My Body

Objective: Each student will be able to identify body parts and the five senses.
Each student will be able to use possessive pronouns: my, your, his, her.

Materials: vocabulary cards, Post-it notes (1 pad per group), Bingo cards and chips, Hokey-pokey music

Vocabulary: Print off vocabulary cards from www.mes-english.com (body parts)

<table>
<thead>
<tr>
<th>head</th>
<th>mouth</th>
<th>elbow</th>
<th>leg</th>
</tr>
</thead>
<tbody>
<tr>
<td>hair</td>
<td>teeth</td>
<td>knee</td>
<td>my</td>
</tr>
<tr>
<td>face</td>
<td>neck</td>
<td>shoulder</td>
<td>your</td>
</tr>
<tr>
<td>nose</td>
<td>hand</td>
<td>back</td>
<td>his</td>
</tr>
<tr>
<td>ear</td>
<td>finger</td>
<td>foot</td>
<td>her</td>
</tr>
<tr>
<td>eye</td>
<td>arm</td>
<td>toe</td>
<td></td>
</tr>
</tbody>
</table>

Set 2: hurt | thief / thieves | donkey

bandages | robbers |     |

Session One:
1. Sing a favorite song
2. Review previous day’s vocabulary and have the students do a simple dialogue using those words.
3. Do TPR to find out what body parts the students already know.
3. Teach new vocabulary
   Introduce each word showing the vocabulary card and have the students repeat the word. Physically demonstrate the word, if possible. Show the corresponding vocabulary card. Show the vocabulary card and have the students imitate the word while you say the same word. Show the vocabulary card and have the student say the word without assistance. Repeat any of the above steps for words that seem difficult.

4. Teach Song Head, Shoulders, Knees and Toes
   Head, shoulders, knees and toes,
   knees and toes,
   Head, shoulders, knees and toes,
   knees and toes,
   Eyes, and ears, and mouth, and nose
   Head, shoulders, knees and toes,

   Ankle, elbows, feet and seat, feet and seat,
   Ankle, elbows, feet and seat, feet and seat!
   Ankle, elbows, feet and seat, feet and seat!
   And hair and hips and chin and cheeks,
   Ankle, elbows, feet and seat, feet and seat!

5. Teach Dialogue
   Doctor: What is your problem, _____ (name) _____.
   Patient: I have hurt my _____ (body part) _____.
   Doctor: Ok. Take these pills every four hours. Rest this week, and be careful.
   Patient: Thanks, doctor.
Session Two:

1. Review the idea of substitution.
   - Demonstrate the dialogue with substitutions.
   - Break into small groups and brainstorm together possible substitutions.
   - Each group creates a new dialogue by substituting as much as possible or write a totally new dialogue. Have a few students perform their new dialogue.

2. Review vocabulary words.

3. Play the game: *Label the Parts*
   - Divide into groups of no more than 5 students.
   - One student plays the role of a model.
   - The others receive pad of post-it notes.
   - Each group must try to label as many body parts without the assistance of an American
   - The task consists of sticking the post-it notes on the bodies of their models in the appropriate places
   - The teacher and helpers then check each group to see who is the most accurate and labeled and used the most words.

4. Tell the story of The Good Samaritan
   - Teach the vocabulary thoroughly.
   - Tell the story in a simple fashion using pictures/storybook
   - Write who, what, when, where, why, and how on the chalkboard.
   - Call on a student to ask you a question using the word ‘where’. (Depending on the level of your class, you may want to demonstrate this first). Go through the Five W’s and a H listed above in this manner.
   - Have the students break up into pairs or small groups and practice asking each other these questions. Be sure to include an American in each group.
   - Review the story as a class.
   - Break down into small groups and have the students practice telling the story.
   - Discuss the meaning of the parable.

5. Have the students create a new story with the same meaning *(skip this if the level of the class is to low).*

6. Play Simon Says using the vocabulary for today.
Session Three:
1. Teach Jazz Chant:

   Ouch! That Hurts

   Ouch!
   What’s the matter?
   I stubbed my toe
   Oh, that hurts, that hurts.
   I know that hurts.

   Ouch!
   What’s the matter?
   I got a cramp in my feet.
   Oh, that hurts, that hurts.
   I know that hurts.

   Ouch! Ouch!
   What’s the matter now?
   I bumped into the table,
   Tripped on the stairs,

   Gee! You’re clumsy today!

2. Play Bingo and Ognib

   * Directions for Bingo
     1. Call out a vocabulary word.
     2. First person to get four in a row wins.
   * Directions for Ognib
     1. This is just what it sounds like, Bingo in reverse.
     2. Students choose five pictures and circle/place chips on them.
     3. If one of the student’s choices comes up, they can erase their mark or remove their marker.
     4. When all have been removed the student wins and shouts, "OGNIB!"
     5. This is a great change of pace and will last longer than bingo.
     6. You will see about 80% of the vocabulary appear before you get a winner.

3. Teach the Hokey-Pokey

   You put your right foot in: you put your right foot out:
   You put your right foot in and you shake it all about.
   You do the Hokey-Pokey, and you turn yourself around.
   That’s what it’s all about.

   Left foot,
   Right hand
   Left hand
   Head
   Whole self
bandages
donkey
Body

Vocabulary

head    mouth    elbow    leg
hair    teeth    knee    my
face    neck    shoulder    your
nose    hand    back    his
ear    finger    foot    her
eye    arm

Head, Shoulders, Knees and Toes

Head, shoulders, knees and toes,
knees and toes.
Head, shoulders, knees and toes,
knees and toes.
Eyes, and ears, and mouth, and nose
Head, shoulders, knees and toes,
knees and toes.

Ankles, elbows, feet and seat, feet and seat,
Ankles, elbows, feet and seat, feet and seat!
And hair and hips and chin and cheeks,
Ankles, elbows, feet and seat, feet and seat

Doctor: What is your problem, ____ (name) _____.
Patient: I have hurt my ____ (body part) _____.
Doctor: OK. Take these pills every four hours.
       Rest this week, and be careful.
Doctor: Thanks, doctor.
Ouch! That Hurts

Ouch!
What’s the matter?
I stubbed my toe
Oh, that hurts, that hurts.
I know that hurts.

Ouch!
What’s the matter?
I bit my tongue.
Oh, that hurts, that hurts.
I know that hurts.

Ouch! Ouch!
What’s the matter now?
I bumped into the table,
Tripped on the stairs,
Slipped on the carpet,
Fell over the chairs.

Gee! You’re clumsy today!

Hokey-Pokey
You put your right foot in:
You put your right foot out:
You put your right foot in
and you shake it all about.
You do the Hokey-Pokey,
and you turn yourself around.
That’s what it’s all about.

Left foot,
Right hand
Left hand
Head
Whole

Vocabulary
hurt
bandages
thief / thieves
robber
donkey