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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic:** Parts of the human body |

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| Instructor:  Jina, Lee | Level:  elementary | Students:  6 | Length:  **30 Minutes** |

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| Materials:   * Song: Head and shoulders and knees and toes * Flash cards * White board * Computer and TV monitor * paper plate, crayons, colored paper * rabbit toy with bandage on her bally |

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| Aims:   * Main aim: Students will learn the names of body parts through playing the ‘Back to the Board’ game. * Secondary aim: Students will learn the plurals: arms, elbows, fingers, legs and feet |

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| Language Skills:   * Reading: body parts flash card * Listening: game by “Please”, song about “head, should knee and toes” * Speaking: game by “Back to the Board” * Writing: make sure the spell of body parts |

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| Language Systems:   * Phonology: The pronunciation of s/z in word endings * Lexis: body parts: Head, eye, nose, ear, mouth, shoulder, leg, knee and toe.   Neck, stomach, arm, elbow, finger, leg, foot   * Grammar: Present simple * Function: Ss will be able to tell the names of body parts |

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| Assumptions:   * Ss already know basic word of body parts |

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| Anticipated Errors and Solutions:   * Open make mistake plurals   -> drilling with repeat the word |

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| References:   * Song: Head and shoulders and knees and toes : <http://supersimplelearning.com/songs/original-series/one/head-shoulders-knees-and-toes-speeding-up/> * SOS worksheet: https://en.islcollective.com/resources/search\_result?Tags=body |

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| **Lead-In** | | | |
| Materials:  - rabbit toy with bandage on her bally | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1m | Whole class | Ss listen and answer the T’s questions | **Greeting**  Hello everyone, how are you today?  **Rapport**  Have a good weekday?  This is my friend rabbit.  What happen to her?  Yes~ she hurt her bally..  When you were hurt, you should tell which body part you are sick, so doctor or your parents can help you.  Ok? |

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| **Pre-Activity** | | | |
| Materials:  -Song “Head and shoulders and knees and toes” | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 2m | Whole class | Sing a song with dance | **Reviewing**  Before start today lesson, let’s review the word we’ve learn last class.  T: Stand up every one!  Enjoy the song and sing loudly  Play song |

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| **Main Activity** | | | |
| Materials:  -body parts flash cards  -white board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 20m | Whole class  Team activity | Repeat the word  Stand up  Listen and do it action  Explain and describe word to each team | **Drilling and Chant**  T: Today we are going to learn second body parts  This is the words we are going to learn today.  (Naturally, Introduce each body parts)  T: Everyone repeat after me ~  “neck”  “stomach”  “arm, arm, arms”  “elbow, elbow, elbows”  “finger, finger, fingers”  “leg, leg, legs”  “foot, foot, foot, foot”  (Repeat 2 times with action – chant)  T: let’s do it faster  good job guys,  **Activity1**  Activity 1 “Please”  T:  Please, touch your teeth  Please, touch your leg  Please, touch your neighbor’s nose  Touch your neck  If they do it wrong have to sit down  Don’t follow if T don’t say “please”  Please, put your nose on your left shoulder  Please, put your toes on your forehead  Please, put your right foot on your left knee  (Make it difficult thing, so cannot follow the end of the games.)  T: everyone did it very well  **ICQ**   1. Is the rule clear? 2. How many sentences you will do?   **Activity2**  T: We are now going to play very exciting game called “Back to the board”  So, I’m going to split you into two teams: team A, team B  Who want to go first?  ---------, come on and stand in front of the board, -------, stand also  Facing away from the board  Everybody, ready?  Don’t start before I say “go”  Instructions:  Both team must try and describe the word on the board to the person their team without using the actual word  T: ready, go!  2times each person  Teeth & forehead  T: now we are going to swap players.  Ready~ go!  Month & leg  And last round ~ -----&------ come on !  Tongue & stomach  (The team with the most points at the end of the game wins.)  T: so how many?  Team A is one two three…  Team B is one tow three..  Team A won!!  Please applaud team A!  **ICQ**   1. Is the rule clear? |

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| **Post Activity** | | | |
| Materials:  -paper plate, crayons, colored paper | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10m | Pairs | Make face plate | **Activity3**  T: everyone, we are going to make friend’s face ^^  Is it sound exciting?  Use a paper plate, crayons, colored paper  Make it your partners face ~    (When the students make it  T emphasize the word  “head”, “forehead”, “nose”, “month”, “lips”, “cheeks”, “hair”, “neck”)  When the S done,  Have present time to tell and show what they make then  exchange plate with partner.  T: everyone got your face, is it?  Are you satisfied?  There is hair, eyes, nose, month, ears, eyebrows, lips, cheeks, chin  You can make your mother and father’s face too.  **ICQ**   1. Prepared materials 2. Ss remember the words which learn today   **Wrap-up**  Today we learn about body parts,  Everyone did very good.  **Closing**  Tomorrow we are going to learn about sport!  Then see you friends ~  bye |

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| **SOS Activity** | | | |
| Materials:  - Activity “run to the board”  - Worksheet “Guess my Monster” | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5m | pair |  | **SOS Activity**  T: we have 12 monsters in the paper.  **instructions**  Guess your opponent's mystery monster before your opponent guesses yours. You can only answer ‘YES’ or ‘NO.’ Ask questions like “Is your monster yellow?” or Does your monster have more than two eyes?” |

Materials…

**EVERYTHING**

-PPTs

-Pictures of flashcards

-Pictures of eliciting pictures

-Photos of puppets

-Photos of game materials

-Photos of realia

-Song lyrics

-Chant words

-SOS worksheets (S and T (with answers) copies)

**EVERYTHING \*^^\***

3. Divide students into groups/pairs. Tell every group that they will have a card with a body part description, and they are required to work together and guess the word. Example:

�"It's in front of the eye" = "eyelashes"  
�"It's between your neck and abdomen" = "chest"  
�"It's in the center of the iris" = "pupil"  
�"It's between your eyebrows and hair" = "forehead"  
�"It's between your wrist and fingers" = "palm"  
�"It's in the middle of your finger" = "knuckle"  
�"It's inside the jaw" = "tongue"  
�"It's between your hip and knee" = "thigh"  
�"It's between your hand and your arm" = "wrist"  
�"It's between your neck and arm" = "shoulder"