

Lesson 13

## Body and shapes 4



### General:

Level:	1 – BEAR CUBS (ages 3-5)
Time:	40 mins - 1 hour
Objectives:	Identify and recognize 9 body parts and 4 shapes.
Structures:	“What is it?”, “Which part of the body is that?”, “Touch your ...”.
New vocab:	hair, rectangle.
Review vocab:	head, shoulders, knees, toes, eyes, ears, mouth, nose, square, circle, triangle.

### You will need to download:

Flashcards:	head, should, knees, toes, eyes, ears, mouth, nose, hair
Printables:	<ul style="list-style-type: none"> <li>• Mr Shape Head worksheet</li> <li>• Colour the shapes worksheet</li> </ul>
Songs:	<ul style="list-style-type: none"> <li>• Hello Song</li> <li>• Goodbye Song</li> <li>• Head, shoulders, knees and toes song</li> <li>• Mr. Shape Head song</li> </ul>

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
- coloured crayons / pencils
- a large cloth bag
- squares, circles, triangles and rectangles cut out of coloured card (4 of each)
- play-doh (in different colours)
- sticky tape or blue-tack
- cushions (1 per student)
- CD / Tape player or something to play the song on

## Notes:

Students meet Mr Shape Head and sing a song about him. They also continue to build on their body and shape vocabulary.

## 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. Do the "What's in the bag?" activity
8. Sing "Head, shoulders, knees and toes" song

### New learning and practice:

1. Review/Teach 9 body parts
2. Practice the body vocab
3. Play "Flashcard exercises"
4. 5-minute play time
5. Teach/Review 4 shapes
6. Do "Play-doh" shapes
7. Play "Missing shape" and "Shape touch"
8. Show Mr. Shape Head
9. Sing the "Mr. Shape Head" song
10. Do "Mr Shape Head" worksheet

### Wrap up:

1. Assign homework: "Colour the shapes"
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

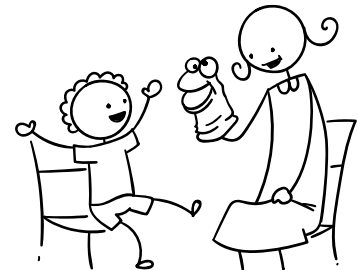
Before class, prepare some name tags (stickers or pin-on tags) with each student's name written in dots or dashes in lower case letters. Sit down with your students and lay out the name tags in front of you. Pick up each tag and encourage the student to recognize his/her name. Do this for everyone.



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

#### 4. Sing "The Hello Song"

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

##### Lyrics for "The Hello Song"

Hello, hello,  
How are you today?  
Hello, hello,  
How are you today?

##### Gestures for "The Hello Song"

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

- Wave as you sing the "Hello, hello" parts.
- Gesture to others as you sing "How are you"

I'm fine, thank you,  
I'm fine, thank you,  
I'm fine, thank you,  
And how about you?

Hello, hello,  
How are you today?  
I'm fine, thank you,  
And how about you?

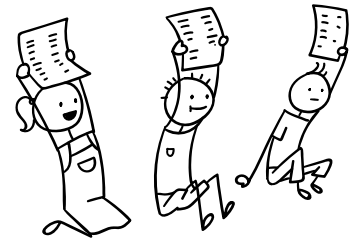
today?"

- 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 part of the body is this?", "Is this an eye?", etc.), 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).

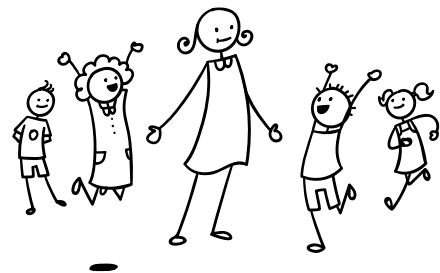


Finally, tell your students to put their homework back into their bags.

## 6. Do "Exercise routine" activity

Say the following and have the students follow your lead:

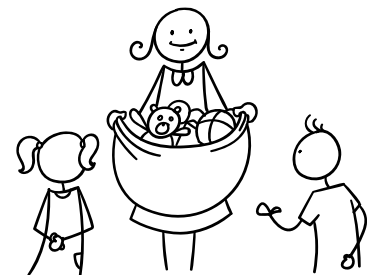
"Stand up (T stands and so does everyone else)  
"Hands up / hands down" (do 4 or 5 times)  
"Jump" (4 or 5 times)  
"Kick (4 or 5 times)  
"Run! / Stop!" (4 or 5 times)  
"Turn around! / Stop!" (4 or 5 times)  
"Wiggle!" (a few seconds)  
finally "Sit down".



## 7. Do the "What's in the bag?" activity

Before class, put 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!)) into the bag.

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.

## 8. 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. 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.

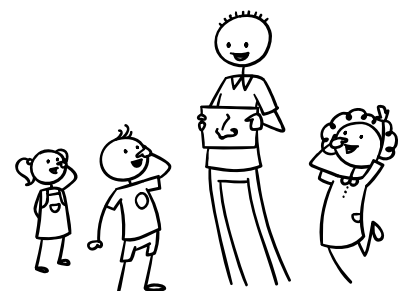
Everyone needs to stand up. Simply touch the parts of your body with both hands in time with the song. The song starts off slowly with each verse getting progressively faster, making the gestures more frantic and therefore more fun!



## New learning and practice:

### 1. Review/Teach 9 body parts

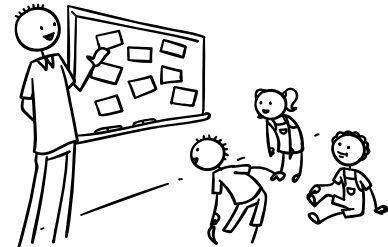
This lesson we'll learn 1 more body part: hair. Before class, prepare flashcards for head, shoulders, knees and toes, eyes, ears, mouth, nose, hair. Slowly reveal each flashcard card so students can guess what the picture is. Then, have your students touch their part of the body (so, when you show



the "head" picture get everyone to touch their heads). Chorus each word 3x and ask your students to individually say each word.

## 2. Practice the body vocab

Lay the 9 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.



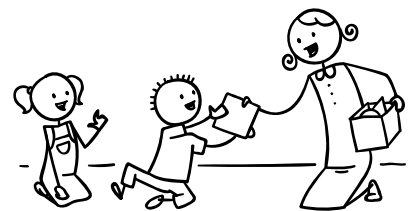
## 3. Play "Flashcard exercises"

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.).



## 4. Teach/Review 4 shapes

Use the shape cut-outs from your previous class (4 squares, 4 circles and 4 triangles and add 4 rectangle cut-outs on some coloured card).



Start off by showing the square and eliciting / chorsing "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. Then do for the remaining 3 shapes. You can also elicit colours and sizes (e.g. a "big, yellow, square", "a small, blue circle", etc.).

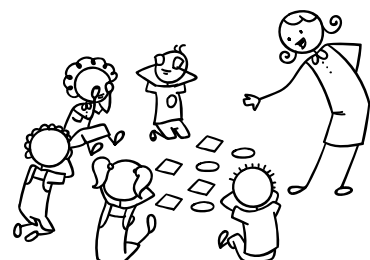
## 5. "Play-doh" shapes

Put your students in small groups and give each group some pots of play-doh. Have some play-doh for yourself. Everyone is going to make play-doh shapes. Start with a shape and model how to make it with the play-doh and have everyone make the shape. Do this for all four shapes.



## 6. Play "Missing shape" and "Shape touch"

Put all the square, circle, triangle and rectangle 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.



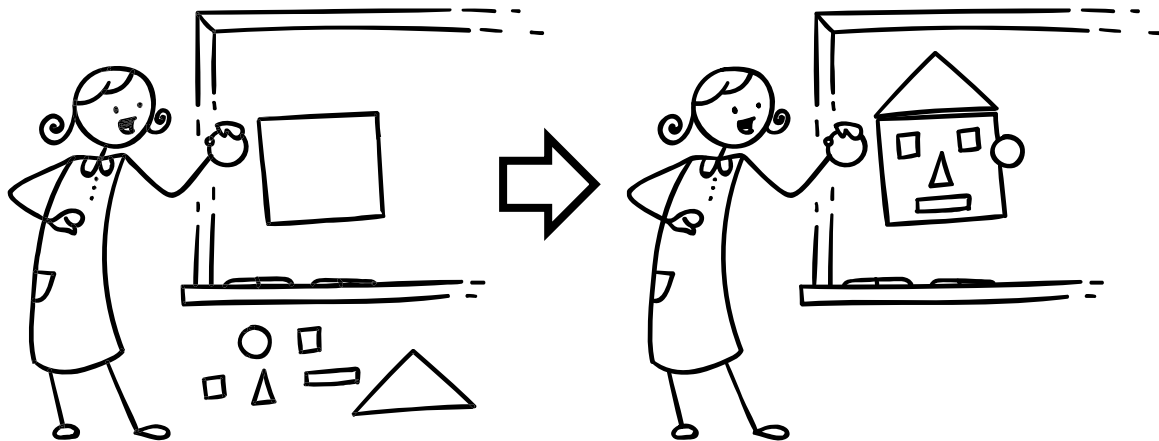
With the shapes still on the floor, say "Hands up in the air" –

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.

## 7. Show Mr. Shape Head

We are going to introduce a character who we'll sing and read about over the next two lessons. Bring everyone's attention to the board and draw a large square – this will be the head. Make sure some of your cut-out shapes have some sticky tape or blue-tack on the back.

Hold up a triangle cut-out, elicit that shape and stick it to the nose position inside the square head. Keep doing this with the shapes until you have a complete head/face. Everyone will enjoy watching a face grow out of the shapes they have been playing with.



Also make sure to elicit the face vocab for each face shape.

## 8. Sing the "Mr. Shape Head" song

Keep Mr. Shape Head on the board and use it with the song. The song poster is also helpful as it shows the order of the shapes as they are sung in the song – so you can put this on the board as well. Play the song through one time, pointing at the shapes on the board as they are sung. Next, get everyone to stand up – teach the gestures (see below) and then play the song again and sing along doing all of the gestures.



<p><b>Lyrics for "Mr. Shape Head"</b></p> <p><b>Chorus:</b> Mr. Shape Head, how are you? Mr. Shape Head, how are you? Mr. Shape Head, how are you? How are you this morning?</p> <p><b>Verse 1:</b> My eyes are square, but I'm okay My ears are circles, but I'm okay My nose is a triangle, but I'm okay For I am Mr. Shape Head</p> <p><b>Chorus</b></p> <p><b>Verse 2:</b> My head is square, but I'm okay My mouth is a rectangle, but I'm okay My hair is a triangle, but I'm okay For I am Mr. Shape Head</p> <p><b>Chorus</b></p>	<p><b>Gestures for "Mr. Shape Head"</b></p> <p>Some simple actions can be used with this song:</p> <ol style="list-style-type: none"> <li>1. For the chorus, touch your head for the "Mr. Shape Head" parts and then do the question gesture (palms up, looking puzzled) for the "How are you?" parts.</li> <li>2. For the verses, make shapes with your fingers for each shape and place on the part of the face as it is sung (e.g. "My eyes are square" – make two square shapes with your fingers and place over your eyes; for "My ears are circles" make two circle shapes with your fingers and place over your ears; etc.).</li> <li>3. For the part of the verse "but I'm okay", do a thumbs up with both hands.</li> <li>4. For the end of each verse "For I am Mr. Shape Head", move your already thumbs up gesture to point your thumbs inwards to your body.</li> </ol>
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## 9. Do "Mr Shape Head" worksheet

Hold up the worksheet and model colouring in the shapes – elicit the shapes, body parts and colours 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.



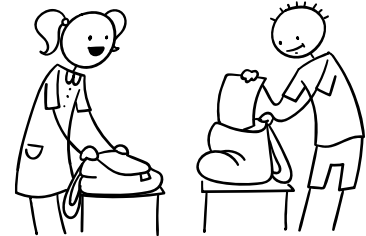
Finally, hold up each student's work in turn and ask them to tell you the shapes and colours. Tell your students to put their worksheets into their bags.



## Wrap up:

### 1. Assign homework: "Colour the shapes"

Hold up the homework worksheet and model colouring the shapes. 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 colouring 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 then say goodbye / see you.



Then put the puppet back in the bag (back to sleep).

### 3. Sing "The Goodbye Song"

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"

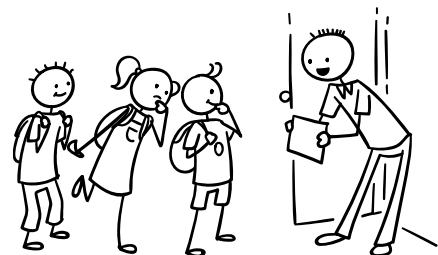
Have everyone do the gestures with you.

- 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 the Mr Shape Head worksheet from today's lesson and ask them to say what a couple of



shapes and body parts are (e.g. a triangle nose). 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](http://eslkidstuff.com/esl-kids-lesson-plans.html)
- More free Lesson Plans are available at [eslkidstuff.com/esl-kids-lesson-plans.html](http://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>

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