3 My body

Lesson 1
- Identifying parts of the body
- Revising colours
- Describing movements

Worksheet 3A

Lesson 2
- Describing and doing simple actions
- Revising parts of the body and colours

Worksheet 3B

Lesson 3
- Listening to a story and joining in
- Answering questions about a story

Lesson 4
- Practising the initial sound /m/

Lesson 5
- Learning about the importance of looking after the body
- Sequencing pictures about looking after the body

Worksheet 3B

Review and Assessment
- Consolidating Unit 3 Vocabulary and Language

Objectives
- Identifying parts of the body
- Revising colours
- Describing movements

Language
- The (hand) goes there!
- (David) is (running).
- A turtle (can) (swim).
- Yes, it can. No, it can’t.

Vocabulary
- arm, body, foot, hand, head, leg
- blue, green, orange, purple, red, yellow
- climb, hop, run, skip
- bird, cat, dog, hamster, rabbit, turtle
- bath, soap, water
- doctor, lady, nurse
- milk, monster, mouse
- exercise, hair, hands, teeth
- brush, comb, drink, sleep, wash; shampoo, soap, toothbrush

Materials
- Aluminium foil
- A bag
- Blu-Tack
- Chairs
- Coins or pebbles
- Collage material: e.g. glitter
- Coloured building blocks (optional)
- Construction paper
- Crayons
- Felt-tip pens
- Glue
- Lolly sticks
- A metal dish
- Mirrors
- Paper
- Plastic baby dolls
- Plasticine
- Realia: half a bar of soap, sponge, towel, toy turtle (optional), washing-up bowl, shoe box, toy mouse, small carton of milk, washbag containing washing items and water, comb, paper towel, toothbrush, scissors, scraps of material, wool, coloured paper and tissue paper, shampoo, washing-up bowls or dolls’ baths

Key competences

Resources
- Student’s Book 2 with Stickers and Pop-outs
- Activity Book 2
- Ollie Puppet
- Teacher’s i-solutions 2
- Teacher’s Audio Material 2, CD 1
- Poster and Poster Pop-outs 2, Unit 3
- Finger Pointers
- Flashcards 2, Unit 3
- Flashcard Cube
- Story Cards 2, Unit 3
- Teacher’s Book 2, Photocopiable Worksheets
  - pages 95, 109, 253 and 261

Teacher’s i-solutions
- All teaching and learning materials are organised into step-by-step lesson plans including:
  - Quick lesson guides and tips
  - Animated Songs
  - Animated Story
  - Values video for the All about me! lesson
  - Interactive games

Game Generator to create your own interactive games for consolidation, revision or just for fun.

My worksheets section to edit or create your own personalised worksheets using any of the photocopiable material from the unit.
Sing. Point and match.
3 My body

Move your body
Move your body,
Move it with me.
Move your body.
1,2,3!

Move your head,
Move it with me.
Move your head.
1,2,3!

Move your arms,
Move them with me.
Move your arms.
1,2,3!

Move your legs,
Move them with me.
Move your legs.
1,2,3!

Move your hands,
Move them with me.
Move your hands.
1,2,3!

Move your feet,
Move them with me.
Move your feet.
1,2,3!
Lesson 1

Objectives
- Identifying parts of the body
- Revising colours
- Describing movements

Vocabulary
- arm, body, foot, hand, head, leg
- blue, green, orange, purple, red, yellow

Language
- The (hand) goes there!

Resources and Materials
- Teacher’s i-solutions 2
- Puppet
- Teacher’s Audio Material 2, CD 1
- Student’s Book 2
- Crayons (blue, green, orange, purple, red and yellow)
- Poster and Poster Pop-outs 2, Unit 3
- Blu-Tack
- Finger Pointer

Objectives
- Identifying parts of the body
- Revising colours
- Describing movements

Student’s Book
Open the Student’s Book at page 29. Ask the children to point to Mary, then ask them what colours they can see:

T: Look at the colours. Can you see (red)? Put your finger on (red).

Continue with the other colours. Distribute crayons and give the children time to find the colours they need (blue, green, orange, purple, red and yellow). Then give instructions to complete the example:

T: Touch your body. Now point to Mary’s body. Pick up your green crayon and draw a line from green to Mary’s body.

Continue, instructing the children to match colours to different parts of Mary’s body, e.g. draw a line from red to Mary’s hands.

Extra Activity
Open the Student’s Book at page 30. The children draw and colour a picture of themselves or Mary dancing in the frame.

Tidy-up and say ‘Bye-bye’

Play 1.4 The tidy up song. Call on volunteers to collect the materials and put them away. Encourage the children to tidy up and join in with the song.

Display the puppet and play Ollie says (see Game Bank, pages 16-17). Ask the children to stand in a circle. Tell them they should only do what Ollie tells them to. Call out actions, for example:

T: Ollie says… move your arm!

The children do the action. If you call out an action without saying ‘Ollie says’, the children must not do the action:

C: No! That’s not right.

Tell the class that Ollie is tired and he is going back to sleep. Sing 1.5 Bye-bye Ollie!

Wake up Ollie and say ‘Hello’

Ask the children to sit in a circle. Show the puppet and tell the children that Ollie is sleeping. Count to three and tell the children to wake Ollie up.

C: One, two, three… Wake up, Ollie!

Move the puppet to make Ollie ‘wake up’ and sing 1.1 Hello, Ollie! Tell the children to look at Ollie. Say:

T: Ollie says he knows a new dance. He’s going to teach us!

Give instructions using the phrase ‘Ollie says’, demonstrating for the children:

T: Ollie says: Move your body!

Repeat the procedure, moving and doing actions with the other body parts from the song, then say:

T: Now we’re ready to dance.

Play 1.22 Move your body. Encourage the children to do the actions and sing along.

Poster
Display the Unit 3 Poster. Take a Poster Pop-out and show it to the class. Say:

T: I’ve got Mary’s (hand). Where does the (hand) go?

Place the Poster Pop-out on the wrong part of Mary’s body on the Poster (for instance, stick a hand on Mary’s leg). Ask questions and elicit responses from the children to correct your ‘mistake’:

T: Does the (hand) go here?
C: No! The (hand) goes there!
T: Oh! Silly me! That’s right.

Get a volunteer to come and put the Poster Pop-out in the correct place. Repeat the procedure for the rest of the body parts, then invite more children to come forward and take them off the Poster again:

T: (Eduardo) take off Mary’s (head).
Objectives
Identifying body parts  
Revising colours

Vocabulary
arm(s), body, feet, foot(s), head, leg(s)  
blue, green, orange, purple, red, yellow

Resources and Materials
Teacher’s i-solutions 2  
Flashcards 2, Unit 3: arm, feet, hands, head, legs  
Teacher’s Audio Material 2, CD 1  
Plasticine  
Activity Book 2  
Flashcards 2, Units Welcome and 4: blue, green, orange, purple, red, yellow

Let’s Play!
Let the children dance, then pause the music and hold up a Flashcard. Say the colour and give the children an instruction:

T: The colour is (red). Move your (head).
C: (Head!)

If you have extra time, choose a game from the Game Bank, pages 16-17.

Let’s make plasticine models
Hold up the Flashcards of the parts of the body and ask the children to show you the corresponding body parts:

T: Show me your (head)!

Repeat the game without the Flashcards. If you wish, you can take the opportunity to practise the singular and plural forms of the parts of the body, paying attention to the irregular plural: ‘foot’/‘feet’.

T: Show me one (foot)! Show me two (feet)!

Give them lots of praise and encouragement as they work. If they make a small model they may be able to stand it up. Some children may feel more confident making a two-dimensional model flat on the table. Encourage them to look at their own body to help them make their model.

Activity Book
Open the Activity Book at page 13. Ask the children what is missing from the picture. Ask a volunteer to come to the front of the class to be a model and compare the picture with them:

T: Look at the picture. What’s missing?
C: (One leg).

Draw a half figure on the board and show the children how to complete it, talking about each detail and making a mirror image on the other side. Tell the children to do the same in the Activity Book. Guide them as they work, encouraging them to start with the head, making it into a circle, and moving on to the rest of the body parts. When they finish drawing they can colour their picture.

If you have extra time, the children can draw and colour a picture of their hand in the frame on page 14 of the Activity Book. Show the children how to draw around the outline of their hand and then add in the details.
Sing. Point and stick.
3 My body

Come on everybody
Come on everybody and run with me,
Run with me, run with me.
Come on everybody and run with me,
Run, run, run!

Come on everybody and skip with me,
Skip with me, skip with me.
Come on everybody and skip with me,
Skip, skip, skip!

Come on everybody and hop with me,
Hop with me, hop with me.
Come on everybody and hop with me,
Hop, hop, hop!

Come on everybody and climb with me,
Climb with me, climb with me.
Come on everybody and climb with me,
Climb, climb, climb!

Name: ___________________________

climb  hop  run  skip  Lesson 2
Wake up Ollie and say ‘Hello’

Ask the children to sit in a circle. Show the puppet and tell the children that Ollie is sleeping. Count to three and tell the children to wake Ollie up.

C: One, two, three… Wake up, Ollie!

Sing **C1** Hello, Ollie! Tell the children to look at Ollie and make Ollie ‘whisper’ in your ear. Say:

T: Pardon, Ollie. What did you say?

Have Ollie whisper in your ear again and pretend that Ollie is telling you to do actions:

T: Oh! Ollie wants to play! Ollie says ‘Come on everybody, run with me’!

Run on the spot and encourage the children to copy you. Repeat with the other activities from the song: skipping with an imaginary rope, hopping on one foot and pretending to climb. Play **C1.24** Come on everybody. Encourage the children to do the actions and sing along.

**Student’s Book**

Open the **Student’s Book** at page 31. Point to each of the pictures in turn and ask:

T: What’s (David) doing?

If the children are able, encourage them to make comments about the pictures:

C: (David) is (running).

Tell the children to listen carefully. Describe the pictures and have the children point to the corresponding picture of David or Mary.

Hand out the Unit 3 **Stickers**. Tell the children to carefully peel off their **Stickers** and stick them in the correct places.

**Extra Activity**

Open the **Student’s Book** at page 32. The children draw and colour a picture of themselves doing one of the activities in the frame. Play **C1.25** Come on everybody (instrumental) while the children work.
Let's make stick figures

Begin by drawing a stick figure on the board. Draw five straight lines (the body, two legs and two arms), saying the parts of the body as you draw them. Draw hands and feet and a circle for the face.

T: This is the (body)...

Give out lolly sticks (five per child), glue and construction paper (one A4 sheet per child) and demonstrate how to form the shape of a stick figure, repeating the parts of the body again. The children make their own by gluing their sticks onto the paper. When they have finished, tell them to draw the head, hands and feet.

When the children are ready, hand out the scraps of material, wool, coloured paper and tissue paper. Let the children use the materials to dress their stick figure and to finish off the body parts. Allow them to work independently as much as possible, giving help only when necessary. The children can fold the scraps of material to make clothes; it’s not necessary to cut them exactly to size.

Let's Play!

Ask the children to sit in a circle. Make the circle into a pattern by giving instructions to the first child on your left to stand up, the second to sit down, the third to stand up and so on, until you complete the circle. If you have an odd number in the class you can continue round the circle indefinitely. Encourage the children to say the words with you so that they can hear the sequence:

T/C: Stand, sit, stand, sit...

Ask all the children to stand up, and then give instructions to the first to hop on the spot, the second to jump on the spot, and so on. Encourage the children to say the sequence:

C: Hop, jump, hop, jump...

If the children are confident with the simple pattern, try telling two to stand and one to sit:

T: Stand, stand, sit, stand, stand, sit...

You can also introduce three elements, e.g. hop, jump and skip. These variations will be more difficult.
Let's make finger puppets.
**Vocabulary**
- arm, body, feet, hands, head, legs
- hop, jump, run, skip

**Language**
- I am (David).
- I can move my (arms).

**Resources and Materials**
- Teacher’s i-solutions 2
- Photocopiable Worksheet 3A
- Crayons
- Scissors
- Teacher’s Audio Material 2, CD 1
- Four chairs

**Preparation**
Copy one Photocopiable Worksheet per child.
Cut out the arm and leg holes on each Photocopiable Worksheet (an easy way to do this is to fold the sheet and cut each circle into ‘pizza slices’ which can be folded back).

**Objectives**
Revising parts of the body and colours
Describing and doing simple actions

**Let’s make finger puppets**
Divide the class into two groups and ask each group to stand at opposite ends of the room. Show the children how to play the game. Run and touch one child gently on the torso (body), head, arm, hand, leg or foot. The child shouts out the name of the part of the body and runs across the room to touch someone else gently on a different part of the body. The second child continues the game and the first child sits down. Continue until all the children are sitting down.

Distribute the Photocopiable Worksheets and crayons. Ask the children to get the following colours ready: pink, blue, green, yellow, red and black. Ask them to hold up each colour:

**T:** *Show me your (pink) crayon…*

Do a colour dictation:

**T:** *Colour Mary’s hair black.*
- Colour Mary’s arms pink.
- Colour Mary’s body blue.
- Colour David’s legs green.
- Colour David’s body yellow.
- Colour David’s hair red.
- Colour David’s feet black.

Allow the children sufficient time to complete the picture. When they have finished colouring, hand out the scissors and tell the children to cut out the David and Mary finger puppets along the dotted lines.

Tell the children to each choose one puppet to hold up, with their fingers in the arm or leg holes. Encourage them to wiggle their fingers and say:

**C:** *I am (David). I can move my (arms).*

Then play **1.2** *Hello! Hello!* Listen to the song with the children and get them to make their finger puppets dance. Play **1.2** *Hello! Hello!* again and this time encourage the children to sing along.

If you wish, you can get the children holding the Mary puppets to sing the first verse and the children with the David puppets to sing the second verse. The children can sing their own name in the third verse.

The children can take their finger puppets home to play with.

**Let’s Play!**
Clear a large space in the classroom or take the children outside to the playground. Put the children into four teams and ask them to line up. Place four chairs at the other side of the room (or several metres away from them in the playground) and call out instructions, for example:

**T:** *Hop!*

The first child in line from each team hops across the space to a chair and sits down. When all the children have arrived, tell them to stand behind their chair and continue with the game, giving instructions to the next child in line. Practise the vocabulary from the lesson: hop, jump, skip and run. When all the children are lined up behind the chairs, you can play again. If you wish, you can nominate volunteers to call out the actions.
Look and colour.
I had a little turtle,
His name was Tiny Tim.
I put him in the bath,
To see if he could swim.

He drank up all the water,
He ate up all the soap.
He tried to eat the bath,
But it wouldn't go down his throat!

Mummy called the doctor.
Mummy called the nurse.
Mummy called the lady
With the purple spotted purse.

‘He’s sick,’ said the doctor.
‘He’s sick,’ said the nurse.
‘He’s naughty,’ said the lady
With the purple spotted purse.

Name: ____________________________
Continue the conversation making Ollie ‘whisper’ in your ear:

T: Where is the water, Ollie? Oh! Ollie says the turtle drank it! Is that true?
T/C: No, that’s not true. The turtle can’t drink all the water.
T: Ollie, what happened to the soap? Oh! Ollie says the turtle ate it! Is that true?
T/C: No, that’s not true. The turtle can’t eat the soap.

Tell the children that they are going to listen to a story about a naughty little turtle.

Story

Display the Story Cards allowing the children time to look at each one. Ask them what they can see in each Story Card, eliciting the words ‘turtle’, ‘bath’, ‘soap’ and ‘water’ and teaching the names of the people: ‘doctor’, ‘nurse’ and ‘lady’.

Then play Story: I had a little turtle, while displaying the Story Cards. Then play Story: I had a little turtle, while displaying the Story Cards, eliciting the words ‘turtle’, ‘bath’, ‘soap’ and ‘water’ and teaching the names of the people: ‘doctor’, ‘nurse’ and ‘lady’.

Then play Story: I had a little turtle, while displaying the Story Cards, play Story: I had a little turtle, while displaying the Story Cards, again and add some actions. At the very last line, wag your finger and look angry. Ask questions to help with comprehension:

Story Card 1: What’s this? (A turtle)
What is the turtle’s name? (Tiny Tim)

Story Card 2: What is Tiny Tim eating/drinking? (The water/the soap/the bath)

Story Card 3: Who is Mummy calling on the telephone? (The doctor/the nurse/the lady)

Story Card 4: What is wrong with the turtle? (He’s sick)
What does the lady with the purple spotted purse say? (He’s naughty) What do you think?

Display Story Cards 1 and 2 again. Ask questions and encourage the children to respond:

T: Can a turtle swim?
C: Yes, it can!
T: Can a turtle drink all the water? Can a turtle eat all the soap? Can a turtle eat the bath?
C: No, it can’t!

Alternatively, watch the animated version of the story on the Teacher’s i-solutions.

Student’s Book

Open the Student’s Book at page 33 and ask two volunteers to distribute the red and green crayons. Ask the children to point to the two pictures at the top of the page and show them the green tick and the red cross.

Tell the children to colour over the tick and the cross at the top of the page with the corresponding colours and repeat together:

T/C: Yes, it can. No, it can’t.

Ask about each picture in turn, giving instructions for which colour to use:

T: Can a (cat) (brush its hair)?
C: (No, it can’t.)
T: That’s right. Colour the (cross red).

Tidy-up and say ‘Bye-bye’

Play The tidy up song. Call on volunteers to collect the materials and put them away. Encourage the children to tidy up and join in with the song.

Display the Story Cards and choose six children to act out the story. Encourage them to add some words if they can, especially for the phone conversation. Repeat with other groups of children until everyone has had a chance to participate.

Display the puppet. Tell the class that Ollie is tired and he is going back to sleep. Sing Bye-bye Ollie!

T: Sssh, everyone! Ollie is tired. Bye-bye, Ollie! See you next time!
C: Bye-bye, Ollie! See you next time! Ssssh!

Wake up Ollie and say ‘Hello’

Ask the children to sit in a circle. Show the puppet and tell the children that Ollie is sleeping. Count to three and tell the children to wake Ollie up.

C: One, two, three… Wake up, Ollie!

Sing Hello, Ollie!

Use the puppet to show the empty washing-up bowl, the toy turtle (or the turtle Flashcard) and the soap. Play special attention to the sentence stress when you model ‘can’ and ‘can’t’: It can swim. It can’t swim. Make Ollie ‘whisper’ in your ear and say:

T: Ollie says he is bathing his turtle. The turtle can swim!
T: Is that true?
T/C: Yes, that’s true. Turtles can swim.
Lesson 3 Extra

Objectives
Listening to a story and joining in
Retelling a story

Vocabulary
bath, soap, water
doctor, lady, nurse

Resources and Materials
Teacher’s i-solutions 2
Teacher’s Audio Material 2, CD 1
Story Cards 2, Unit 3
Pop-outs 2, Unit 3
Flashcards 2, Unit 3
A bag

Story 📚
Display the Story Cards and play 1.26 Story: I had a little turtle again. Then read the story aloud and pause for the children to provide key words:

Story Card 1: I had a little (turtle), his name was Tiny (Tim).
I put him in the bath, to see if he could (swim).

Story Card 2: He drank up all the (water), he ate up all the (soap).
He tried to eat the (bath), but it wouldn't go down his throat!

Story Card 3: Mummy called the (doctor).
Mummy called the (nurse).
Mummy called the (lady) with the purple spotted purse.

Story Card 4: 'He's sick,' said the (doctor).
'He's sick,' said the (nurse).
'He's (naughty),' said the lady with the purple spotted purse.

Alternatively, watch the animated version of the story on the Teacher’s i-solutions.

Let’s Play!
Play Charades (see Game Bank, pages 16-17). Divide the class into two teams. Have the Flashcards in the bag and let one member from the first team come and take a card from the bag. The child mimes it for the other members of their team to name and copy. Continue until all the children have had a turn.

If you have extra time, choose another game from the Game Bank, pages 16-17.

Pop-outs
Hand out the Unit 3 Pop-outs and ask the children to name the objects they can see. Distribute the crayons and tell them to colour the water in the bath, the turtle, and the purple spotted purse. Children who finish early can colour other details.

When they are ready, help the children to pop out the bath and the strip of pictures. Demonstrate how to slide the strip of pictures up through the slot on the left and down through the slot on the right to make a picture show.

The children can work in small groups, using their Pop-outs to retell the story to each other. When they have finished they can take their Pop-outs home to play with.

Make the story