



Lesson Plan For Unit 1 (Part 2)



Theme: Fun In School

Focus:	Grammar	Vocabulary	Comprehension	Writing
	Personal pronoun 'I' and verb 'to be' (am)	<ul style="list-style-type: none">• Parts of the body• Things in the classroom	Answering questions based on a picture and a short passage	Rearranging words to form simple sentences

Lesson Objectives

Students are able to

1. identify and name parts of their body,
2. identify and name items used or found in the classroom,
3. complete sentences based on a picture.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 1
2. A printed enlarged coloured copy of the boy shown in Learning English Workbook 1 page 2 (Do remove the arrows and blanks that are pointing to parts of the body.)
3. Word cards (hair, eye, ear, nose, mouth, neck, foot, hand, finger, knee)
4. Blu tack
5. 10 coloured arrow sticks (Use an ice cream stick and paste a triangular piece of paper at one of its end.)
6. Objects found in the classroom (Refer to page 3 for all ten objects.)

Introduction / Warm-up Activity (10 min)

1. Stick the enlarged coloured copy of the boy on the whiteboard using blu tack. Use one of the coloured arrow sticks to point to the boy's ear and elicit from the class what it is. After the students have identified what it is, get them to point to the part on their body. Do the same for the other nine parts of the body.

Lesson (20 min)

1. Remove all the coloured arrow sticks on the whiteboard. Next, stick the word cards, 5 on each side of the enlarged coloured copy of the boy on the whiteboard. Point to each word and read it out loud to the class. Get them to read it after you.
2. Next, remove the word card 'eye'. Ask the class if there is anyone who would like to paste the word next to the correct part of the body on the enlarged coloured copy of the boy. Provide the student with a coloured arrow stick so that he can use it to point to the correct body part on the whiteboard. Repeat this with the other remaining nine word cards.
3. Play the game 'I Spy with My Little Eye' with the students. Describe each of the 10 objects on page 3 in Learning English Workbook 1 that can be found in the classroom. Get the students to guess what you are referring to.

Example:

- I spy with my little eye something brown and sturdy. It has four legs and we sit on it. (Answer: chair)
4. After the students have guessed each of the objects, stick a word card that has the name of object on it onto the physical object itself so that the students can associate the spelling word with the object.
 5. Go through the 10 words with the class again. Pointing to the object first and get the students to identify it. Then, point to the object.

Additional Activities / Closure (15 min)

1. Have a quick recapitulation with the class on the words learnt in the lesson. Gather all the word cards pertaining to the body parts from the whiteboard. Shuffle the cards. Then, flash each word card to the class and get them to read the word. You may want to alternate the activity by getting the students to point to their own body part when they see the word instead of reading it out loud.
2. Do a quick recapitulation with the 10 words pertaining to the objects found in the classroom. Point to the words found on the objects and get the students to read them.
3. Tell the students to turn to **pages 2 – 3 of Learning English Workbook 1**. Read the instructions given in the exercises together followed by the words given in the boxes. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

Homework

1. Ask the students to complete **pages 4 – 5** as homework. Discuss with the students what they see in the picture (e.g. title, author's name, cover page, thickness of the book, etc). Read the paragraph and explain words they might not be familiar with.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Get students to create riddles of the objects found in their classroom. They may use the objects that they have already learnt in the lesson to create their riddles. They can also use other objects that are found in the classroom. This will help create awareness among students about other objects found in the classroom.