

## Two lesson plans

# lesson n°1

**Time :** 45 mins – 1 hour

**Level :** First contact Primary Children in an EFL context

(suggested age-group : 7-9 year olds)

**Grammar :** «Can I...?», «Can you...?»

«Yes I can» «No, I can't»

Body Vocabulary

**Grammar revision :** Introductions. «My name's...»

**Material needed :** A model of a skeleton (available from toy shops) or a large picture of one. Sticky backed Flashcards with the main vocabulary to stick on the skeleton during the reading of the book.

### STEP ONE

1 Introduce the skeleton !

Ask the children to get into groups of three and four and ask them to decide on two questions to ask the skeleton. Choose two confident children to answer the questions on behalf of the skeleton.

Using the children's questions, revise already taught structures such as «What is it ?» «What colour is it ?» «What's its name ?» «What's its telephone number ?» «How many brothers and sisters has it got ?» etc. Encourage the children to use their imaginations.

### STEP TWO

Read the book. At the end of each page, pause and stick the flashcard with the part of the body vocabulary, on the skeleton. The teacher should mime the different actions in the book eg. turning your head on page 1, bending your neck on page 2, etc. Encourage the children to do the same.

### STEP THREE

Pointing to the skeleton's head, ask «What's this ?» and repeat to practise the vocabulary.

Remove some of the main flashcards (head, shoulders... etc.) and continue asking the questions. Once the questions have been answered, stick the flashcards back on the skeleton.

Ask two groups of children to come to the board to remove two flashcards per group.

While they are doing this, the other children should turn their heads away. When the children look at the board again, the two groups who have removed the cards, should ask the question «What's this ?».

Change the groups as often as you wish while the interest of the class is maintained.

### STEP FOUR

Using a picture of a skeleton, label it with the children.



## How to use...

# From Head to Toe

Eric Carle  
(Puffin Books)



## STEP FIVE

Teach the song «*If you're happy and you know it...*» finishing the line with key sentences from the book.

For example :

«*If you're happy and you know it :  
turn your head  
bend you neck  
raise your shoulders*» etc.

Music and words available from «*Apusskidu, Songs for Children*».

Book and CD published by A & C Black. Contact Penguin for details.



# From Head to Toe

Eric Carle  
(Puffin Books)

# lesson n°2

## STEP ONE

Activity no 1 Body Crossword : Complete the crossword to revise key vocabulary from the previous lesson.

## STEP TWO

Write up «*Can you...?*» on the board.

Referring to the book, illustrate the use of this question form. eg. «*I'm a seal and I can clap my hands. Can you do it ?*»

Using two different coloured chinks, write up the following sentence and question form, changing colour to illustrate «*Can you?*»

Practise replying «*Yes I can/No I can't*»

## STEP THREE

Using illustrations from the book, write on the board (using two different coloured chinks again)

«*Can you... bend your neck ?  
arch your back ?  
bend your knees ?*»

Encourage complete answers from the children.

«*Yes I can / No I can't*».

Ask the children to go to the board to write up their questions

## STEP FOUR

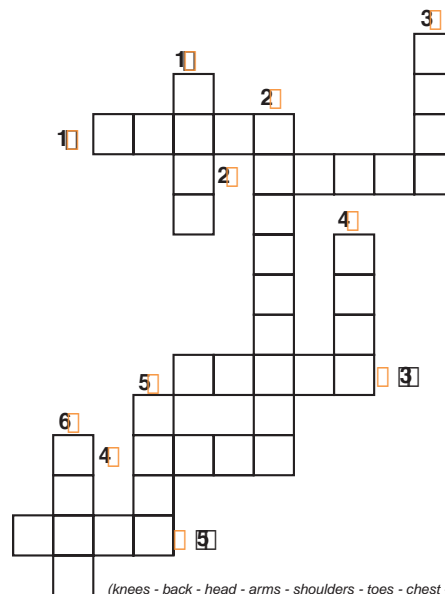
Expand this structure to include general classroom requests for the children to use such as

«*Can I stand up please ?  
Can I give out the papers please ?  
Can I write the date on the board please ?  
Can I put this in the bin please ?  
Can you repeat that please ?*»

Illustrate each question form with mime, cartoons on the board, or flashcards.

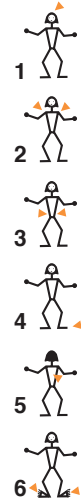
## ACTIVITY No 1

Body crossword



(knees - back - head - arms - shoulders - toes - chest - neck - hips - hands)

Down



Across

