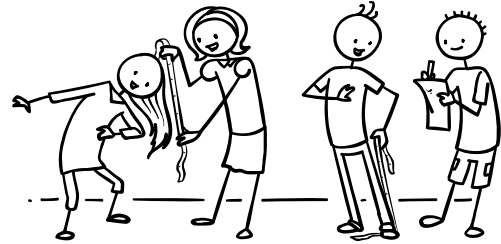


Lesson 17

## Body and family 2



### General:

Level:	3 – PANDAS (ages 7-9)
Time:	1 hour – 1 hour 20 mins
Objectives:	Identifying and measuring key parts of the body, counting to 150.
Structures:	“I am __ cm tall”, “His hair is ___ long”, “How tall am I?”, “How long is my ...?”.
New vocab:	hair, arms, hand, legs, feet, centimetres, tall, long, numbers to 150.
Review vocab:	head, shoulders, knees, toes, eyes, ears, mouth, nose, big, small, mother, father, sister, brother, grandmother, grandfather.

### You will need to download:

Flashcards:	<ul style="list-style-type: none"> <li>• Body flashcards: head, shoulders, knees, toes, eyes, ears, mouth, nose, hair, arms, hand, legs, feet.</li> <li>• Missing body flashcards: head, shoulders, knees, toes, eyes, ears, mouth, nose</li> </ul>
Printables:	<ul style="list-style-type: none"> <li>• Measurements worksheet</li> <li>• Measure yourself and your family! worksheet</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
- board with markers / chalk
- weather board (from previous class)
- 1 or 2 dice
- things that make a noise (see "Review dice quiz")
- a ball
- blank sheets of paper (to play bingo)
- tape measures / rulers (one per pair of students)

### Notes:

In this lesson students learn some more body words and practice counting up to 150. They finish with a fun body parts measuring activity which is extended for homework to include their family members.

## Lesson Overview:

### Warm Up and Maintenance:

1. Greetings and name tags
2. Play "Review dice quiz"
3. Homework check
4. Talk about the weather using the "Weather board"
5. Play "What's missing?"

### New Learning and Practice:

1. Introduce new parts of the body vocabulary
2. Play "Body flashcards fun"
3. Play "Body touch race"
4. Read and write time
5. Review numbers 1-30 – "Ball pass count race"
6. Teach numbers 40 - 150
7. Play "Circle the number race"
8. Play "Numbers bingo"
9. Model how to measure
10. Pairs measure each other and complete the "Measurements" worksheet
11. Play "Compare results line up"

### Wrap Up:

1. Assign Homework: "Measure yourself and your family!"
2. Do "Quick check" and say goodbye

## Lesson procedure:

### Warm up and maintenance:

#### 1. Greetings and name tags

Greet the students as they enter the classroom and gesture for them to sit down. Before class prepare some blank name tags (stickers or pin-on tags). Give these out and have everyone write their names and put their tags on. If you use pin-on tags, you can keep and give out every class.



## 2. Play "Review dice quiz"

Let's start with a fun team quiz. Put students into teams of 3 or 4, each team sitting around a table. Give each team a "buzzer" – basically something that makes a noise (a bell, a toy buzzer, a squeaky toy, an instrument, etc.).



The teacher asks a review question - the first student to "buzz" can answer. This is where the dice comes in (you can use one die or for larger number practice, 2 dice). If the student answers correctly, s/he rolls the dice – the number it lands on is the points they win for their team. However, if they get the question wrong (or make a mistake) they roll the dice to lose points!

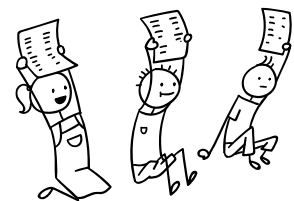
Ask questions on the following topics:

- **Numbers 1-20** – hold up a number card and ask, "What number is this?"
- **Likes & dislikes for food and drink** – "Do you like milk?", "Yes, I do / No, I don't".
- **Clothes** – "What are you wearing?", "I'm wearing a t-shirt and jeans".
- **Clothes and weather** – "What do you wear on rainy days?", "I wear a coat and boots".
- **Days of the week** – say all the days in the correct order.
- **Time** – hold up a clock and ask, "What time is it?" (do only o'clock times).
- **Daily routines** – hold up a flashcard with a daily routine (e.g. get up) and ask, "What is this?", then "What time do you get up?"
- **Ability** – hold up a flashcard and ask, "Can you ...?" and "Can your (mother) ...?" questions.
- **Parts of the body** – say, "Touch your (shoulders)" and the student touches the correct body part.

## 3. Homework check

Check each student's homework that you set in the last lesson. Ask each student some questions about their homework worksheet by asking what the body parts are, e.g. "What part of the body is this?"

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).



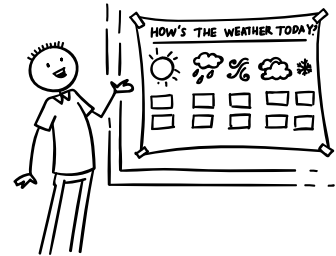
Finally, tell your students to put their homework back into their bags.

## 4. Talk about the weather using the "Weather board"

Use the weather board that you created in the previous class. Ask, "How's the weather today?" and have students put up their hands. Allow one weather condition per student (e.g. "It's rainy") and have each student come up and put a weather picture on the weather board.

Depending on weather conditions, you can introduce more weather words (with pictures ... you can get students to draw them), such as:

- stormy
- misty
- showery
- freezing
- humid
- frosty
- icy
- drizzly



## 5. Play "What's missing?"

Let's review the body parts we learned last lesson. Use the missing body parts flashcards and simply encourage your students to shout out which body part is missing from the boy each time you show one of the cards.



Then put students into pairs. For each picture, student A asks student B three questions (about their partner and/or their family members).

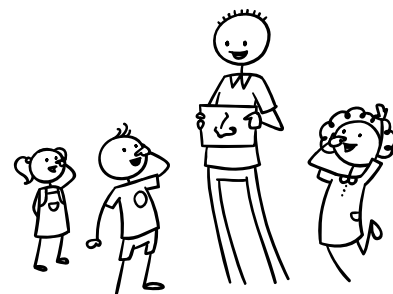
Students take turns asking and answering questions until all the pictures have been used.

## New Learning and Practice:

### 1. Introduce new parts of the body vocabulary

Use the body flashcards - show each picture and chorus the word x3. Have everyone touch that part of their body as they chorus. Next have individual students say the word. Then move onto the next picture and do the same for all the pictures.

Once you have completed all pictures, start again, this time getting everyone to shout out the correct word as each picture appears.



## 2. Play "Body flashcards fun"

Deal out all of the body flashcards to your students - for large classes you may need duplicates of the cards to make sure everyone has one; for smaller classes, deal out all the cards - it is fine if students have 2 or more cards each.

Shout out a vocab word and an exercise or action, such as "Eyes - jump 5 times!" - students holding the "eyes" flashcard must do the action. Other actions can include:

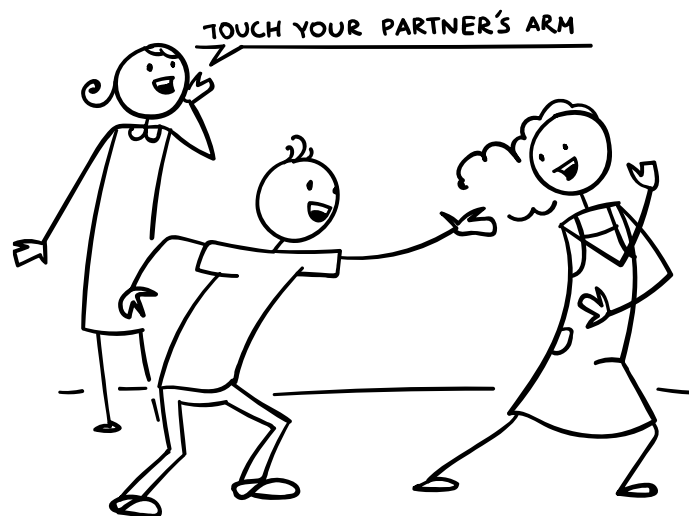
- run around the classroom
- star jump 5 times
- say the alphabet a-z
- sing a song
- turn around 5 times
- stand on 1 leg
- hop
- etc.



## 3. Play "Body touch race"

Put students in pairs - you are going to say body vocab and students are going to race to be the first to touch that part on their partner's body. For example, Teacher says, "Touch your partner's arm!" and each pair must try to touch their partner's arm before getting their arm touched. It is great fun and quite frantic - in order to work well, make sure the following rules are explained first:

- no slapping or hitting - only soft touches are allowed
- students cannot move more than one step away from each other
- teacher: do not include "eyes" in this game or you may end up with injuries!!



#### 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.**

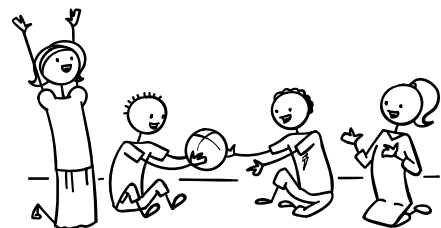
##### **4. Elementary readers: students can read and write simple sentences well.**

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

#### 5. Review numbers 1-30 – “Ball pass count race”

So far, your students have learnt the numbers 1 to 30. Today we are going to take it to another level: up to 150! It's not as difficult as it first may seem – your students are more than familiar with numbers 1-10 in English, so it is just a case of applying these numbers to the “ty” numbers. They already know 20 and 30 ... after that the only “new” number words to learn are fifty and one hundred.

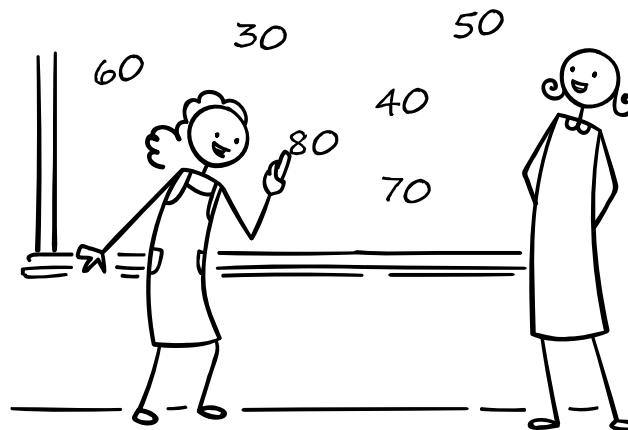
Let's start with a fun review of 1-30. Divide the class up into groups of around 4-8 students (try and have at least 2 groups - although for small classes just one group is fine). Each group should sit in a circle - they will pass a ball around the circle and count numbers 1 to 30 as they pass. The first group to finish is the winner.



As the activity is running, walk around and listen - any mistakes you hear will mean the team must restart at 1 again.

## 6. Teach numbers 40 - 150

Sit everyone down. Give a chalk/marker to a student and say, "Write 30 on the board". Have the student go to the board and write the number "30". Next, ask a different student to write "40" on the board. Even though it is a new number, it should be self-explanatory. Keep going through 50, 60, 70, 80 and 90.



Next, do exactly the same for 100. As you are going up in 10s, it should be easy enough for your students to guess. Then continue with 110, 120, 130, 140 and finally 150.

Your board should now be full of numbers. Spend a couple of minutes pointing to and chorusing these numbers.

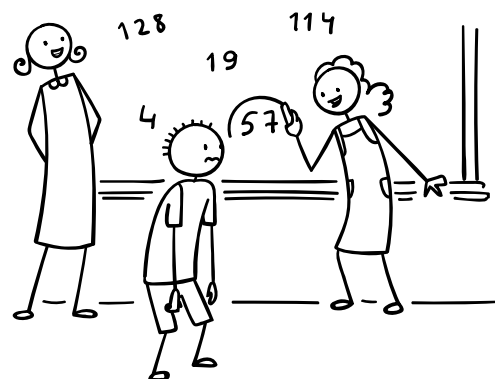
Next, tell everyone to close their eyes. Erase a number (e.g. 60) from the board. Say, "Open your eyes", point to the space where the number was, and get everyone to shout out the missing number. Continue for the rest of the numbers until your board is blank.

Finally, give students chalk/markers and quickly say to each one a number (e.g. 67, 123, 96, etc.) to write on the board. Keep going until the board is full of random numbers 30-150.

## 7. Play "Circle the number race"

Now we'll use the numbers on the board to play a fun game. Divide the class into 2 teams and line up each team, students standing behind each other, so that the front person in the line is facing the board.

The first two players on each team will race to circle the number the teacher shouts out to win a point for their team - e.g. the teacher shouts "128!" and both players run to the board, pick up a marker/chalk, and try to circle the number first. They then join the back of their team's line and the next 2



players race.

## 8. Play "Numbers bingo"

This is great fun! Give everyone a piece of paper and tell them to draw a grid (of 5x5 or 8x8, etc. - depending on how long and difficult you want the game to be). Then get students to write any numbers they like (from 1 to 150) in each cell until they filled in their grid.

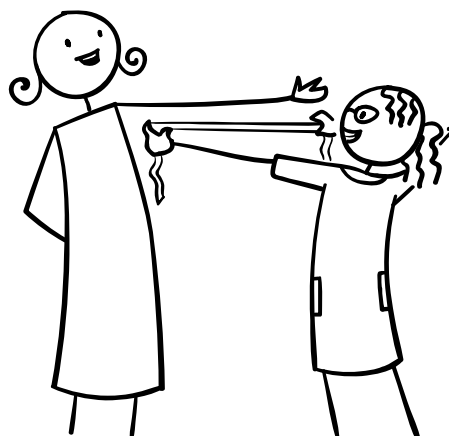
The teacher will be the number caller - to keep things simple, just write down numbers on a piece of paper as you randomly call them out. Students can win points, stars, stickers or prizes for getting lines and full houses.



## 9. Model how to measure

Now that we have practiced the key vocabulary we can move onto the fun part of the lesson - measuring parts of the body! Have everyone sit down, facing the board. Hold out your arm and take a tape measure or ruler. Attempt to measure your arm but make it obvious that it is too difficult to do by yourself. Then ask for a volunteer to help you.

Get your volunteer to measure your arm and ask him/her, "How long is my arm?". Elicit the number and then teach the word "centimetres". Write on the board, "My arms are (73) cm long."



Then ask for another volunteer to help you measure your hair and write the sentence on the board: "My hair is 20 cm long."

Continue with different volunteers helping to measure different parts of your body as shown in the worksheet "Measurements". By the end you should have 7 sentences written on the board (the same ones as on the worksheet).

## 10. Pairs measure each other and complete the "Measurements" worksheet

You'll need enough tape measures or rulers for each pair of students. Put everyone in pairs and give each student a worksheet. Pairs work together to measure each other and fill in their worksheets.

Encourage everyone to say the measurements rather than just showing on the ruler or tape measure. Also encourage the use of structures, such as (write on the board):

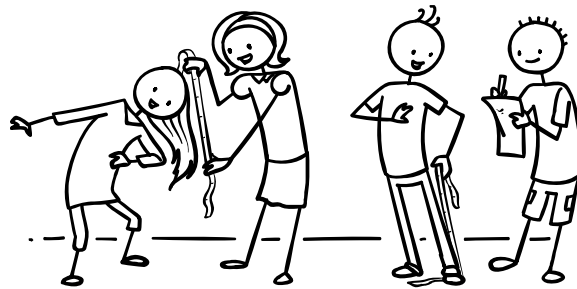


*How tall am I?*

*How long is my ...?*

*You are ... cm tall.*

*Your ... is/are ... cm long.*



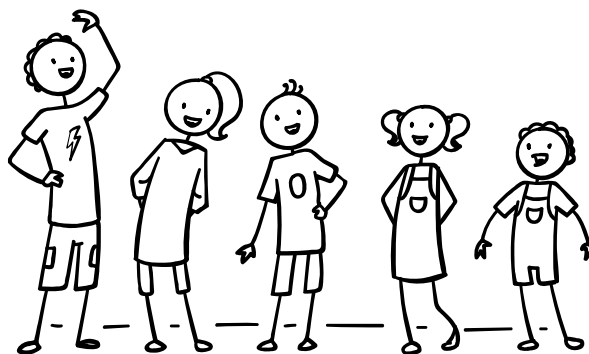
## 11. Play "Compare results line up"

Now that everyone has completed their worksheets with their measurements, we are going to find out who in the class is the tallest, shortest, has the longest and shortest body parts ... in a fun 'line-up' game.

Tell your class they have to stand in a line with the tallest at one end and the shortest at the other end (and everyone else standing in order of height between). This is quite easy to do by sight, so your students should be able to do this without referring to their worksheets. Get them to do it as quickly as possible and set a time limit (e.g. 30 seconds on a timer or stopwatch). Then write on the board (under the title "Class Measurements"):

*Mika is the tallest.*

*Luis is the shortest.*



Next, tell everyone to arrange themselves in terms of foot size ... this is not so easy to do by sight, so everyone will have to work together using their worksheets to determine the correct order. Again, give a time limit (e.g. 1 minute). Then write on the board:

*Hugo has the longest feet.*

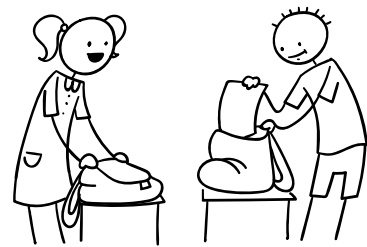
*Ana has the shortest feet.*

Continue with all the other measurements on the worksheet, writing up the results on the board.

## Wrap Up:

### 1. Assign Homework: "Measure yourself and your family!"

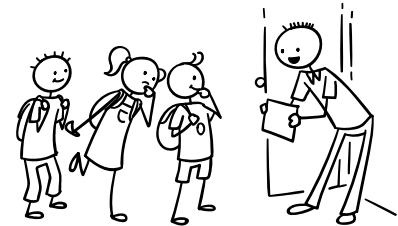
Hold up the homework worksheet and explain that your students will need to measure themselves and two of their family members. Model filling in some spaces on the worksheet to illustrate what to do.



Give out the worksheets and say, "Put your homework in your bags".

### 2. 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 point to a part of their body and ask, "What's this?" and ask how long it is (you can help with a tape measure).



When they give you the correct answer say goodbye and let them leave. If their answer is wrong, 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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