes a little silly. She's not embarrassed to try anything.



Susie is a zebra who plays the piano. She's a little quieter and generally more girly than Flo. She likes everything to be neat and tidy and in its proper place.

Throughout the course, the children will also follow the siblings Paul and Lucy, and their friends Luna, Hazel, Javi, Amelia, and Oliver on many exciting adventures. The children characters bring diversity and inclusiveness to the course. Lucy is hard-of-hearing, and Luna is a child who uses a wheelchair. They will meet the children's teacher, Ms. Williams, and the teacher assistant, Ms. Jones. Along the way, they will learn a lot of new words and phrases in English and will have fun trying these out for themselves.



Paul



Lucy



Luna



Hazel



Javi



Amelia



Oliver

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Scope and Sequence

UNIT 1 Back to School

Key Language	Reviewed Language	Grammar Phrases	Content-based Learning	Songs	Extra Language
backpack, glue stick, marker, paintbrush eraser, pencil, pencil case draw, paint black, 11	book, chair, crayon, table, eyes, apple, carrot, circle, triangle, blue, green, orange, red, yellow, 1-10	Can I have a (glue stick), please? Here you are. Where's the (eraser)? It's (on) the (table).	Math: identify and circle pictures that show few and many (optional language: few, many)	Mini-song: <i>Here in My Backpack</i> Storysong: <i>Making a Picture!</i> Action Song: <i>What Is It?</i>	line, picture



UNIT 2 This is Me!

cheeks, hair, head, teeth fingers, knees, shoulders, toes brush, pick out, wake up, wriggle 12	arms, ears, eyes, feet, hands, legs, mouth, nose, doctor, boots, raincoat, socks, clap, stomp, wash, wiggle, circle, rectangle, blue, brown, yellow, 1-11	This is my (head). These are my (eyes). What are these? These are my (fingers).	Social studies: match parts of the body to objects used in hygiene routines (optional language: hairbrush, soap, toothbrush)	Mini-song: <i>These Parts Make Up Me!</i> Storysong: <i>A Visit to the Doctor</i> Action Song: <i>When I Wake Up</i>	me, bend, puff out, side to side
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Explore the World: Breathe



Key Language	Key Language Review	Socioemotional Skills/ Grammar Phrases	Content-based Learning	Song Activity with ASL
happy, angry, tired, calm, breathe, stop, wind	body parts, colors, fast, slow, big, small	What makes me breathe fast? How do I feel when I take a deep breath?	Breathe: recognize emotions through breathing	Tree of Life Song - Breathe



Scope and Sequence

UNIT 3
I Love My Clothes

Key Language	Reviewed Language	Grammar Phrases	Content-based Learning	Songs	Extra Language
coat, gloves, scarf, skirt dress, hat, sandals fold it up, hang it on, put it in white, 13	boots, pants, raincoat, shoes, shorts, sweater, T-shirt, toes, backpack, sit down, stand up, take off, circle, black, blue, brown, purple, yellow, 1-12	What are you wearing? A (white) (skirt). When it's (hot), I wear (sandals).	Geography: learn about the temperature in different places and select the correct clothes for the temperature	Mini-song: <i>I Love My Clothes!</i> Storysong: <i>A Trip to the Snow</i> Action Song: <i>When You Get to School</i>	clothes, butterfly, penguin, whale, zebra, snow, snowflake, sun, Alaska, California, USA, love, cold, hot



UNIT 4
It's My Birthday!

balloons, cake, candles, party hats dinosaur, doll's house, hula hoop lift, smile, spin, walk oval, pink, 14	ball, doll, teddy bear, train, jump, wiggle, circle, rectangle, square, triangle, black, blue, green, orange, pink, purple, red, 1-13	How old are you? I'm (four). I have a (dinosaur). What do you have?	Math: Identify shapes	Mini-song: <i>It's a Party!</i> Storysong: <i>A Birthday Surprise!</i> Action Song: <i>Hula Hoops!</i>	birthday, camera, party, big
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Explore the World: Play



Key Language	Key Language Review	Socioemotional Skills/ Grammar Phrases	Content-based Learning	Song Activity with ASL
panda, friend, alone, play	belly, friend, panda, party, happy birthday, toy vocabulary, breathe, eat, play, run, walk	What kinds of games do I like to play? Do I like to play alone sometimes? What can be difficult about playing with others?	Play: explore play as a connector, and as a source of fun and learning respect the desire to play in a group and alone	Tree of Life Song – Play What do you play?



Introduction

Scope and Sequence



Home,
Sweet
Home

Key Language	Reviewed Language	Grammar Phrases	Content-based Learning	Songs	Extra Language
bed, bookcase, toy box lamp, sofa, TV hug, pick up, put away star, 15, 16	bathroom, bedroom, kitchen, living room, ball, book, candle, cars, chair, dinosaur, doll, doll's house, table, teddy bear, T-shirt, clap, open, smile, stomp, old, black, green, pink, purple, red, white, 1-14	Where's the (ball)? It's (under) the (table). This is a (big) (sofa).	Math: identify differences between an old and modern bedroom (optional language: modern) 	Mini-song: <i>Everything in its Place!</i> Storysong: <i>Moving Day</i> Action Song: <i>Clean and Tidy</i>	blanket, home, house, tea party, climb, move, big, small, in, on, under



Farmer
Joe's Farm

chick, cow, hen, rooster duck, horse, rabbit, sheep gallop, run, swim, no, yes gray, 17, 18	cat, dog, fish, mouse, sleep, square, triangle, black, brown, pink, red, white, yellow, 1-16, How many (roosters) are there?	There are (two) (roosters) on the farm. What color is the (horse)? The (horse) is (gray).	Science: learn where animal products some from 	Mini-song: <i>Animal Sounds</i> Storysong: <i>A Special Day</i> Action Song: <i>Fun at the Farm</i>	animals, eggs, farm, farmer, milk, yarn
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Explore
the World:
Grow



Key Language	Key Language Review	Socioemotional Skills/ Grammar Phrases	Content-based Learning	Song Activity with ASL
grow, plant, family, farm 	bananas, banana tree, flower, sun, grandpa, grandma, together, eat	What do plants need to grow? What do we need to do to take care of them? What can we do with bananas and banana trees?	Grow: Celebrate the origins of food explore food origins, seed, plant, tree, harvest	Tree of Life Song – Grow Welcome to the farm 

Scope and Sequence



Key Language	Reviewed Language	Grammar Phrases	Content-based Learning	Songs	Extra Language
cereal, milk, soup, steak eggs, orange juice, pancakes flip, pour, squeeze 19, 20	apples, carrots, grapes, oranges, tomatoes, add, clap, mix, stand up, circle, rectangle, blue, brown, orange, purple, yellow, 1-18	I like (milk). I don't like (milk). Do you like (pancakes)? Yes I do. / No I don't.	Social studies: learn about mealtimes (optional language: breakfast, dinner)	Mini-song: <i>Yummy Food Here for You!</i> Storysong: <i>I Like Soup</i> Action Song: <i>Let's All Make Pancakes!</i>	food, favorite



fair, museum, park, zoo movie theater, theater, toy store listen, look, wait diamond	fire station, hospital, police station, school, ball, car, dog, fly, gallop, run, stomp, stop, walk, black, blue, green, orange, pink, purple, red, yellow, 1-20	Let's go to the (fair). The (toy store) is next to the (zoo).	Social studies: learn how to cross the street safely (optional language: bad, good)	Mini-song: <i>So Many Places</i> Storysong: <i>Runaway Dog!</i> Action Song: <i>Stop and Listen</i>	street, town, climb, cross, swing, tall, next to
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Key Language	Key Language Review	Socioemotional Skills/ Grammar Phrases	Content-based Learning	Song Activity with ASL
help, thank you	shapes, fair, family, friends, hospital, museum, school	Who helps me? How can I help others? How does it feel to help someone?	Help: explore ways that people can help each other find ways that children can help other people show gratitude	Tree of Life Song – Help Look, Listen and Thank Song



Introduction

What's in *Bebop and Friends*?

Student's Book (SB)



Eight topic-based units (each with eight lessons) featuring the *Bebop* Band, Lucy and Paul, and their friends and family. The focus is on developing English language, academic, and psychomotor skills through a playful multi-sensory approach, to ensure that children are engaged, learning, and having fun. Explore the World section after every two units develops social and emotional skills and global values through a big illustration, a story song, and fun activities.

Activity Book (AB)



Corresponds page-for-page with the Student's Book and features activities to consolidate language learning and practice critical thinking, visual discrimination, and fine motor skills. Also contains end-of-unit activities for the children to complete with their family.

Teacher's Edition (TE)



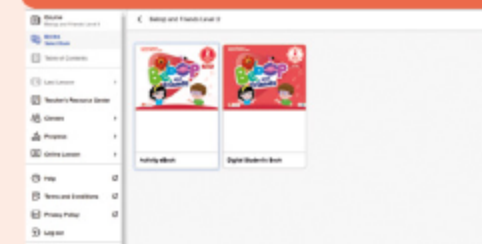
Detailed plans for each lesson, with interleaved Student's Book pages for easy reference, plus extra music, literacy, and ASL activities, and an ASL Glossary.

Navio App



Includes gamified language practice in immersive 3D worlds that encourages children to repeat activities, creating opportunities for better language acquisition.

Teacher's App



Contains interactive activities, class audio and video, integrated classroom management tool, Student Progress Tracker, and Teacher's Resource Center.

Flashcards



Visuals to help you introduce, practice, and review language.

Teacher's Resource Center



Contains extra material such as comprehensive Letter Work and Number Work Programs, Festival Lessons, assessment and development charts, and letters to send home the family to update them on their child's progress.

Bebop and Friends Student's App



Contains projectable pages of the Student's Book and Activity Book, video flashcards, class audio, animated versions of the Storysongs, and Action Songs videos.

About the Student's Book

The Student's Book activities present key language visually through big illustrations; orally through songs, Storysongs, and dialogs; and kinesthetically through Action Songs and cutout puppets. Literacy, math, and psychomotor skills are also developed through a multi-sensory approach. At the end of each unit, the children will get a sense of satisfaction and self-confidence by coloring the correct number on their unit overview chart.



Lesson 1: topic-based vocabulary & a Mini-song



Lesson 2: grammar taught through a dialog



Lesson 3: Storysong, number, & counting practice



Lesson 4: activities that encourage early literacy development



Lesson 5: topic-based vocabulary & grammar



Lesson 6: content and language integrated learning



Lesson 7: Action Song & gross motor practice



Lesson 8: review of unit language & concepts



My Progress: end of unit chart for the children to color



Cutouts: cutout puppets for acting out the Storysongs and for the Explore the World sections



Explore the World: Storysongs and activities that develop social and emotions skills and global values

Introduction

About the Activity Book

The Activity Book corresponds page-for-page with the Student's Book and features activities to consolidate language learning and practice critical thinking, visual discrimination, and fine motor skills. It also contains end of unit activities for the children and their family to complete together, a vocabulary game to review language across Level 1, and an end of year certificate for the children to color.



Lesson 1: vocabulary review & fine motor practice



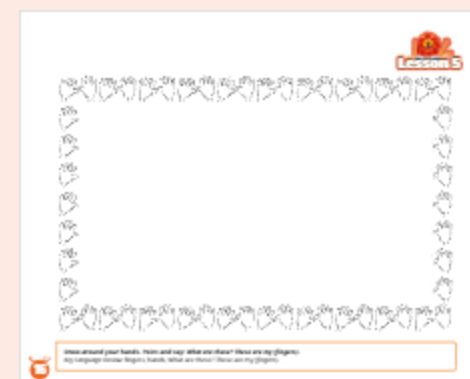
Lesson 2: grammar / vocabulary review & fine motor practice



Lesson 3: story sequencing, color & fine motor practice



Lesson 4: number & counting practice



Lesson 5: vocabulary & grammar review



Lesson 6: review of concepts learned in SB Lesson 6



Lesson 7: action word review



Lesson 8: creative personalization activity



Family Time Activities: for the children & family



My Vocabulary Game: Level 1 review activity

About the Digital



Bebop and Friends is a content-rich course that offers both classroom and home-facing digital components. These expand upon the course's core strands of language, literacy, and numeracy development, while bringing the colorful world of *Bebop and Friends* to life to make learning engaging, memorable, and fun.

Student's App

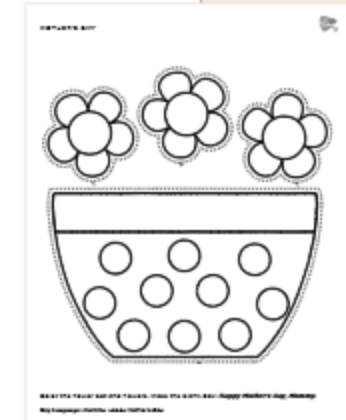
The *Bebop and Friends* Student's App contains all the Storysongs, actions songs, and videos from the course, as well as fun games to practice the key language. Family can access and download this material using the code printed on the inside cover of the SB.

Teacher's Resource Center

Contains the following materials for both the teacher and the family:

- Letters you can print out and give to the family to let them know how their child is progressing throughout the academic year.
- Assessment and development charts you can complete for each of the children.
- Flashcards and a guide with instructions of how to use them.
- Annual calendar per level.
- Worksheets that supplement the material within the print resources. These include:
 - finger puppets of the characters;
 - Festival Lessons;
 - a comprehensive Letter Work Program;
 - a Number Work Program that provides extra practice in a range of early math concepts.

www.macmillanenglish.com/bebop-and-friends



Teacher's App

The Teacher's App includes page-faithful versions of the SB, with audio and video files embedded within the lessons, that can be used with both a projector and an interactive whiteboard. It can be accessed by using the code printed in the inside cover of the TE. It also features digital flashcards and cutouts. This is the audio visual material that can be accessed on the Teacher's App:

- *Bebop and Friends'* audio, plus karaoke versions of the Storysongs.
- Flashcards, which feature American Sign Language videos of the topic words, colors, and shapes taught at Level 1.
- Animated versions of the Storysongs. You can watch these with or without subtitles.
- Action Song videos, which show you how to add movement to the songs.



Navio App

The Navio App is an important tool to establish home and school connection in a gamified platform through songs, videos, and games. This is where students can practice the content in a fun way and family be aware of what their children are learning.



Introduction

Features in the Teacher's Edition

Student's Book pages have been interleaved with detailed teacher's notes, to make planning and teaching as easy as possible. These notes contain activities to get the children warmed up and ready for the lesson, suggestions on how to use the Student's Book and Activity Book material, transcriptions of the dialogs on the class audios, and "wrap up" activities designed to reinforce or extend skills learned during the lesson.

Teacher Tip

Practical ideas for ensuring lessons run smoothly.

Musical Notes

Musical extension activities for developing language, physical, and cognitive skills in Lessons 1, 3, and 7.

ASL Activity

Activities and games to support learning and practicing English through American Sign Language.

Early Literacy Notes

Literacy extension activities and helpful literacy tips, for Lessons 3 and 4.

Content-based Learning

Notes on introducing a subject such as math, science, or social studies in Lesson 6.



UNIT 1 Back to School

Unit Objectives

- learn to name school 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

- school 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 (marker)? It's (on) the (table).
- action verbs: draw, paint
- quantities: a few, many (optional)
- number: 11
- color: black

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 Dinosaur Band* theme song and show the children when the start-stop intervals happen. In the Lesson 7 "Lines and Curves" 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 Teacher's App 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.

Action Song

What Is It?

I 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. I have them practice this movement as they act out "Draw" in the Action Song.

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.



An overview page for each unit, with notes that illustrate how the Storysong, Action Song, musical extension notes, and digital resources develop language, literacy, math, and motor skills.



UNIT 1 Back to School

Mathematical Thinking

- count to 11 and recognize the numeral (3, 14, 16, 17)
- recognize shapes (3, 17)
- develop critical thinking (1, 13, 18)
- learn to sequence (3)
- learn to follow a pattern (3, 15)
- learn to classify objects (3, 16)
- learn about quantity (16)

Personal & Social Development

- learn to take turns (1, 17, 18)
- listen to others (3, 17)
- listen to and follow instructions (1, 13, 17, 18)
- learn to play with others (3, 14, 16-18)

Physical & Health Development

- improve visual discrimination (1, 14-18)
- improve auditory discrimination (14-18, 15, 17)
- strengthen fine motor skills (14-18)
- strengthen gross motor skills (1, 13, 17)
- develop directional tracking (3)
- develop hand-eye coordination (2, 13-15, 18)

Discovery & Knowledge of the World

- learn about the school environment (3, 13, 15)
- listen to different kinds of music (1, 13, 17)

Creative Artistic Expression

- act out a story (1-4)
- invent a new story (3, 14)
- use colors for a purpose (1, 13, 16, 17)
- explore different textures (1, 16)
- decorate an object (1-4)
- manipulate dough to achieve a planned effect (1-4)
- sing songs (1, 13, 17)
- create movement in response to music (14-18, 17)

Language & Communication

- learn new vocabulary (1, 15, 16, 17)
- communicate using new vocabulary (2, 14, 15, 18)
- understand new grammar phrases (3, 15)
- practice a dialog (2, 15)
- develop listening comprehension (1, 12, 15)
- understand a story about school activities (3, 14)
- describe characters in a story (1-4)
- understand and use American Sign Language (ASL) (1, 12, 14, 15, 18)

A unit overview chart explaining which lessons skills and activities are practiced in and how these fit in with the pre-school areas of development: Language & Communication, Physical & Health Development, Mathematical Thinking, Personal & Social Development, Discovery & Knowledge of the World, and Creative Artistic Expression.

Learning Through Music

Young children love to sing, listen to music, make sounds, play instruments, move, and dance. Research shows that the more relaxed a person is feeling, the better they learn a language; so music helps to put children in the optimal state for language learning.

The Bebop Band song

The *Bebop Band* song is the theme song for the course.



Play it for the children at the beginning of the year so they can “meet” the band members and learn the phrase used by the characters to introduce themselves.

Introduce yourself and ask the children to introduce themselves, too.

Mini-songs

Lesson 1 includes a Mini-song for the children to sing along with. The Mini-song features key language from the unit and later becomes the chorus of the Storysong in Lesson 3. This means that when the children hear the Storysong for the first time, they are already familiar with the lyrics of the chorus, and are exposed to appropriate amounts of language at a time.

Storysongs



Songs that tell a story are referred to as Storysongs. Singing a musical story helps the children to remember the key language used

in the story, places words into a meaningful context, and develops narrative skills. Storysongs appear in

Lesson 3 of each unit and also at every Explore the World section. They are about topics that pre-school children often encounter – for example, losing a pet and looking everywhere to find it, spending time with Grandpa, and family photo time.

The children are not expected to understand the meaning of every single word that appears in the Storysongs. It is more important for them to understand the main idea of the story, and to review the section or unit vocabulary. Play them as many times as possible to help the children get familiar with the words. Show them that words that rhyme are usually at the end of a line. This will help to develop phonemic awareness.

Action Songs

Lesson 7 of each unit is based around an Action Song that supports the children’s language learning through the Total Physical Response (TPR) approach. The children learn to name the actions they are making and practice



key language from the unit. Action Songs lend themselves to freedom of expression in a relaxed environment, encouraging the children to take a risk and try out new language. The children also learn to move safely in the space around them and to develop an awareness of others.

Follow the Action Song videos in the Teacher’s Resource Center for dance routines that involve making big movements to strengthen gross motor skills.

Instrumental Music

Instrumental versions of the Storysongs and Action Songs can be used as on-task music for heads-down activities. Avoid cognitive overload by playing the instrumental versions of the songs before introducing the lyrics, so that the children can internalize the tune

before being exposed to the language. Playing music during vocabulary games can also increase language memory.

Musical Notes 🎵

The Musical Notes provide extension activities to support language development through music and movement. Rhythm is a basic, predictable component of speech; rhyming develops auditory discrimination; and repetition reinforces pronunciation. The Musical Notes explain how to integrate rhythm, rhyme, and repetition to scaffold language learning, through chanting, action, social, and math games.

Make Your Own Musical Instruments

Some Musical Notes involve the children using musical instruments while they listen to the songs. Here are suggestions for making simple homemade instruments out of recyclable materials:

- 1 Gather empty containers and fill them with varying amounts of sand, beads, rice, or salt to make rhythm instruments.
- 2 Make drum sets by turning several empty containers upside-down, placing them next to each other, and wrapping tape around the perimeter.
- 3 Place beads or rice between two paper plates to make tambourines. Tape the sides tightly together and punch holes so the children can attach ribbons or yarn for a flowing movement.
- 4 Use an empty toilet paper roll and wax paper to make a kazoo. Attach the wax paper to one end of the roll with a rubber band. Cut a small hole through the top of the roll. Blow and hum to produce sounds.

Encourage practice of key language by leaving some props and instruments in the classroom after a lesson, so the children can play new games based on the fun they have had in class.

Introduction

Using the Cutouts

Early literacy is at the heart of *Bebop and Friends*. This includes developing narrative skills by encouraging the children to retell stories. Every Lesson 4 in the Student's Book includes an opportunity to use the Storysong and Explore the World cutouts to retell the story and engage students. The cutouts are at the end of the Student's Book on pp. C1-C23. Try following these steps to get the most out of the activity:

- 1 For this age group, cut out the cutouts yourself before starting the class so you don't run the risk of the children cutting pictures that belong to other Storysongs or activities.
- 2 Give the children some small wooden sticks and ask them to tape their Storysong cutouts onto the sticks, one picture on each stick. Model the activity first.
- 3 Play the Storysong and model holding up the corresponding cutouts. Play the Storysong again, and encourage the children to hold up the cutouts themselves as you monitor and check.
- 4 Show the children how they can retell the story by moving the cutouts and using the words in English they have learned so far to explain each part of the story.
- 5 Divide the class into four groups and ask each group to retell a part of the story by holding up their cutouts and saying the words in English they know to explain the story. Alternatively, divide the class into boys and girls and do the same.
- 6 Invite some children to go to the front of the classroom and retell the story, showing the other children their cutouts and using the words they know in English.



- 7 Finally, ask the children to sit in pairs and retell the story together. Monitor and check to be sure they are doing the activity correctly.



The goal here is to help the children be confident and start speaking in English using the words they already know. You don't have to follow all the steps on the same day. One day, you can have them hold up their cutouts to check comprehension; another day, divide the children into small groups and have them retell the story together; and another day, ask small groups to go to the front of the classroom to retell the story, or have the children sit in pairs and retell the story with a friend.

To develop oral skills, the children have to go from very controlled practice to less controlled practice, but this should be a gradual process.

The suggestions of how to use the Explore the World cutouts are together with the notes for the activities of these sections.

Using ASL to Support English



To understand a language, we need to know what the words mean. This is done by creating concepts in our mind. A concept is formed by connecting a word with a picture, so if we say **tree**, we understand what the word means because we have a picture of a tree in our mind.

To teach a new language, we need to use a lot of pictures for the children to understand what the words mean, so that they can also build up concepts. But not all children learn by seeing. Some learn by doing or by listening. If we show the picture of a word, and then say it and do a movement with our hands that symbolizes that word, we are encompassing all three learning styles.

American Sign Language (ASL) is a well-respected sign language that incorporates specific movements for each word. Teaching signs alongside words helps the children to remember the vocabulary more easily. In addition, the children will be learning a language they can use to communicate with children who can't speak or hear, which will help them to understand and value differences in others.

Use the video flashcards in the Teacher's App to introduce the signs to your class. Have the children look at the pictures, say the word, and do the signs. Then ask them to repeat. If possible, go around checking that they are saying and doing the correct movements.

The Teacher's Notes contain activities and games you can play with the children to practice the ASL and reinforce the words they are learning.

If you are interested in learning more about using ASL in the classroom, refer to the ASL Glossary on p. T9A, where we present a two-page introduction written by ASL expert and teacher Jessica Greenfield.



Jessica Greenfield lives in Boston, Massachusetts, with her husband and one-year-old daughter. She is a certified teacher of deaf students and works at The Learning Center for the Deaf, an accredited and internationally known school located in Framingham, Massachusetts. Jessica is also a nationally certified interpreter and holds a master's degree in Deaf Education from Boston University. She loves watching her own daughter learn English and American Sign Language!

ASL: Some Tips for Getting Started

Why use signs during classes?

Inclusive education is a topic increasingly debated by educators and representatives of movements in favor of social inclusion. The presence of kids with some type of disability is becoming increasingly common in schools. The main reason for implementing the teaching of American Sign Language (ASL) in this book course is to seek the inclusion of the deaf community in society, once in childhood, it is easier to learn a new language. By introducing ASL language into children's education, they will be able to communicate with deaf people. In addition, it will be possible to show our kids the importance of including the deaf community in society.

The use of ASL signs can help children learn and remember English words as well! Research shows the value of signing at all ages, from infancy through adulthood, and including children with special needs. The benefits to introducing signs in infancy include easier communication, less frustration, and higher IQs. For pre-school and school-age children, introducing signs can improve language and literacy development, including increased vocabulary. One study found that pre-school children using signs as well as speech had bigger vocabularies at the end of the school year and even into kindergarten, compared with children who used spoken language only.

How and when do I start?

It's easy to get started! Signs are provided for the Lessons 1 and 5 key language in each unit. You might find it easiest to start by watching the signers on the video flashcards, and you can also look at the pictures in this glossary. Since the signs are supplementary, you can introduce them at any time; it's never "too late." You might find it easier to include the signs just in Lessons 1 and 5, which are vocabulary lessons. Once you learn the signs yourself and are comfortable with them, you can use them anytime you say a particular word. And if you forget to use the signs, that's fine. You can always add them later. Or some of your visual/spatial and bodily-kinesthetic learners might remind you! The more times you expose the children to a sign, the more likely they'll remember it – and the corresponding English word, too!

How does ASL work?

Just as printed words are composed of different letters (like the letters *m-o-u-s-e* combine to spell the word *mouse*), and spoken words are composed of different sounds ("m," "ow," and "s" for *mouse*), each sign has four different parts. When you learn a new sign and teach it to the children, you can keep those four parts in mind.

- 1 Hand shape – This could be an open hand, closed fist, and so on. For the sign *mouse*, the hand shape is a fist with the index finger extended.
- 2 Location – This could be at the forehead, chin, and so on. For the sign *mouse*, the location is at the nose.
- 3 Movement – This could be tapping, wiggling, and so on. For the sign *mouse*, the index finger (the hand shape) brushes the tip of the nose (the location).

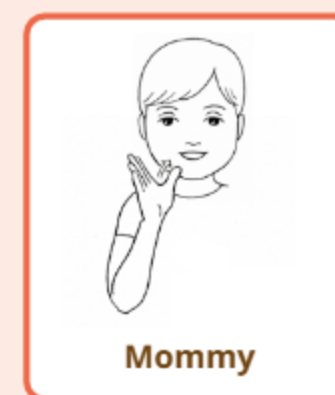


Mouse

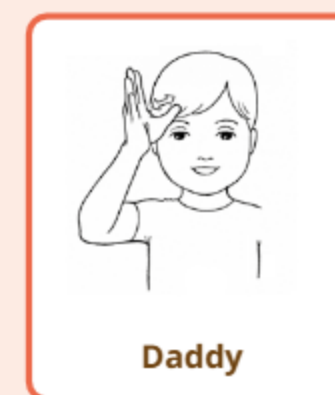
- 4 Palm orientation – This could be toward your body, away from your body, to the side, up, or down. For the sign *mouse*, the palm faces the side. Palm orientation might seem more confusing than the first three parts, but it will become clearer as you get familiar with the signs. For now, it's just something to keep in mind.

What if I sign words incorrectly?

Remember, the signs are supplementary, and you can always check the ASL glossary or the video flashcards if you're not sure how to produce a sign. The wrong hand shape, location, or movement can sometimes result in a different word being signed! For example, the signs *mommy* and *daddy* have the same hand shape, movement, and palm orientation.



Mommy



Daddy

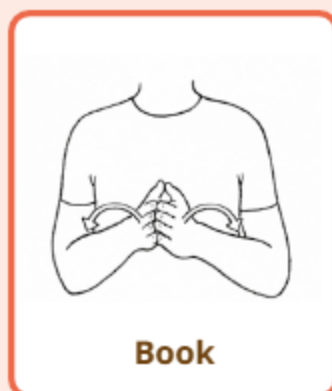
The only difference is the location: *mommy* is signed at the chin, and *daddy* is signed at the forehead. This is the same in English; the words *ball* and *doll* differ by just one sound, or the words *ball* and *tall* by just one letter, but each of those words has a different meaning.

Of course, pronouncing an English word incorrectly is sometimes as simple as that: the same word, pronounced incorrectly. It is also possible to produce a sign incorrectly, with the same result. For example, signing *mommy* with the fingers bent, or just the thumb extended, or with the palm facing the body rather than facing the side, or by twisting the wrist rather than tapping, or at the ear rather than at the chin, does not mean something else; it's just *mommy* signed wrong.

ASL Glossary

You can expect the children to produce signs incorrectly. Deaf children who have been exposed to ASL since birth make errors in hand shape, location, movement, and palm orientation, even at three, four, and five years old. When the children make errors in their signing, it's not as important to correct them as it is to continue modeling the correct way to make the sign – just as you would do if they pronounce an English word incorrectly.

Does it matter which hand I use?



Most people are either right-handed or left-handed, and the same is true when signing. The signer on the video flashcards is right-handed, and the illustrations in the glossary all depict a right-handed signer, but if you or one of the children is left-handed, it's perfectly acceptable to make the signs with the left hand. A left-handed signer will make signs that are the "mirror image" of a right-handed signer. Alternatively, it's fine to have everyone sign with their right hand. An adult with strong left-handed tendencies might find that signing with his or her right hand feels awkward or less comfortable. However, young children who are just developing right- or left-hand dominance will probably not be bothered by it. Some signs require two hands that mirror each other, such as *book* or *playground*. If a sign requires two hands that do not mirror each other, then the dominant hand should make the movement, while the non-dominant hand stays still, such as in the first part of *crayon*. Again, if this seems confusing, just remember to watch the video flashcards, practice, and try your best!

What if I'm totally overwhelmed?

That's fine! You don't need to use the signs at all. The *Bebop* curriculum is effective without them; the signs are just an extra tool to expose the children to ASL and provide a multi-sensory experience. They are already reaping the benefits of learning a second language; whichever additional layers of the *Bebop* curriculum you choose to use will increase their engagement and enrich their learning. If you don't want to use the signs, you don't have to. Or you can wait until later in the series, once you are more comfortable. The signs for body parts in Unit 2 might be an easy place to start, or the only unit that you want to use signs for, since many of those signs are simply pointing at the body parts. You could also choose one category of signs to introduce throughout the units, such as the shapes or colors.

What if I'm ready for more?

That's great, too! Look for the games and activities throughout the Teacher's Notes. Remember, the ASL signs are a different language, so any activity where the children switch back and forth between English words and ASL signs will help reinforce both languages. You could even add the children's home language and have them practice switching among all three languages. Here are some additional ideas:

- 1 For younger children, play "Eye Spy 🎯." Have them point to various things and name them in English or ASL. Or ask them **Who can find a (crayon)?** in English or ASL.
- 2 For all ages, play "Bingo." Create the game board by making a grid with nine squares. Provide pictures of the words in the unit for the children to glue onto the blank squares (or have the children draw their own pictures). You could also include words from previous units for review. Then have the children mark off the spaces as you speak and / or sign each word.
- 3 Since each unit has a central theme, find children's picture books that are related to the theme, and encourage the children to identify vocabulary from the unit by signing the words.

4 Connect the units to the children's life experiences. For example, after they have learned the food signs in Unit 7, ask questions such as **Who has an (apple)?**, signing the key vocabulary.

5 Play "Stand Up / Sit Down." Ask questions such as **Who has blue eyes?** or **Who is wearing boots?** using the signs, and the children who match the question stand up.

6 For all ages, when singing songs, add the signs for any words that you know. The *Bebop* songs were written especially for this, but you can add the signs to any nursery rhymes or other songs that you sing with the children.

Jessica's recommended reading

Reference books:

- 1 *Sign Me Fine: Experiencing American Sign Language* by Laura Greene (Washington, D.C.: Kendall Green Publications, c.1990) provides basic information about American Sign Language, its grammar, and how it differs from English, as well as suggestions of games.
- 2 *Signs for Me: Basic Vocabulary for Children, Parents & Teachers* by Ben Bahan & Joe Dannis (Berkeley, CA: DawnSignPress, c.1990) is another excellent resource.

Children's books:

- 3 Walter Paul Kelley has written several children's picture books related to ASL that the children may enjoy looking at.
- 4 The DawnSignPress publishing company specializes in ASL materials and has several children's books available, including the *Sign Language Children's Series* coloring books.

Ready, set, go!

No matter how much or how little you incorporate the ASL signs into your teaching, remember that ASL is a tool to help the children learn – a tool that has a multitude of benefits. Good luck, and enjoy!

Literacy, Math, and Psychomotor Skills

Bebop and Friends seeks to support and encourage the development of three core strands: English language, academic, and psychomotor skills, through a playful, multi-sensory approach to ensure that children are engaged, learning, and having fun.

Literacy

Early Literacy Skill	What Is It?	How <i>Bebop and Friends</i> Develops It at Level 1
Phonological Awareness	understanding the sound structure of spoken words	by celebrating sounds through singing, dancing, rhyming, and chanting.
Vocabulary	knowing the names of things, concepts, feelings, and ideas	by teaching new language visually through big, colorful illustrations and photo-flashcards, orally through songs and dialogs, and kinesthetically through American Sign Language.
Narrative Skills	describing things and events, as well as telling and retelling stories	through Storysong activities that encourage the children to act out and the retell stories, identify and talk about key events and characters, and understand story structure.
Print Concepts	enjoying books and reading, and understanding how print is read	by getting the children excited about stories and showing them how they can follow pictures in a story from left to right and top to bottom.
Letter Knowledge	learning the shapes of letters	through pre-letter work involving tracing lines, patterns, and completing pictures.

Storysongs

The Storysongs lie at the heart of each unit and pull together key early literacy skills, including phonological awareness, vocabulary, narrative skills, and print concepts. They allow children to hear new language in a familiar context, expose them to rhyming patterns and rhythm, and provide a platform for exploring story structure and characterization. Pre-reading skills are developed in the Student's Book, as the children learn to follow the pictures in a zig-zag formation, from left to right and then top to bottom. The Activity Book builds on these skills as the children learn to sequence the events in the Storysong, by connecting each picture to the correct wagon of the story train. Communication skills are enhanced as the children begin to recognize key events in the Storysongs and talk about

similar experiences in their own lives. Early Literacy Notes in the Teacher's Edition provide activities to encourage the children to think about how characters might be feeling, the problems they are faced with, and how these could be solved.



Letter Work Program

The Level 1 Letter Work Program on the Teacher's Resource Center includes worksheets and related teacher's notes, and is designed so that you can use four worksheets every unit. At this level, children benefit from exercises and activities to strengthen their fine motor coordination, improve pencil grip and control, and establish left-to-right directionality. Therefore, the worksheets begin to lay the foundations for letter formation by getting the children to trace and complete patterns. The focus is not on the actual letters, but rather pre-letter work.

Introduction

Math

The chart below provides a snapshot of how early math skills are practiced in *Bebop and Friends*:

Early Math Skill	How <i>Bebop and Friends</i> Develops It at Level 1
Numeracy	by providing activities to help the children understand the relationship between an object and a number, which enables them to begin counting. Each unit teaches a key number or numbers from 1 to 10, and the Storysong lesson in the Student's Book provides opportunities for the children to find and count a set number of objects. Lesson 4 in the Activity Book builds on this through an activity that focuses on number recognition practice.
Shape Recognition	by teaching the children to identify four key shapes and to trace them for themselves, first using large muscle movements in the air, and then using smaller muscle movements on paper.
Classification	by helping the children to understand that objects can be classified into sets. This is important for counting and for later math skills. In Level 1, children learn to recognize and classify objects, initially by color and then by concepts such as old and new, and fruit and vegetables.
Sequencing a Pattern	by helping the children to follow a pattern and supporting them to predict what comes next. These activities are important for developing critical thinking and later math skills. Children get opportunities to sequence patterns in the Activity Book, and extended practice is provided in the online Number Work Program.

Number Work Program

The Number Work Program on the Teacher's Resource Center includes additional worksheets for the children to practice all of the skills listed above. This allows you the flexibility to provide differentiated learning by giving some children extra practice in the areas they struggle with, while challenging other children to extend through more complex math practice from a higher level.



Psychomotor Skills

Bebop and Friends has been designed to support both physical and cognitive development.

Gross motor skills of balance, coordination, and spatial awareness are practiced through Action Songs and games, and other activities that require the children to use large muscle movements.

Fine motor coordination is strengthened as the children learn to trace shapes, patterns, and pictures, and to manipulate tools and materials as they paint and decorate.

Hand-eye coordination is practiced as children learn to follow straight, wavy, and diagonal lines.

Left-to-right directionality is practiced as children learn to follow pictures in sequence and to trace lines across a page.

Visual discrimination is strengthened as children learn to match pictures, recognize similarities and differences between objects, follow paths along a maze, and classify by categories such as color, size, and shape.

Auditory discrimination is strengthened as the children learn to recognize rhyme and develop awareness of changes in pitch and rhythm, similar to intonation in language.

Conceptual development and **critical thinking skills** are developed as the children learn to:

- associate words with pictures and actions
- express feelings and think about how others might be feeling
- select the correct clothing for the weather
- understand cause and effect (for example, if you wear a sweater when it's sunny, you will be hot)
- relate stories to personal experiences
- role-play events in a story
- identify problems and talk about possible solutions.

Explore the World

The Explore the World sections in *Bebop and Friends* are fully integrated into Macmillan's ESDC Program, which empowers teachers and learners of all ages. The corresponding program identifies the Global Citizenship Education Framework or GCE, which has 4 pillars, Treating Others Kindly, Making Healthy Choices, Learning About Differences, and Understanding Myself. These pages are built on a shared understanding that we want to transcend language learning and empower classrooms. Through SEL and GCE children develop the age-appropriate skills, awareness, critical thinking, and attitudes of empathy to reflect on, care for and contribute to their own self-care, classroom culture, family, greater community, and world. Following there are some important points we would like to highlight within the ETW sections.

- The Explore the World sections are an opportunity to engage children in a variety of activities that connect to previous units.
- They encourage open-ended responses to material and prompts, rather than wrong or right answers.
- Six themes are woven throughout the explorations: *kindness, mindfulness, social emotional learning, creativity, the body, and nature*.
- There are also connections to overall SEL learning and concepts of global citizenship.
- The explorations can help build relationships, trust, and friendship in classrooms, which are essential to sound education practice and child achievement.
- The image of a tree is central to each exploration's page. The tree represents connection to the earth, to traditions, to growth, to nature, and to each other.
- These activities nurture mindsets, habits, and awareness that will serve children as they grow into a future we can hardly imagine.
- The arts (*movement, drawing, and music*) offer varied ways to learn and enhance creativity.
- Just as these activities allow for creativity, choice, and personal relevance, teachers can take the opportunity to adapt and build on what is on the page, depending on their assessment of the

children's needs, energy, and interest at the moment.

Lesson Structure

The lessons follow a similar pattern and process throughout the book.

Warm Up

Singing a version of the *Tree of Life* Song related to the concept.

Mindfulness through Movement

An opportunity to move. Movement offers kinesthetic learning and the opportunity to build focus on subsequent parts of the lesson.

Using the Student's Book

Engage with the book. Children connect with the page with activities that will include discussion, drama, stories, or songs before doing eye spy and cutout activities using the book.

Wrap up Mindful Closing

Helps children to calm down and prepare to transition to the next part of the day.

Reflection

A chance to reflect together and individually on the experience.

Teacher Tips

- Teachers are central to the success of their children and their engagement with this book.
- Teachers teach content, but, especially at an early age, teachers have a powerful influence on shaping character, emotional development, and self-awareness. Perhaps at this age, this second focus is even more important than the first.
- Developing routines helps children connect to the learning. The repetition of warmups, singing, movement, and mindful quieting provides a structure that deepen child learning.
- Teachers should feel free to 'follow the energy' of the moment as they work with these explorations. Elaborating, addition, skipping past or spending

more time on any activity is a way to meet the needs of children.

- ASL is used in these activities to enhance language development and provide opportunities for movement.
- Have fun as you work with children. They will respond to your enthusiasm, creating learning moments, and classroom connection.
- Mindfulness in the classroom is neither spiritual nor religious. Rather, it is a global approach aimed at building skills of self-regulation, attentive listening, self-awareness, and community.
- You will find many more specific teacher tips within each particular Explore the World section.

Page layout

Each page is built around a unique Tree of Life and connects with the song that starts each lesson. It incorporates concepts and introduces vocabulary to explore as the children grow both in their school environment and with their families over the course of the three books.

Global Citizenship Education Framework

Each Explore the World section has a theme and GCE Framework that connects to the world of young learners at school, with their families and in the community. Each encounter fosters joyful, interactive, and reflective classrooms that build skills and nurture development, classroom culture, and learning.

Suggested approach to Global Citizenship for the Course

Themes signposted with the ESDC icon. Each theme links to one or two of the framework learning outcomes to map the course to the ESDC program.

• Treating Others Kindly

Global Knowledge: Recognize that personal behavior can have a positive or negative impact on others

Global Attitudes and Actions: Behave in a considerate and respectful way

Introduction

- **Making Healthy Choices**

Global Knowledge: Distinguish fruits and vegetables from other foods

Global Knowledge: Recognize the importance of exercise

- **Learning about Differences**

Global Knowledge: Identify aspects of other cultures

Global Attitudes and Action: Recognize the diversity of the world around them

- **Understanding Myself**

Global Knowledge: Recognize self as part of one or more wider networks

Global Attitudes and Action: Identify own likes and dislikes and recognize they might be different to those of others

Suggested SEL Approach for the Course

Suggestions based on the ideas proposed above for GCE, but with an SEL focus.

- **Treating Others Kindly**

Understanding and expressing your feelings

Apologizing when you've done something wrong

Speaking to others in a respectful way

- **Making Healthy Choices**

Understanding food likes/dislikes

Expressing your favorite activities and how to help others enjoy them

- **Learning about Differences**

Understanding the value of friendship

Appreciating how differences make everyone unique

- **Understanding Myself**

Understanding and appreciating how you are different from others

Expressing a different opinion respectfully

In Book 1 you will find the following themes in the Explore the World sections



DANCE – making healthy choices



LISTEN – understanding myself



LOVE – treating others kindly



EAT – learning about differences

Introduction

In Book 2 you will find the following themes in the Explore the World sections



BREATHE – making healthy choices



PLAY – understanding myself



LAUGH – making healthy choices



SHARE – treating others kindly



GROW – learning about differences



HELP – treating others kindly



SING – understanding myself



EXPLORE – learning about differences

Introduction

Routine

Routine is key to helping the children understand what will happen next, which encourages them to feel secure and confident in their environment.

Introduce the following *Hello* and *Goodbye Bebop* routines at the start and end of every lesson.

Hello Bebop and Friends Routine

Greet the children by saying in a sing-song voice: **Hello, hello, hello!** (wave your hand) **It's time for English class.** (look at your watch and point at it) **Hello, hello, hello!** (wave your hand) **It's time to start the class!** (put your hands up). Ask the children to copy your movements and repeat after you.

Goodbye Bebop and Friends Routine

Say in a sing-song voice: **Goodbye, goodbye, goodbye!** (wave your hand) **It's time to end the class.** **Goodbye, kids!** (ask the children to wave their hands) **Goodbye, teacher!** (point to yourself and wave your hand) **We had fun today!**

You can introduce other routines as well. For example, play *The Bebop Band* song at the start of Lessons 1, 3, and 7, so that the children immediately know they are going to be learning through music that day.

Create a chart with pictures to let the children know about the day's activities.

Diversity

Plan activities for different learning styles and use different areas of the classroom to keep the children focused and motivated. If the children have been sitting down at tables, plan an activity to follow that involves standing up and moving around, or have them sit down on the floor to complete the next task.

Prepare extra activities for the children who finish first, and ask the children who can't sit for a long time to be your helpers.

Transitions

Make sure there is minimal time for the children to move from one activity to another. There are many times of transition during the school day that teachers could match with music to make them smoother, quicker, and more effective. Have a particular song for when you want the children to pick up their toys, for example. Choose a specific song for a specific transition. This tradition will help the children know what they should be doing next!

To focus attention, ask the children to stand up and do brain gym between activities, such as rubbing their stomachs while patting their heads, or playing "Simon Says."

Use puppets to introduce the next part of the lesson and re-focus attention back onto you. If you don't already have a puppet, you can make a simple sock puppet by gluing eyes and a mouth onto a clean white sock.

Classroom Management

Expectations and Rewards

At the start of the year, make a short list of classroom expectations with your class, with lots of pictures to aid their understanding. Help the children see that they should take care of themselves, others, and the classroom. Create behavior charts using images that are related to each unit's topic; for example, if you are learning about pets, the children could collect a picture of an animal for every example of good behavior they display.

Fill out a calendar with a happy or sad face next to the children's pictures, so they know how they are behaving every day. At the end of the week, the children with five happy faces may win a small prize, such as a piece of candy or a sticker.

Reward effort, as well as achievement. For example, you may reward a shy child for speaking up in class or showing good social skills.

Use puppets to role-play good and bad behavior. Let the child who worked hardest that day take the puppet home as a prize.

Mood

Music can be an effective tool to set the mood in the classroom. You can calm children after an exciting activity or excite children for a specific task. Music can also help make children feel better about themselves and encourage them to do their best.

When trying to calm the children, use slow, quiet music that has no words. When using music to excite the children, choose songs that are faster, more upbeat, and louder.

Playing music, such as the instrumental versions of the Storysongs and Action Songs, while the children are working in their Activity Books can help them focus. This music should be played at a very low volume, but be aware that some children may be distracted by the music and seat them as far away from the audio player as possible.

Use instrumental music for background noise during small group activities. It should be played just loud enough to cover some of the conversations from other groups to help each group focus.