

Parts of the body

Topic

Parts of the body

Aims

- To introduce/review parts of the body
- To introduce related verbs – i.e. to eat, to smell, to hear, to see
- To practise listening skills
- To practise sequencing a narrative

Age/level

Early Years
CEFR level A1/A2

Time

60 minutes

Materials

1. Masks or finger puppets for the *Little Red Riding Hood* characters (make these before the class). You can find some here:
<https://www.teachingenglish.org.uk/article/little-red-riding-hood>
<https://learnenglishkids.britishcouncil.org/en/crafts/little-red-riding-hood-finger-puppets>
2. Poster of the *Little Red Riding Hood* story:
<https://www.teachingenglish.org.uk/article/classroom-posters-fairy-tales>
3. *Little Red Riding Hood* story transcript:
<https://learnenglishkids.britishcouncil.org/en/short-stories/little-red-riding-hood>
4. Flashcards of the *Little Red Riding Hood* story. You can find some here:
<https://www.teachingenglish.org.uk/article/little-red-riding-hood>

Introduction

This lesson focuses on reviewing vocabulary for parts of the body with the well-known song, *Head, Shoulders, Knees and Toes*, and then goes on to introduce the characters from and tell the story of *Little Red Riding Hood*.

Learners are encouraged to put the story into the correct order using flashcards, and then to participate in retelling the story. There are also suggestions for follow-up activities to review the language learned.

Procedure

1. Song	<p>Introduce body parts with the well-known song, <i>Head, Shoulders, Knees and Toes</i>. This enables children to learn, do and say at the same time.</p> <ul style="list-style-type: none"> • Before singing the song, see how much they know by simply putting your hands on your head. They should copy you! • You say, 'head'. With a sweeping gesture show them that you want them to repeat together. They should repeat. You say, 'Good'. Continue for all body parts from the song. • If possible have the children stand in a big circle or two lines with enough room between the two to bend down and touch their toes while they listen to and sing the song. • The first time you play or sing the song they just listen. Then they can join in with actions, then the third time they can sing and do. <p>Some children may want to sing and do before, some may not want to join in at all. Both extremes are to be expected. The latter child will probably want to join in as the song continues, so don't force them to begin with.</p> <p>Many songbooks/cassettes have this song, or you can find many versions on YouTube. Alternatively, you can sing the song yourself.</p>
2. The characters	<p>After the excitement of an action song you'll want them to settle down a bit before moving on to the <i>Little Red Riding Hood</i> story.</p> <ul style="list-style-type: none"> • Take advantage of the fact that they're all standing up and get them to sit in the storytelling corner, if there is one. If not, try and arrange to have an area where they can all sit down before the lesson starts. • Once they are sitting down you should sit in front of them on a chair and choose four children to come to the front and stand next to you. If they are having trouble sitting, then maybe choose a couple of the noisier ones. They too will enjoy being picked for something. Do it quickly, though, before it turns into a reward for being noisy. • Give them a mask or finger puppet each. Use them to introduce the characters and review body parts.
3. Listening to the story	<ul style="list-style-type: none"> • Use a long stick and tell the <i>Little Red Riding Hood</i> story with the poster pointing to the pictures as you speak. You can use the story transcript on the LearnEnglish Kids website as a guide. • Alternatively, use the story flashcards or a 'big book' of the story if you have one available. • Tell it again, encouraging the children to participate with the lines which are repeated. Really emphasise these lines in each reading.

4. Sequencing and retelling the story	<ul style="list-style-type: none"> Depending on your learners, either hand out the flashcards to different pupils and ask them to put them on the board in the correct order or give out sets of the flashcards to small groups of three or four, and they try to put them in order. When finished, retell the story while they follow the pictures and make changes if necessary as you talk. Take it slowly so they can keep up. Encourage them to say or repeat some of the key phrases from the story as you go along.
5. Review: Simon Says (settling action game)	<ul style="list-style-type: none"> Put your hands on your head as in stage 1. They should definitely copy you now! Say, 'The wolf says touch your head!', and show them it's OK to touch their head. Repeat with 'The wolf says touch your nose!' and other body parts. Then say, 'Touch your head!' (without the 'The wolf says' part) and dramatically pretend to gobble up the ones who touch their head. Say, 'No! The wolf didn't say to do it!' Practise a few times, until they have understood that they should only do the action if the wolf says so. You can use this game at other times to settle the class, for putting their coats on if you have them before break or at the end of the day, etc. It can also be used to revise other vocabulary, for example classroom objects.
6. Homework	<ul style="list-style-type: none"> They could make their own set of masks or finger puppets, in order to tell the story at home. They could colour in scenes from the story. You can find colouring pages and other activities here: http://www.dltk-teach.com/rhymes/little_red_riding_hood_section.htm They could practise the song again at home. You could give them this song sheet to help: http://www.enchantedlearning.com/rhymes/headshoulders.shtml Make sure the homework task is clear to the learners, and if you would like them to retell the story or sing the song again at home, find a way to communicate this to the parents, for example by writing and distributing a note or writing a comment in their notebooks, if this is something the parents are expected to check regularly. Parents can then find a time to talk to their child at home and encourage their child to tell them the story or song.
7. Follow-up	<ul style="list-style-type: none"> You can and should review the story, song and action game later on, either in the next lesson or a couple of weeks later. Encourage the learners to retell the story with you, focusing on the key vocabulary and phrases they have learned.

Contributed by

Jo Bertrand