

Parts of the Body

Topic

A vocabulary lesson for Very Young Learners, focusing on parts of the body

Aims

- To introduce/ review parts of the body
- To introduce related verbs – i.e. to eat, to smell, to hear, to see
- To practise listening skills
- To practise sequencing a narrative

Age group

Primary

Level

A1 / A2

Time

60 + minutes

Materials

1. A print out of the children's song 'Head, Shoulders, Knees and Toes'. You can find one here: <http://www.enchantedlearning.com/rhymes/headshoulders.shtml>
2. A copy of the story 'Little Red Riding Hood' (you can find one on LearnEnglish Kids here: <http://learnenglishkids.britishcouncil.org/en/short-stories/little-red-riding-hood>
3. Flashcards of the Little Red Riding Hood story – you can find some here: http://www.dltk-teach.com/rhymes/little_red_riding_hood_section.htm
4. Masks for the Grandmother, Little Red Riding Hood and the Wolf – make these before the class – put onto card, cut out eyes, attach string.

Introduction

This lesson focuses on reviewing vocabulary for parts of the body with a well known song, and then goes on to tell the story of “Little Red Riding Hood”. Students are encouraged to put the story into the correct order using flashcards, and then to retell the story themselves. There are also suggestions for follow up activities to review the vocabulary learnt.

Procedure

1. Stage 1 – Head, Shoulders Knees and Toes (song)	<p>To introduce body parts with a well-known song.</p> <p>This enables children to learn, do and say at the same time.</p> <ul style="list-style-type: none"> • Before singing the song see how much they know by simply putting your hands on your head. They should copy you! • You say ‘head’. With a sweeping gesture show them that you want them to repeat together. They should repeat. You say ‘Good’. Continue for all body parts from the song. • If possible have the children stand in a big circle or two lines with enough room between the two to bend down and touch their toes while they listen to and sing the song. • The first time just they just listen. Then they can join in with actions, then the third time they can sing and do. <p>Some may want to sing and do before, some may not want to join in at all. Both extremes are to be expected. The latter child will probably want to join in as the song continues so don’t force them to begin with. Many song books/cassettes have this song. My personal favourite is available on DVD or video from the Early Learning Centre. It’s a video of children doing the actions, singing the song with the words on the screen. It’s called ‘If you’re Happy and You Know it’.</p>
2. Stage 2 – The characters	<p>After the excitement of an action song you’ll want them to settle down a bit before moving onto the story.</p> <ul style="list-style-type: none"> • Take advantage of the fact that they’re all standing up and get them to sit in the storytelling corner, if there is one. If not, try and arrange to have an area where they can all sit down before the lesson starts. • Once they are sitting down you should sit in front of them on a chair and choose three children to come to the front and stand next to you. If they are having trouble sitting then maybe choose a couple of the noisier ones. They too will enjoy being picked for something. Do it quickly though before it turns into a reward for being noisy though. • Give them a mask each. Use the masks like this to introduce the characters.

	<ul style="list-style-type: none"> Review body parts by pointing to the child wearing the wolf mask. Use the other masked children too, especially if the class are still having problems with the words.
3. Stage 3 – Listening to the story	<ul style="list-style-type: none"> Use a long stick and tell the story with the poster pointing to the pictures as you read. Otherwise use a 'big book' with the story in so all the children can see it. If not you can reduce the pictures from the website http://www.dltk-kids.com/rhymes/littlered/1.htm stick them onto a sheet of paper /scan them to project. Failing that, use the flashcards you've made with the pictures and stick them in a line onto the board. Tell the story by walking alongside the board. Pointing to the pictures as you go. Tell it again, encouraging the children to participate with the lines which are repeated. Really emphasize these lines in each reading.
4. Stage 4 – Sequencing and retelling the story	<ul style="list-style-type: none"> If you have used flashcards on the board then take them off and hand one to each of the pupils. If possible ask them to put them back onto the board in the correct order. Alternative for this is to photocopy sets of paper flashcards which they put into order in small groups of three or four. If done in small groups they could have a look at the other groups orders to compare to their own before whole class feedback. You could re-tell the story while they follow their pictures, participating if they want to, and make changes if necessary as you talk. Take it slowly and keep the pictures to a limited number of about 4 or 5. Make sure they are obvious parts of the story. They could stick the pictures into their books in the correct order if you have time. Monitor and help where needed. This may take time with some classes as it involves glue etc. Pack everything away and then re-tell the story once more if there is time, pausing to point out body parts vocabulary. You could have a volunteer to point to the pictures as you get to them in the story. They can say alone the key phrases this time. .
5. Stage 5 - Review: Simon	<ul style="list-style-type: none"> Once they have tidied up put your hands onto you head as in stage 1. They should definitely copy now!

Says touch your head – settling action game	<ul style="list-style-type: none"> You say 'The wolf says touch you head' show them it's Ok to touch your head. 'The wolf says touch your nose' show them it's Ok to touch your nose. Repeat three or four times. Then emphasize 'touch your head' without the 'the wolf says' and dramatically pretend to gobble up the ones who touch their head. You say 'No! The wolf didn't say to do it' with a big smile 'So... The wolf says touch your head' and emphasize. Then say 'Great well done' to those who touch their heads. <p>You can use this game at other times to settle the class, for putting their coats on if you have them before break or at the end of the day etc. Also great for revising other vocabulary e.g. classroom objects etc.</p>
6. Homework	<ul style="list-style-type: none"> They could tell someone at home about the story they did in class. Actually write and distribute homework slips to stick into books saying just that 'Tell someone...'. This will encourage parents to ask about the story and give the children an opportunity to re-live the story – in their own way. They can use the sequencing flashcards stuck in their books to help. They could colour in a worksheet with pictures of today's vocabulary. For older children you could get them to label a person and a face that you've drawn or get them to draw and label themselves. Distribute the song sheet and leave a note telling them to practise the song at home.
7. Ideas for follow-up	<ul style="list-style-type: none"> You can and should review the story, song and action game later on, maybe next lesson or in a couple of weeks. Encourage the students to retell the story with you, focussing on the vocabulary they have learnt.

Contributed by

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