

Unit 3

From Teeth to Shoulders- Part 1

Teaching Goal

- To be able to recognize and identify the body parts: **tooth/teeth, neck and shoulder(s)**.
- To be able to recognize and match the vocabulary words with correct pictures.
- To be able to say and pronounce the vocabulary words of: **tooth/teeth, neck and shoulder(s)**.
- To be able to understand and describe the body parts with correct sentence patterns.
- To be able to understand and remember the lyrics of the song about the body parts.

Materials

- ✓ ACD **Track 10**
- ✓ DVD **Unit 3**
- ✓ LivePen
- ✓ Flashcards of the vocabulary words: **tooth/teeth, neck and shoulder(s)**
- ✓ Spoons and ping-pong balls
- ✓ Whiteboard markers

Time

1.5 hrs (80 minute lesson + 10 minute break time)

Warm-up/ Circle Time (15 Minutes)

1. First of all, greet the students.
2. Sing or play out the song: “**Head and Shoulders**” to the students.
3. Ask the students to sing along together.
4. Brainstorm with the students to think of some actions for the song.

Lyrics: Head and shoulders, knees and toes, knees and toes

Head and shoulders, knees and toes, knees and toes

Eyes and ears and mouth and nose

Head and shoulders, knees and toes, knees and toes



Give encouragements for participation.

Introduction of the Vocabulary Words (15 Minutes)

1. Introduce the body parts: **tooth/teeth, neck and shoulder(s)** to the students.

2. Say the vocabulary words slowly and point or touch the body parts while saying the vocabulary words.
3. Ask the students to repeat and also touching the body parts while saying the vocabulary words.



For IRS Pen ONLY

Feel free to use IMS mode. Just point to a picture, IRS Pen will AUTOMATICALLY play a video.



Play ACD Track 10



Activity Time (20 Minutes)

Game: Spoon Relay

1. Place flashcards of the new vocabulary words of this unit on the chairs and draw a “starting line”.
2. Divide the class into 2 teams and ask 1 student from each team to come up.
3. When you call out a word: **tooth/teeth**, **neck** or **shoulder(s)**, the two players will hold a ping-pong ball with a spoon without dropping it and walk from the starting line and around to the correct chair and then say the word aloud.



*Please do make sure to remind the students **SAFETY FIRST!** No need to rush during the game. **Give encouragements for participation.***

Game: Tornado

1. Divide the class into 2 teams.
2. Prepare the flashcards of the new vocabulary words of this unit also some “Tornado Cards”.
3. Put numbers on the backside of the flashcards and the “Tornado Cards”.
4. Mix and place the flashcards of the new vocabulary words and the “Tornado Cards” on the floor.
5. 1 student from each team will pick a number/flashcard and he/she needs to say the vocabulary word with sentence patterns: **“This is my _____. / These are my _____.”**
6. If they say the sentence correctly, then their team can draw a line to draw a house. If they choose a tornado card then they can blow down (erase) 1 line of their opposing team’s house.
7. The first team to draw a house wins. The members of the other team would praise the winner team by giving every member a big high-five and say: **“Well-done!”** or **“Great job!”** or **“You’re awesome!”**



Give encouragements for participation. Assist and encourage some slow-learners to *keep on trying and not to give-up!*



Teaching Tips



May add the flashcards of the vocabulary word of other body parts they have learned in the previous units once the students are familiar with the new vocabulary words.

Student's Book- Let's do it! (20 Minutes)

1. Open **Student's book to Unit 3 Part 1 (P.18)** and play the ACD.
2. Let the students to listen to the **mini story** first and follow the ACD, point at each of the sentences.
3. Read out the **mini story** slowly and ask the students to repeat after you.
4. Act out the **mini story** with the students.
5. Reward the students with some encouragements: stars/stickers/hugs/high-fives.



Play **ACD Track 10**



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Teaching Tips



Listen, point and act out the **mini story**.



Make sure the students understand and know they need to say **“tooth”** as singular form and **“teeth”** as plural form.

Wrap-up/ Review (10 Minutes)

1. Review the new vocabulary words of the body parts with the students.
2. Saying Goodbye to the vocabulary words and place them on the wall or whiteboard.



Play **DVD Unit 3** during the review.

【Feel free to use the LivePen during your lessons】