

Lesson 8

Body and shapes 2



General:

Level:	2 – KOALAS (ages 5-7)
Time:	50 mins - 1 hour 10 mins
Objectives:	Identify and recognize 8 body parts and 3 shapes.
Structures:	“What is it?”, “Which part of the body is that?”, “Touch your ...”.
New vocab:	eyes, ears, mouth, nose, triangle.
Review vocab:	head, shoulders, knees, toes, square, circle.

You will need to download:

Flashcards:	<ul style="list-style-type: none"> • head, should, knees, toes, eyes, ears, mouth, nose
Printables:	<ul style="list-style-type: none"> • Fish shapes trace worksheet • Body parts match worksheet • The monster family reader worksheet
Songs:	<ul style="list-style-type: none"> • Hello Song • Goodbye Song • The numbers song • Head, shoulders, knees and toes song
Readers:	<ul style="list-style-type: none"> • The monster family

These can be downloaded at <https://www.eslkidstuff.com/esl-kids-lesson-plans.html>

You will also need:

- name tags for each student
- a glove puppet
- colored pencils
- plastic fruit
- a large cloth bag
- squares, circles and triangles cut out of colored card (4 of each)
- cushions (1 per student)
- CD / Tape player / PC / Something to play the songs on

Notes:

Students learn some more body and shape vocabulary and play lots of fun games. They also sing a new song about parts of the body and read a funny story.

Lesson overview:

Warm up and maintenance:

1. Greetings
2. Name tags
3. Glove puppet greetings
4. Sing "The Hello Song"
5. Homework check
6. Do "Exercise routine" activity
7. Sing "The numbers song"
8. Do the "What's in the bag?" activity

New learning and practice:

1. Teach/Review 3 shapes
2. Play "Missing shape" and "Shape touch"
3. Do "Fish shapes trace" worksheet
4. Read and write time
5. Review/Teach 8 body parts
6. Practice the body vocab
7. Play "Flashcard exercises"
8. Play "Teacher says"
9. Sing "Head, shoulders, knees and toes" song
10. Read classroom reader "The monster family"

Wrap up:

1. Assign homework: "Body parts match"
2. Say goodbye to glove puppet
3. Sing "The Goodbye Song"
4. Do "Quick check" and say goodbye

Lesson procedure:

Warm up and maintenance:

1. Greetings

Greet the students by name as they enter the classroom and gesture for them to sit down (on cushions if you have them) in a fan-shape around you.



2. Name tags

Before class, prepare some name tags (stickers or pin-on tags).

If your students can not write their names well:

have each student's name written in dots or dashes in lower-case letters on the tags.



Sit down with your students and lay out the name tags in front of you. Pick up each tag and encourage the student to recognize his/her name. Do this for everyone.

Finally, have everyone take out a pencil and trace their name on their tags and stick them on.

If your students can write their names well:

simply give a blank name tag to each student to write their name on in pencil and stick it on.

3. Glove puppet greetings

Bring out your glove puppet bag and have everyone shout "Hello!" into the bag until he wakes up and jumps out of the bag.

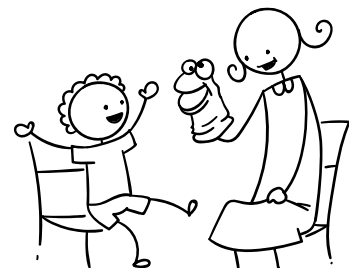
Then model chatting with the glove puppet ...

Puppet: "Hello", What's your name?"

Teacher: "My name is..."

Puppet: "How are you?"

Teacher: "I'm fine, thank you".




... and then have the puppet say hello to each student and ask them the same questions.

Finally, go around saying "Goodbye" and "See you" before going back into the bag and back to sleep.

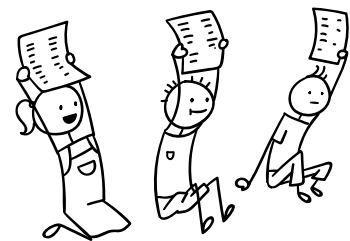
4. Sing "The Hello Song"

Sit in a circle and listen to the song (clap along or pat knees).

Lyrics for "The Hello Song"	Gestures for "The Hello Song"
<p>Hello, hello, How are you today? Hello, hello, How are you today?</p> <p>I'm fine, thank you, I'm fine, thank you, I'm fine, thank you, And how about you?</p> <p>Hello, hello, How are you today? I'm fine, thank you, And how about you?</p>	<p>These are quite straight forward. First time you play the song do the gestures and encourage everyone to do them with you.</p> <ul style="list-style-type: none"> • Wave as you sing the "Hello, hello" parts. • Gesture to others as you sing "How are you today?" • Point to yourself as you sing "I'm fine, thank you" • Hand gesture towards another student as you sing "And how about you?". 

5. Homework check

Check each student's homework that you set in the last lesson. Ask each student some questions about their homework worksheet (e.g. "What shape is this?, Is this his head?"), give lots of praise, and then put some kind of mark on the homework sheet (e.g. a sticker, a stamp or draw a smiley face).

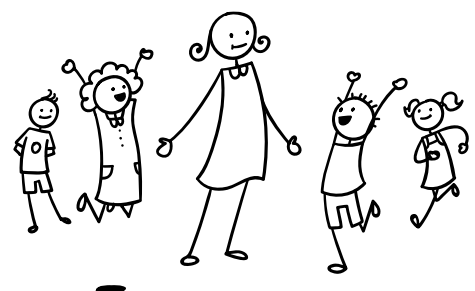


Finally, tell your students to put their homework back into their bags.

6. Do "Exercise routine" activity

Say the following and have the students follow your lead:


- "Stand up (T stands and so does everyone else)"
- "Hands up / hands down" (do 4 or 5 times)
- "Jump" (4 or 5 times)
- "Kick (4 or 5 times)"
- "Run! / Stop!" (4 or 5 times)
- "Turn around! / Stop!" (4 or 5 times)



- "Wiggle!" (a few seconds)
- finally "Sit down".

7. Sing "The numbers song"

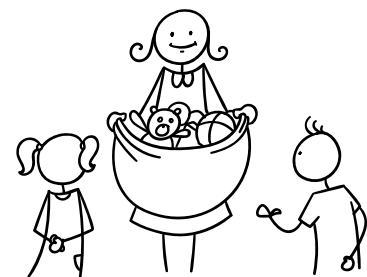
Continue exercising with this song! Get everyone to stand up and march along and do the actions. Make sure you do the actions with the kids so that they can follow you and copy what you are doing.

Lyrics for "The numbers song"	Gestures for "The numbers song"
<p>1 – 2 – 3 – 4 – 5 Jump! 6 – 7 – 8 – 9 – 10 Jump! Turn around and clap your hands And jump!</p> <p>1 – 2 – 3 – 4 – 5 Kick! 6 – 7 – 8 – 9 – 10 Kick! Turn around and clap your hands And kick!</p> <p>1 – 2 – 3 – 4 – 5 Wiggle! 6 – 7 – 8 – 9 – 10 Wiggle! Turn around and clap your hands And wiggle!</p> <p>1 – 2 – 3 – 4 – 5 Jump! 6 – 7 – 8 – 9 – 10 Kick! Turn around and clap your hands And Jump! Kick! Wiggle! And Jump!</p>	<p>First time you play the song do the gestures and encourage everyone to do them with you.</p> <ul style="list-style-type: none"> • As the music is in a marching-style, start off with everyone marching enthusiastically on the spot to the rhythm. • Whilst marching, count off the numbers on your fingers as the numbers are sung. • Do each action word (e.g. jump, turn around, clap your hands, etc.) at the point they are sung in the song. 

8. Do the "What's in the bag?" activity

Time for the bag again.

Before class, put in a couple of new objects (e.g. a crayon, a plastic bottle, a sock, a paper cup, a leaf, a ball, a teddy, etc. - anything lying around (and safe!)) and take out a couple of the plastic fruits.



Show the bag to your students, shake it to rattle the objects inside, and ask, "What's in the bag?".

Randomly pull out different objects and teach/ elicit the words – in each case, have students hold and pass the objects around. You can even have students pull the objects out of the bag instead of you taking them out – with eyes closed to make it fun!

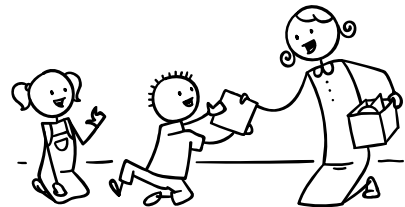
Finally, place/throw the objects around the classroom and have each student retrieve an object as you call out its name and put it back in the bag.

New learning and practice:

1. Teach/Review 3 shapes

Before class, cut out 4 squares, 4 circles and 4 triangles from some colored card.

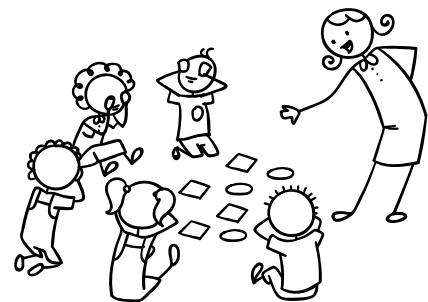
Start off by showing the square and eliciting / chorusing "square". Hand the square to a student who says "square" and passes it on to another, each student saying "square" as they pass it around.



Next, do this for the circle and then teach/chorus triangle. You can also elicit colors and sizes (e.g. a "big, yellow, square", "a small, blue circle", etc.).

2. Play "Missing shape" and "Shape touch"

Put all of the square and circle shapes on the floor and gather everyone around. Tell everyone to close their eyes. Take away one shape and say, "Open your eyes". Everyone must guess which shape is missing.



With the shapes still on the floor, say "Hands up in the air" – once all hands are up say, "Touch a (green) circle" – and have everyone quickly touch (not slam!) a green circle. Do this for all of the shapes.



3. Do "Fish shapes trace" worksheet

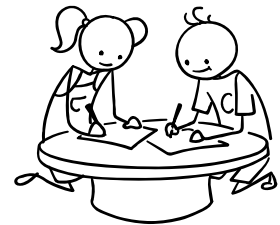
Hold up the worksheet and model tracing and coloring in the shapes of the fish – elicit the shapes and colors as you do so. Have your students take out their crayons and complete their worksheets. Spend time with each student, helping, asking questions and praising. This is a really good exercise for developing their motor skills, so really encourage them to concentrate on keeping their tracing on the dashed lines.



Finally, hold up each student's work in turn and ask them to tell you the shapes and colors. Tell your students to put their worksheets into their bags.

4. Read and write time

This segment can be part of all your lessons. Spend 10 to 15 minutes building up your students' writing and reading skills. You'll need to assess your students' reading/writing level and then choose to start at one of the following stages:



1. **Beginners: students cannot read or write the alphabet.**

Each lesson introduce 3 lower-case letters of the alphabet (first lesson will be a, b, c). Use flashcards to do this. Play alphabet games and do printing worksheets. **See our 'Alphabet a-z (lowercase)' mini-lesson plan for full details.**

2. **Early starters: students have experience with the alphabet but need phonics practice.**

Each lesson introduce 5 lower-case letters of the alphabet (first lesson will be a, b, c, d, e). Use flashcards to do this. Start by working on the sounds of the letters and then move onto letter clusters (e.g. sh, ee, etc). **See our 'Alphabet' and 'Letter clusters' mini-lesson plan for full details.**

3. **Early readers.**

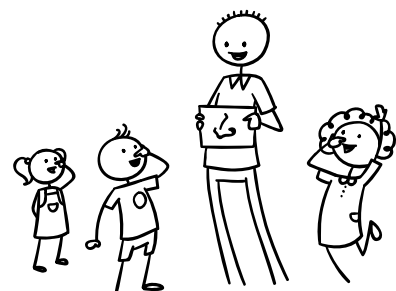
Work on reading and writing simple sentences with lots of practice activities. **See our 'Early reading' mini-lesson plan for full details.**

4. **Elementary readers: students can read and write simple sentences well.**

Work on reading and writing short texts and stories. **See our 'Reading short texts' mini-lessons for full details.**

5. Review/Teach 8 body parts

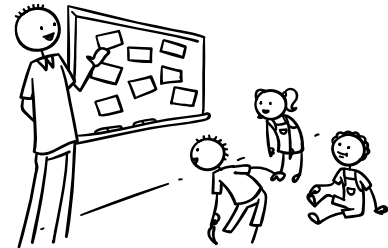
This lesson we'll learn 4 more body parts. Before class, prepare flashcards for the 8 body parts. Slowly reveal each flashcard card so students can guess what the picture is. Then, have your students touch their part of the body (so, when you show the "head" picture get everyone to touch



their heads). Chorus each word 3x and ask your students to individually say each word.

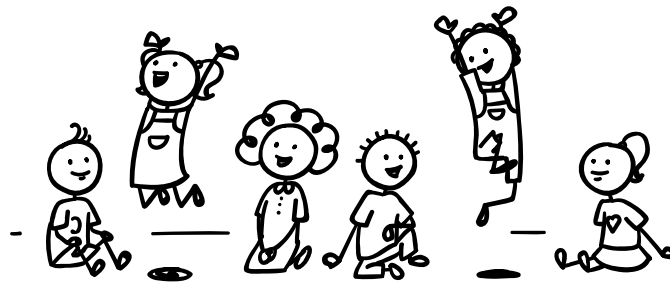
6. Practice the body vocab

Lay the 8 flashcards that you have just used in front of you, facing your students (or lined up on the board). Randomly touch each card and have your students touch that part of their body and say the word. Do a final, faster round.



7. Play "Flashcard exercises"

Get everyone sitting on the floor and facing the front of the class. Give out body flashcards so that each student has at least one card (even better is for each student to have two cards). Shout out a random flashcard word (e.g. "ears") with an action (e.g. "ears - hands up!"). All students with the ears flashcards have to do that action. Continue with other words and different actions (e.g. jump up and down, run on the spot, turn around, stand up / sit down, wiggle, touch your toes, etc.).

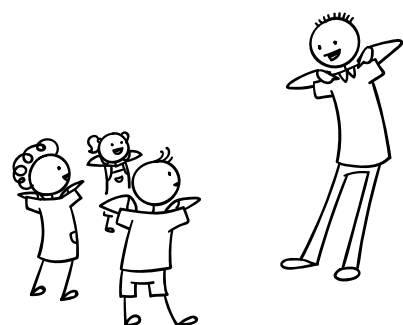


8. Play "Teacher says"

This is the game "Simon says" but using the word "teacher" instead. Go straight into the game (no explanations necessary) by saying "Teacher says touch your (knees)". Do the action and make sure everyone else follows along. Do a few more.

Then at some point give a command without the "Teacher says" part (e.g. "Touch your toes"). Everyone will touch their toes, so make it very clear that they shouldn't do this when you don't say "Teacher says".

After a while your students will get the hang of it. Play the game faster and faster. When a student makes a mistake, they have to sit the rest of the game out. The last student standing is the winner.



9. Sing the "Head, shoulders, knees & toes" song

Everyone stand up. As the song plays everyone sings and does all the actions, touching each part of the body with two hands in time with the song. It's easy and fun - your students will love doing this! Each verse gets faster so by the last verse it will be frantic but great fun.

Lyrics for "Head, shoulders, knees & toes"

(Each verse gets faster and faster)

Verse 1:

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

Verse 2:

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

Verse 3:

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

Gestures for "Head, shoulders, knees & toes"

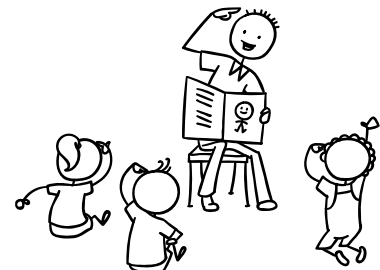
Doing the gestures with this song is a must! They are very simple and the kids will pick them up really quickly as they follow you.

Everyone needs to stand up. Simply touch the parts of your body with both hands in time with the song. The song starts off slowly with each verse getting progressively faster, making the gestures more frantic and therefore more fun!



10. Read classroom reader "The monster family"

Before class, download and print off the reader "The monster family" from our website. As you go through each page, point to the pictures, elicit each key body word, and have your students touch their part of the body as shown in the picture, for example:



Teacher: What's this? (pointing at head)

Students: Head!

Teacher: Yes, a big head! Everyone, touch your head (touching head).

Students: (Touching heads) Head!

Teacher: What color is his head?

Students: Purple!

Teacher: Right! (Reading) Hello. My name is Little Monster. I have a big head. etc.

Get the students really involved in the story by asking lots of questions (e.g. eliciting colors) and getting them to touch and say the parts of the body in the story.

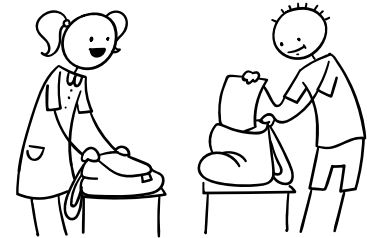
After reading the story, give out a reader worksheet to each student and have everyone match the monsters to the parts of their bodies. Then go through the answers as a class.

Wrap up:

1. Assign homework: "Body parts match"

Hold up the homework worksheet and model drawing lines to match up the body part pictures.

Give out the worksheets and say, "Put your homework in your bags" and help them to do so - this is important as they will probably want to start coloring them right away.



2. Say goodbye to glove puppet

Take out the bag again and get everyone to wake up the glove puppet by shouting its name into the bag (e.g. "Cookie Monster!").

Bring out the puppet and go through the same routine - go to each student and say hello, ask their name and the say goodbye / see you. Then put the puppet back in the bag (back to sleep).



3. Sing "The Goodbye Song"

"The Goodbye Song" is a great way to sign off the class. Sit together in a circle and sing and clap along.

Lyrics for "The Goodbye Song"

Goodbye, goodbye,
See you again.
Goodbye, goodbye,
See you again.

It's time to go,
It's time to go,
It's time to go,
See you next time.

Goodbye, goodbye,
See you again.
It's time to go,
See you next time.



Gestures for "The Goodbye Song"

These are quite straight forward. First time you play the song do the gestures and encourage everyone to do them with you.

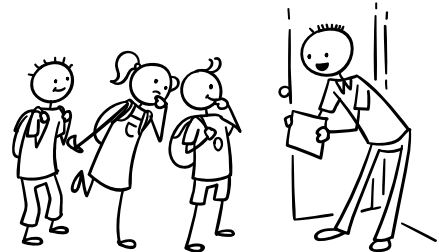
- Wave as you sing the "Goodbye, goodbye" parts.
- Hold your hand above your eyes (as you would when you are looking into the distance and keeping the sun out of your eyes) and look at another student as you sing "See you again".
- Tap watch (or imaginary watch) and then point to the door as you sing "It's time to go".
- Point towards another student as you sing "See you next time".

4. Do "Quick check" and say goodbye

Time to leave the class. Make sure everything is put away and the students have gathered their belongings. Have them line up at the door and place yourself between the door and

the students. For each student hold up either a body part flashcard or the reader worksheet from today's lesson and ask them to say what a couple of body parts are.

When they say the words correctly say goodbye and let them leave. If they make a mistake, have them go back to the end of the line - they will have to try again once they reach the front!



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- All flashcards, worksheets, craft sheets, readers and songs used in this lesson plan can be downloaded at [eslkidstuff.com/esl-kids-lesson-plans.html](https://www.eslkidstuff.com/esl-kids-lesson-plans.html)
 - More free Lesson Plans are available at [eslkidstuff.com/esl-kids-lesson-plans.html](https://www.eslkidstuff.com/esl-kids-lesson-plans.html)

Can you suggest any additions to this lesson plan? If you know of any great games, activities, teaching points, links to other sites or any other ideas that can be added to this lesson plan, please email us: <https://www.eslkidstuff.com/contact.htm>

Please report any mistakes at <https://www.eslkidstuff.com/contact.htm>

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