

GRADE 1

Unit 4 Theme: My body

Unit 1 Project: Make a lolly stick boy or girl

Goals: Use new body vocabulary to follow a classroom demonstration to create a simple 'puppet', then use the puppet to describe its features.

Product

Students will follow simple instructions and a teacher demonstration, e.g. '*Draw two arms*' to create a simple **lolly stick** puppet representing a boy or a girl, then use it to describe its features to a partner. They will be encouraged to share their puppets with their family.



Life skills¹: Creativity: apply knowledge in order to better understand themselves.

Cross curricular links: Art and Biology

Performance indicators: Students are able to follow instructions correctly and use their 'puppet' to describe themselves orally.

WEEK 1: Our bodies

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall words for body parts. Listen and identify correct and incorrect information.	Show body [FLASHCARDS] to elicit and [CHORAL DRILL] body part names. Nominate students to answer: ' <i>What's this?</i> ' (showing a flashcard) [SLOW REVEAL]: Hide a food flashcard behind a piece of paper. Slowly move the paper to reveal the body part. Let the kids shout out what they think it is. [POINT & SAY] Point to your own arm and say ' <i>arm</i> ' clearly. Have students repeat it three times at different 'volumes': 1.	Body FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-body.pdf	Speak: name and recall words for body parts. Listen and identify correct and incorrect information.

GRADE 1

	whisper, 2. normal, 3. loud. Repeat for other body parts. Then extend the game to add in the [MISTAKE GAME]. Get your students to make a YES page and a NO page at the back of their notebooks (they take the last 2 pages to write yes and no (in big letters) Teaching tip – these yes and no pages can be used to respond to questions and facts. As they are at the back of the students' note books they will be easy to access often. Point to your arm but say 'leg' the students hold up the no page. Repeat a few times, then mix up correct and incorrect pointing and naming. Nominate a confident student to do the pointing and naming.		
Assessment for Learning: [EXIT TICKETS] - As students leave the classroom or enter it show a body part FLASHCARD and students say the word			
Vocabulary	Grammar	Interaction	Pronunciation
Body words: head, arm, leg, foot, hand, finger, toes Numbers 5 -10	Productive: name and recall body parts <i>head, arm, leg, foot</i> etc <i>yes no</i> Receptive <i>What's this?</i>	Teacher and students Student to students	Voice control: repeat with different volumes: 1. whisper, 2. normal, 3. loud.

WEEK 2

Theme: Body parts

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall words for body parts.	Play SIMON SAYS with simple instructions and body parts, <i>'touch your ...' 'hold up your ...'</i>	Head FLASHCARDS	Speak: name and recall words for body parts.

GRADE 1

Listen for key instructions in a game and a drawing activity.	<i>Use a simple chant for final ...s, /z/ sound), e.g.</i> <i>One arm, two arms; one leg, two legs' with clapping and finger counting to emphasize the number + sound.</i> Show Head FLASHCARDS to elicit and [CHORAL DRILL] words. Nominate students to answer: 'What's this?' (showing a FLASHCARD) Stick the FLASHCARDS on the board, nominate students to come to the board to identify/touch specific ones, e.g. <i>Mohamed, touch the nose</i> Play the [WEIRD MONSTER DRAWING GAME] Teaching tip: Make sure the image of the weird monster is smiling and looks happy. Students will think it's funny and not scary. Ask simple questions about the monster, e.g. <i>How many arms/eyes has it got?</i> (Help them count) Give each student a piece of paper, dictate what the monster looks like. Teacher gives instructions: <i>Draw a big circle for the body</i> (gesture with your arms for big), <i>Draw a small circle for the head</i> (gesture with your arms for small). <i>Draw 5 eyes, draw a happy mouth, draw 4 arms, draw 3 legs</i> etc After drawing, have students turn to a partner and point to its features saying: <i>5 eyes - 4 arms</i> etc. Tell the students to colour their monsters then [DISPLAY] them on the classroom wall.	https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-head.pdf An image of a monster with an unusual number of eyes, arms etc, e.g.  Paper, pencil and coloured crayons/felt-tip pens.	Listen for key instructions in a game and a drawing activity.
Assessment for learning: At the beginning or end of a lesson ask students to touch their arm/mouth etc			
Vocabulary	Grammar	Interaction	Pronunciation

GRADE 1

Extend body parts to head features: head, eye, nose, ear, hair	Productive: Simple description: number + body part (plural), e.g. <i>Three bananas</i> Receptive: <i>'touch your ...' 'hold up your</i>	Teacher to students Student to student	Sounds – Final /z/ sound on plurals armss, legss, eyess, mouthss, earss
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WEEK 3

Theme: Clap your hands!

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Listen and follow simple instructions. Name and recall simple instructions; do actions that fit simple instructions.	[SHAKE IT OUT] warmer –release any stress that children might be carrying in their bodies View an [ANIMATED SONG] in stages: Stage 1: Before playing the song, teach the three main [TPR] actions in the song by demonstrating them: Model the actions. Saying 'Clap! Clap!' 'Stamp! Stamp!' 'Hurray!' (throwing your hands in the air). Stage 2: Play the video/song once – up to 0:48 only. While its playing model the actions, saying 'Clap your hands' etc The children watch and try to copy your movements. Stage 3: View again (up to 0:48 only). stopping the video after each instruction. Ask, "What did they do?" Elicit and CHORAL DRILL clap – stamp etc Stage 4: Play and the children do the TPR and say what they're doing. [CRAFT ACTIVITY] Make a lolly stick puppet – a boy or a girl. Stage 1: Show the students two lolly stick puppets you've already made, ask questions about their body parts, and students name them. • : "Hair!" "Eyes!" "Mouth!" Stage 2: give each student a pre-cut paper outline of a person (to save time with scissors). Teaching tip: Pre-cut everything: For 6-year-olds, cutting can take the entire lesson. Having the boy/girl shapes ready to go means the puppet can be produced in a lesson. Alternatively, you can give them the shapes in a previous lesson, to cut	ANIMATED SONG: <i>If you're happy and you know it</i> https://learnenglishkids.britishcouncil.org/listen-watch/songs/if-youre-happy-you-know-it Worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/songs-if-youre-happy-and-you-know-it-worksheet.pdf Simple boy and girl outlines, e.g.	Speak: name and recall simple instructions; do actions that fit simple instructions. Listen and follow simple instructions

GRADE 1

	out ready for the CRAFT lesson. Stage 3: Tell students to draw the eyes and a happy mouth. Instruct them to colour the body parts, demonstrate on a boy or girl cut out so that students can see what's expected. Stage 4: Give out the lolly sticks, tell them to put glue to the top of a lolly stick and press it onto the back of <i>cutout</i>. Demonstrate with your cut out and lolly stick. Stage 5 - show your finished puppet and ask students to show/hold up theirs. Stage 6: Vocabulary Check: Point to the puppets' features and have students name the head, arms etc. Students name their boy or girl puppets.	 Craft materials: wooden lolly sticks or plastic straws, glue, coloured crayons/felt-tip pens.	
Assessment for Learning: [EXIT QUESTION] students line up and answer the question 'What's your puppet's name?'			
Vocabulary	Grammar	Interaction	Pronunciation
Action words: clap, stamp, shout, colour, glue, stick,	Productive: simple actions/imperatives <i>Clap! Clap!</i> 'Stamp! Stamp!' 'Hurray!' <i>Clap your hands</i> etc Receptive: <i>If you're happy and you know it</i>	Teacher and students	Relate sounds and actions: clap, stamp, shout

WEEK 4 (1 lesson)

Project: This is (puppet name)

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall body parts. Listen to a simple introduction and respond.	Students practice talking about their puppets, saying <i>This is ..(name)</i> , pointing to body parts. Set up a group of 5 or 6 – they take turns to introduce their puppets, 'Hello my name's Mutaz!' then they point and say <i>2 eyes, 2 arms, 2 legs etc</i> Teaching Tip: Make sure you collect the students puppets (writing their names on the back). You can use them for	Students will need - paper/card - a pencil - crayons/felt tips	Speak: talk about the puppet they have made Listen to a simple introduction and respond.

GRADE 1

	simple role plays, in pairs e.g. saying hello, asking for names etc		
Assessment for Learning: POST ITs - students draw something about Unit 4			
Vocabulary	Grammar	Interaction	Pronunciation
Vocabulary from Unit 4	Introduce someone: <i>Hello, my name's</i> <i>Number + body parts</i>	Student to student Student to students	Unit 4 pronunciation.