



UNIT 5 BODY

| Grammar, phrases, vocabulary | Activities, games, songs | Suggested extension |
|--|--|---|
| <p>Target Language: leg(s), arm(s), hand(s), foot(feet), head, shoulder(s), tummy, bottom</p> <p>Language Structures: What is it? What's this? It's a (leg). What are they? They are (legs).</p> <p>Passive Language: How many (legs) have you got? I've got 2 legs. Touch your (legs).</p> | <p>Worksheets: p. 13 - 16</p> <p>Songs: Stand in Line Something Red (T 08) Touch 1,2, instrumental (T 10, 11, 12) Look at Me 1, 2, instrumental (T 16, 17, 18)</p> <p>Activities: Body Snap Clap If True+ Dictation (colour) Find it Fast Find the Lady Flashcard Hunt Flashcard Pogo Fly Swatter/Run and Circle Get into Groups Jigsaw Student Pairs Physical Prepositions (Objects) Play Your Cards Right Please Game Shout Out Stand Up If Stations (first phonic) Stations (Yes/No) Stepping Stones What's Missing?/Little Thief</p> | <p>Vocabulary: What's the matter? My (leg) hurts.</p> <p>Songs: Head, Shoulders, Knees and Toes The Hokey Cokey</p> <p>WOW Video Clips: U5 - Clip 1 U5 - Clip 2 U5 - Song 1 U5 - Song 2</p> |





SONG LYRICS: T16-18

Look at Me Part 1

It's a leg, it's a leg.
Hello look at me.
They are legs, they are legs.
Hello look at me.

It's an arm, it's an arm.
Hello look at me.
They are arms, they are arms.
Hello look at me.

My legs and arms, are a part of me!

(substitute in 'hand(s)' and
'foot/feet' and repeat)

Look at Me Part 2

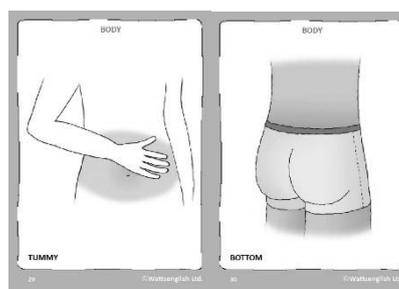
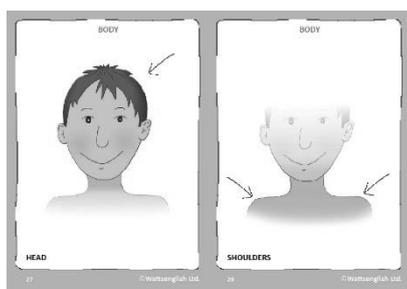
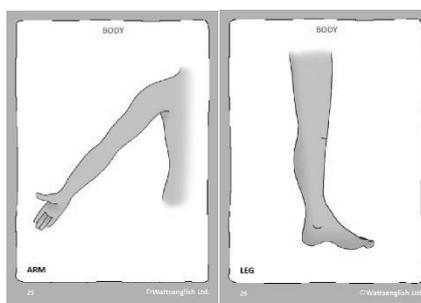
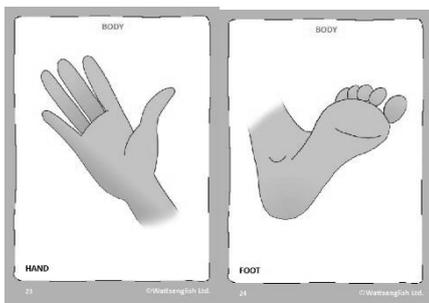
It's a head, it's a head.
Hello look at me.
It's my head, it's my head.
Hello look at me.

It's a shoulder, it's a shoulder.
Hello look at me.
They are shoulders, they are
shoulders. Hello look at me.

My head and shoulders, are a part of
me!

(substitute in 'my tummy' and 'my
bottom' and repeat)

FLASHCARDS: 23 - 26, 27 - 30





5 BODY – Week 15, Lesson a

INPUT LESSON

- AIMS:** To recognise and touch the first four new body parts
To follow simple actions with the body parts
To sing and play along with the song
To learn a new game
To practise previously acquired language
- MATERIALS:** CD player, CD, flashcards (leg, arm, hand, foot and a selection from previous units), sticky-tack
- NEW VOCABULARY:** **leg, arm, hand, foot (feet)**
- REVISION:** vocabulary from units 1 – 4 (colours, numbers, verbs, home, toys)
- PASSIVE VOCABULARY:** shake, wave, clap, stamp, please, touch
- LANGUAGE STRUCTURES:** **What is it? It's a (noun).**
(passive: What are they? They are (plural noun).)
- SUGGESTED INTRO/DRILL:** realia, flashcard flash / triple drills
- GAMES/ACTIVITIES:** Stations (Yes/No)
Please Game
Shout Out
- SONGS:** Stand in Line
Look at Me Part 1 (T 16)
- METHODOLOGY:** Use and model through echo correction, the correct plural form of *foot* – *feet*, but don't feel the need to explain in detail at this stage.
- DISCIPLINE/CONTROL:** Use children to help you set up 'Stations' but pay attention to paintwork and damage when using sticky-tack to fix the flashcards around the room.





Lesson Plan

| Week 15, Lesson a | | |
|--------------------------|--------------------|---|
| Time | Stage | Activity |
| 1 | Starting routine | Stand in Line song - by the door routine. Test the children on known vocabulary. |
| 3 | TPR review | Play ' Stations (Yes/No) ' to review known vocabulary. |
| 4 | INTRO and DRILL | Use the flashcards to introduce and drill the first 4 words of the unit (leg, arm, hand, foot / feet). |
| 3 | INTRO and re-DRILL | Passively intro additional verbs to accompany the nouns. Re-drill the nouns where necessary. Shake your legs, wave your arms, clap your hands, stamp your feet / a foot. |
| 4 | TPR | Play ' Please Game '. Use the nouns and verbs introduced above to play a version of 'Simon Says' where the watch word is 'Please'. Show the children that they should only copy you / follow your instruction if you say 'please'. |
| 3 | TPR/GP - song | Sing and play along to the song Look at Me Part 1 and passively introduce the structure <i>They are (plural noun)</i> . |
| 3 | TPR | Play ' Stations (Yes / No) ' using a mix of old and new vocabulary. |
| 3 | GP review | Play ' Shout Out ' with a mix of vocab from the first four units. Show the children a random flashcard and reward the first child to shout out the correct answer with a high 5 or similar. |
| 1 | Exit routine | Stand in Line song. Carry out an exit routine by the door. |





5 BODY – Week 15, Lesson b

TPR REVIEW LESSON

- AIMS:** To recognise and show understanding of the first 4 body parts
To follow simple actions with the body parts
To identify and colour body parts according to instructions
To learn new games
To practise previously acquired language
- MATERIALS:** CD player, CD, flashcards (leg, arm, hand, foot and a selection from previous units), workbooks (p.13), crayons (blue, red, green, yellow)
- NEW VOCABULARY:** **leg, arm, hand, foot (feet)**
- REVISION:** vocabulary from units 1 – 4 (colours, numbers, verbs, home, toys)
- PASSIVE VOCABULARY:** shake, wave, clap, stamp, please, touch, colour
- LANGUAGE STRUCTURES:** **What is it? It's a (noun).**
(passive: What are they? They are (plural noun).)
- SUGGESTED INTRO/DRILL:** realia, flashcard flash / triple drills
- GAMES/ACTIVITIES:** Stand Up If
Clap If True+
Physical Prepositions (Objects)
Get into Groups
- SONGS:** Stand in Line
Look at Me (T 16)
- METHODOLOGY:** Continue to use and model through echo correction, the correct plural form of *foot* – *feet*, but don't feel the need to explain in detail at this stage.
- DISCIPLINE/CONTROL:** Monitor during the bookwork and pay attention to early finishers.





Lesson Plan

Week 15, Lesson b (Book Unit 5, page 13)

| <u>Time</u> | <u>Stage</u> | <u>Activity</u> |
|-------------|--|---|
| 1 | Starting routine | Stand in Line song - by the door routine. Test the children on known vocabulary. |
| 2 | TPR review | Play ' Stand Up If ' to review verbs and colours. |
| 3 | re-INTRO and DRILL | Use realia from the children themselves to re-introduce and drill the first 4 words of the unit. Add the verbs of movement from the previous lesson to accompany the body parts. |
| 2 | TPR/GP - song | Sing and play along to the song Look at Me Part 1 and passively introduce 'They are (plural noun)'. Read the story on the back of the page. |
| 3 | TPR | Play ' Clap If True+ '. Add the new verbs from above and add to the game. Re-introduce and drill the first 4 words of the unit mixed with 3 or 4 words from previous units. Pause to re-drill if and when necessary. |
| 3 | Bookwork TPR: complete the task according to your instructions. GP: encourage | Ask the children to touch and name (if appropriate) the body parts on the worksheet. |
| 2 | vocalisation if appropriate. | According to the order of your choosing, ask the children to find and colour in the various body parts . Make sure the children pause after completing each picture and wait for your instruction. This is to ensure that all children finish at the same time. Play ' Physical Prepositions (Objects) ' with the children if a particular child is slower than the others. |
| 5 | | |
| 3 | TPR review | Play ' Get into Groups '. Ask the children to move around the classroom in a manner of your choosing before shouting out a number and showing the children that they should make small circles with the corresponding number of children. Play a few times with numbers 1 - 6. |
| 1 | Exit routine | Stand in Line song. Carry out an exit routine by the door. |





5 BODY – Week 16, Lesson a

INPUT LESSON

- AIMS:** To recognise and touch the next four body parts of the unit
To follow simple actions with the body parts
To sing and play along with the songs
To learn a new game
To practise previously acquired language
- MATERIALS:** CD player, CD, flashcards (head, shoulder, bottom, tummy, leg, arm, hand, foot and a selection from previous units)
- NEW VOCABULARY:** **head, shoulder, bottom, tummy**, leg, arm, hand, foot (feet)
- REVISION:** vocabulary from units 1 – 4 (colours, numbers, verbs, home, toys)
- PASSIVE VOCABULARY:** touch, rub, pat, point to, find, hit, run, circle
- LANGUAGE STRUCTURES:** **What is it? It's a (noun).**
(passive: What are they? They are (plural noun).)
- SUGGESTED INTRO/DRILL:** realia, flashcard flash / triple drills
- GAMES/ACTIVITIES:** Get into Groups
Fly Swatter / Run and Circle
Find it Fast
- SONGS:** Stand in Line
Something Red (T 08)
Look at Me Part 2 (T 17)
- METHODOLOGY:** Continue to use and model through echo correction, the correct plural form of *foot* – *feet*, but don't feel the need to explain in detail at this stage.
- DISCIPLINE/CONTROL:** Be careful when using fly swatters, only give them out after you have explained the game and keep tight control of the class. If the class becomes disruptive show them Maggie is scared/unhappy, use time outs or change the game to 'Run and Circle'.





Lesson Plan

| <u>Week 16, Lesson a</u> | | |
|--------------------------|--------------------|---|
| <u>Time</u> | <u>Stage</u> | <u>Activity</u> |
| 1 | Starting routine | Stand in Line song - by the door routine. Test the children on known vocabulary. |
| 2 | TPR review | Play ' Get into Groups ' to review numbers and verbs. |
| 3 | TPR/GP - song | Sing and play along to the song Something Red . |
| 4 | INTRO and DRILL | Introduce and drill the remaining words of the unit (head, shoulder, bottom, tummy). |
| 3 | INTRO and re-DRILL | Passively intro additional verbs to accompany the nouns. Re-drill the nouns where necessary. Touch your head, rub your tummy, pat your shoulder, point to your bottom. |
| 3 | Song | Sing the Look at Me Part 2 song and passively introduce 'They are (plural noun)'. |
| 4 | TPR | Play ' Fly Swatter / Run and Circle ' to practise the 4 new words. Put the new vocab on the board and with a child from each team armed with a fly swatter, show them they should race to be the first one to hit the flashcard you shout out. |
| 4 | TPR review | Play ' Find it Fast ' to further practise the new words, add more flashcards from the previous units to make the game more challenging. |
| 1 | Exit routine | Stand in Line song. Carry out an exit routine by the door. |

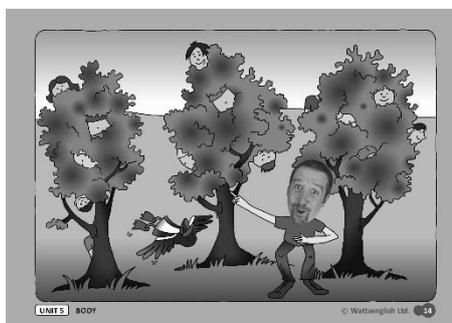




5 BODY – Week 16, Lesson b

TPR REVIEW LESSON

- AIMS:** To recognise and show understanding of the last four body part in the unit
To follow simple actions with the body parts
To circle the body parts according to instructions
To learn a new game
To practise previously acquired language
- MATERIALS:** CD player, CD, 2 sets of flashcards (leg, arm, hand, foot and a selection from previous units), workbooks (p.14), crayons
- NEW VOCABULARY:** **head, shoulders, bottom, tummy,** leg, arm, hand, foot (feet)
- REVISION:** vocabulary from units 1 – 4 (colours, numbers, verbs, home, toys)
- PASSIVE VOCABULARY:** touch, rub, pat, point to, please
- LANGUAGE STRUCTURES:** **What is it? It's a (noun).** What are they?
They are (plural noun).
- SUGGESTED INTRO/DRILL:** realia, flashcard flash / triple drills
- GAMES/ACTIVITIES:** **Flashcard Hunt**
Find the Lady
Physical Prepositions (Objects)
Get into Groups
- SONGS:** Stand in Line
Look at Me Part 2 (T 17)
- METHODOLOGY:** Use 2 matching flashcards to model and drill the plural of *foot* – *feet*. Allocate more time to drilling *feet* than other plural forms.
- DISCIPLINE/CONTROL:** Use a mix of drills from previous units (choral chanting, loud/quiet and high/low) to add variety and help you keep the children focused while drilling.





Lesson Plan

Week 16, Lesson b (Book Unit 5, page 14)

| <u>Time</u> | <u>Stage</u> | <u>Activity</u> |
|-------------|--|--|
| 1 | Starting routine | Stand in Line song - by the door routine. Test the children on known vocabulary. |
| 3 | re-INTRO and DRILL | Use realia from the children themselves to re-introduce and drill all 8 words of the unit. |
| 3 | TPR review / GP | Play ' Flashcard Hunt '. Ask the children to close their eyes while you hide the flashcards around the room, show the children that on your command they should find and bring you a flashcard of your choosing. If they bring you the wrong card then they are 'out' for the next round, so they must only look at it and remember it for the next round. Repeat the game if time permits. |
| 2 | TPR | Play ' Find the Lady ' with the 4 new words from the unit. |
| 2 | Bookwork TPR: complete the task according to your instruction. | Ask the children to touch and name (if appropriate) the various body parts on the worksheet. If the group is strong, ask them how many of each body part they can see. |
| 2 | | Read the story on the back of the page. |
| 4 | | According to the order of your choosing, ask the children to select a coloured crayon and circle all the body parts of a given type, i.e. 'circle all the tummies that you can see green'. Make sure the children pause after completing each task and wait for your next instruction. This is to ensure that all children finish at the same time. Play ' Physical Prepositions (Objects) ' with the children if a particular child is slower. |
| 2 | TPR/GP - song | Intro and sing the Look at Me Part 2 song, with the books open so the children can point to the corresponding body parts. |
| 2 | INTRO and DRILL | Intro and drill 'What are they? They are (noun(s)).' using two flashcards of the same picture. If time permits, re-enforce the concept by using the toy flashcards as well. |
| 3 | TPR | Play ' Get into Groups '. Play a variation of the game where you ask the children how many feet, shoulders, hands etc. are in each group. |
| 1 | Exit | Stand in Line song. Carry out an exit routine by the door. |





5 BODY – Week 17, Lesson a

VOCALISATION LESSON

- AIMS:** To recognise and name all eight body parts of the unit
To sing and play along with the songs
To learn new games
To learn about their bodies
To practise previously acquired language
- MATERIALS:** 2 sets of flashcards (head, shoulder, bottom, tummy, leg, arm, hand, foot and a selection from previous units), a large sheet of blank paper and a pen
- NEW VOCABULARY:** **head, shoulder, bottom, tummy, leg, arm, hand, foot (feet)**
- REVISION:** vocabulary from units 1 – 4 (colours, numbers, verbs, home, toys)
- PASSIVE VOCABULARY:** shake, wave, clap, stamp, touch, rub, pat, point to, please, touch, find, draw
- LANGUAGE STRUCTURES:** **What is it? It's a (noun).** What are they?
They are (plural noun).
- SUGGESTED INTRO/DRILL:** realia, flashcard flash / triple drills
- GAMES/ACTIVITIES:** **Body Snap**
Pairs
Physical Prepositions (Object)
Jigsaw Student
Stations (first phonic)
- SONGS:** Stand in Line
Look at Me Part 1 (T 16)
- METHODOLOGY:** Use 2 matching flashcards to model and drill the plural of *foot* – *feet*. Allocate more time to drilling *feet* than other plural forms.
- DISCIPLINE/CONTROL:** When the group is large, divide the children into two groups when playing 'Pairs'.





Lesson Plan

Week 17, Lesson a

| <u>Time</u> | <u>Stage</u> | <u>Activity</u> |
|-------------|--------------------|--|
| 1 | Starting routine | Stand in Line song and by the door routine. |
| 4 | Re-INTRO and Drill | Intro and drill all 8 words from the unit using the children as realia, after each body part ask the children to perform some movement to practise the new verbs (clap, stamp...). |
| 4 | TPR review | Play ' Body Snap '. Put the children into pairs or small groups and show them how on your instruction they should connect matching body parts with their partners, i.e. when you say 'hands' the children should place their hands touching their partner's hands. When you say 'hand' they should connect only one hand. Mix singular and plurals and add more than only body part to connect if the group is strong. |
| 2 | TPR/GP - song | Sing and act along to Look at Me Part 1 . |
| 4 | GP | Play ' Pairs ' using a selected number of duplicated body flashcards. Spread the cards out face down on the floor. Ask one child to turn over a card, name it and then ask another child to try to find its matching pair. Reward the class if they find a pair or turn the cards face down again if they don't. Make sure to enforce and re-drill the plural forms with the question 'What are they? They are (noun(s))' each time a matching pair comes up. |
| 3 | TPR | Play ' Physical Prepositions (Objects) '. Give each child a ball, or ask them to wiggle their fingers of each body part. Roll the ball or walk the fingers between each part, and add some verbs of movement if the children become restless. |
| 4 | TPR/GP | Play ' Jigsaw Student '. Stick several sheets of blank paper together then take one child at a time to come and lie on the paper while you draw around a specific body part. Ask the class which body part it is and what comes next. The finished drawing should be quite funny and if time permits colour it in / decorate it according to your instructions. Push for vocalisation. |
| 2 | TPR review | Play ' Stations (first phonic) ' to review colours and home vocabulary. |
| 1 | Exit routine | Stand in Line song. Carry out an exit routine by the door. |

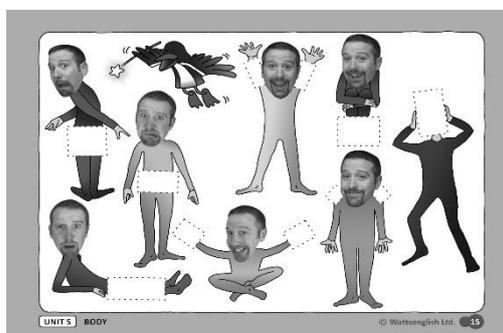




5 BODY – Week 17, Lesson b

PRACTICE LESSON

- AIMS:** To recognise and name all eight body parts
To develop the skill of observation
To develop motor skills through the worksheet
To practise previously acquired language
- MATERIALS:** CD player, CD, flashcards (leg, arm, hand, foot, head, shoulder, bottom, tummy and a selection from previous units), workbooks (p. 15), crayons, a blanket/coat
- NEW VOCABULARY:** **leg, arm, hand, foot (feet), head, shoulder, bottom, tummy**
- REVISION:** vocabulary from units 1 – 4 (colours, numbers, verbs, home, toys)
- PASSIVE VOCABULARY:** please, draw, What's missing?
- LANGUAGE STRUCTURES:** **What is it? It's a (noun).** What are they?
They are (plural noun).
- SUGGESTED INTRO/DRILL:** realia, flashcard flash / triple drills
- GAMES/ACTIVITIES:**
What's Missing? / Little Thief
Flashcard Pogo
Body Snap / Please Game
- SONGS:**
Stand in Line
Look at Me - instrumental (T 18)
- METHODOLOGY:** Use 2 matching flashcards to model and drill the plural of *foot* – *feet*. Allocate more time to drilling *feet* than other plural forms.
- DISCIPLINE/CONTROL:** Monitor during bookwork and pay attention to early finishers, choose them to be the teacher and suggest which body part to draw next.





Lesson Plan

Week 17, Lesson b (Book Unit 5, page 15)

| <u>Time</u> | <u>Stage</u> | <u>Activity</u> |
|-------------|---|---|
| 1 | Starting routine | Stand in Line song - by the door routine. Test the children on known vocabulary. |
| 2 | TRP/GP - song | Sing and do the actions to Look at Me - instrumental . Review the vocab of the unit by mixing the order they are practised in the song. |
| 4 | GP | Play ' What's Missing? / Little Thief ' with the flashcards of the unit. |
| 4 | GP | Play ' Flashcard Pogo ' with the flashcards of the unit. |
| 3 | Bookwork TPR: complete the task according to your instructions. | Review the target vocab by asking ' what's missing ' in each picture . |
| 2 | GP: encourage vocalisation if appropriate. | Read the story on the back of the page. |
| 5 | | According to the order of your choosing, ask the children to use a crayon to draw in the missing body parts . Review 'It's a (colour) (noun)' after each appropriate drawing is completed while waiting for the slower children to finish. |
| 3 | TPR | Play ' Body Snap ' or ' Please Game ' to finish the lesson. |
| 1 | Exit routine | Stand in Line song. Carry out an exit routine by the door. |





5 BODY – Week 18, Lesson a

PRACTICE LESSON

- AIMS:** To name and further practise all eight body parts of the unit
To learn a new game
To practise previously acquired language
- MATERIALS:** 2 sets of flashcards (leg, arm, hand, foot head, shoulder, bottom, tummy and a selection from previous units)
- NEW VOCABULARY:** **head, shoulder, bottom, tummy, leg, arm, hand, foot (feet)**
- REVISION:** vocabulary from units 1 – 4 (colours, numbers, verbs, home, toys)
- PASSIVE VOCABULARY:** same/different, paper, scissors, stone, find, bring
- LANGUAGE STRUCTURES:** **What is it? It's a (noun).** What are they?
They are (plural noun).
- SUGGESTED INTRO/DRILL:** realia, flashcard flash / triple drills
- GAMES/ACTIVITIES:** Get into Groups
Pairs
Stepping Stones
Play Your Cards Right
Flashcard Hunt
- SONGS:** Stand in Line
- METHODOLOGY:** If appropriate, add more flashcards for the game 'Flashcard Hunt'.
- DISCIPLINE/CONTROL:** Practise the game 'paper, scissors, stone' before playing 'Stepping Stones' and remember that this can be used effectively for solving disputes and conflicts, especially relating to scoring, throughout the course.





Lesson Plan

| Week 18, Lesson a | | |
|--------------------------|--------------------|--|
| Time | Stage | Activity |
| 1 | Starting routine | Stand in Line song - by the door routine. |
| 2 | Re-INTRO and Drill | Re-intro and drill the vocabulary from unit 5 using a mix of flashcards and realia. |
| 5 | TPR review | Play ' Get into Groups '. Play a variation of the game where you ask the children how many feet, shoulders, hands etc. are in each group. |
| 2 | GP review | Play ' Pairs ' using a selected number of duplicated body flashcards. Spread the cards out face down on the floor. Ask one child to turn over a card, name it and then ask another child to try to find its matching pair. Reward the class if they find a pair or turn the cards face down again if they don't. Make sure to enforce and re-drill the plural forms with the question 'What are they? They are (noun(s))' each time a matching pair comes up. |
| 5 | GP | Play ' Stepping Stones '. Split the class in 2 and line each group up at the opposite ends of a line of flashcards. Show the children that one member from each team must step on each flashcard and name it before moving on. When the opposing team members meet they play 'paper, scissors, stone'. The loser returns to his/her team to start again and the winner stays where he/she is. The winning team is that which makes it across all stepping stones. |
| 5 | GP | Play ' Play Your Cards Right '. Randomly select 4 cards from the unit and place them face down in a line. Split the class into 2 teams (if appropriate) and ask one team to guess at what the first card might be, and the other group to remain quiet. If team 1 guesses correctly they can guess at the next card. If they get it wrong, turn all the cards face down again and ask the other team to try. Continue until one team correctly guesses all cards. |
| 3 | TPR | Play ' Flashcard Hunt '. Ask the children to close their eyes while you hide the flashcards around the room, show the children that on your command they should find and bring you a card of your choosing. If they bring you the wrong card then they are 'out' for the next round, so they must only look at it and remember it for the next round. Repeat the game if appropriate. |
| 2 | Exit routine | Stand in Line song. Carry out an exit routine by the door. |

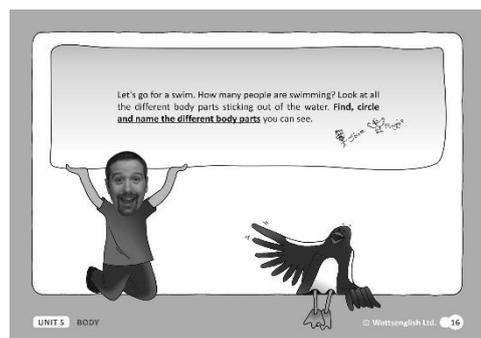
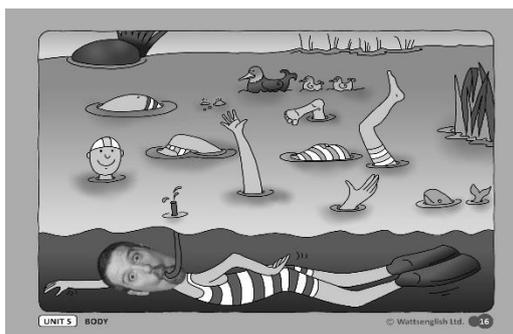




5 BODY – Week 18, Lesson b

PRACTICE LESSON

- AIMS:** To name and further practise eight body parts of the unit
To sing and play along with the songs and games
To develop motor skills through the worksheet
To practise previously acquired language
- MATERIALS:** CD player, CD, flashcards (all flashcards from units 1 – 5), workbooks (p. 16), crayons
- NEW VOCABULARY:** **leg, arm, hand, foot (feet), head, shoulder, bottom, tummy**
- REVISION:** vocabulary from units 1 – 4 (colours, numbers, verbs, home, toys)
- PASSIVE VOCABULARY:** shake, wave, clap, stamp, touch, rub, pat, point to, please, touch, draw, stone, scissors, paper
- LANGUAGE STRUCTURES:** **What is it? It's a (noun).**
What are they? They are (plural noun).
- SUGGESTED INTRO/DRILL:** realia, flashcard flash / triple drills
- GAMES/ACTIVITIES:** Please Game
Get into Groups
Run and Circle / Fly Swatter / Listening Slap
Stepping Stones
- SONGS:** Stand in Line
Look at Me - instrumental (T 18)
- METHODOLOGY:** Have a set of flashcards ready during the bookwork and ask the children to select a flashcard from the pile, if they can't make up their mind.
- DISCIPLINE/CONTROL:** Be careful when using fly swatters, only give them out after you have explained the game and keep tight control of the class. If the class becomes disruptive show them Maggie is scared/unhappy, use time outs or change the game to 'Run and Circle'.





Lesson Plan

Week 18, Lesson b (Book Unit 5, page 16)

| <u>Time</u> | <u>Stage</u> | <u>Activity</u> |
|-------------|--|--|
| 1 | Starting routine | Stand in Line song - by the door routine. Test the children on known vocabulary. |
| 2 | TPR review | Play ' Please Game '. Use the nouns and verbs introduced above to play a version of 'Simon Says' where the watch word is 'Please'. Show the children that they should only copy you / follow your instruction if you say 'please'. |
| 3 | TPR/GP | Play ' Get into Groups '. Play a variation of the game where you ask the children how many feet, shoulders, hands etc. are in each group. |
| 3 | TPR | Play ' Run and Circle ' or ' Fly Swatter ' if you have a board and a pen or swatter. If not play ' Listening Slap ' to practise the target vocab. |
| 3 | Bookwork | Tell the children to look at the worksheet and ask 'What can you see?' reward any correct answers. |
| 2 | TPR: complete the task according to your instructions. | Read the story on the back of the page. |
| 5 | GP: encourage vocalisation if appropriate. | Choose a child to be the teacher. Ask him/her what coloured crayon the class should use. Monitor to make sure the class have understood and are ready with the correct colour. Then ask the 'teacher' 'Which body part should we circle?' Monitor the class then select a new teacher and repeat until all body parts have been circled. |
| 2 | TPR/GP - song | Sing Look at Me – instrumental and act out the movements to highlight each body part in a random order. |
| 3 | GP | Play ' Stepping Stones '. Split the class in 2 and line each group up at the opposite ends of a line of flashcards. Show the children that one member from each team must step on each flashcard and name it before moving on. When the opposing team members meet they play 'paper, scissors, stone'. The loser returns to his/her team to start again and the winner stays where he/she is. The winning team is that which makes it across all stepping stones. |
| 1 | Exit routine | Play the ' Please Game ' individually as a part of your exit routine. |

