

Review 3

My Dear Grandpa, Grandma, Daddy, Mommy, Brother & Sister - **Part 1**

Teaching Goal

- To be able to recognize, identify and call out your family members: **grandpa, grandfather, grandmother, grandma, daddy, father, mommy, mother, brother, younger brother, sister & older sister.**
- To be able to recognize and tell the occupation of your family members.
- To be able to recognize and match the vocabulary words with correct pictures.
- To be able to say and pronounce the vocabulary words of: **family, grandpa, grandfather, grandmother, grandma, daddy, father, mommy, mother, brother, younger brother, sister, older sister, farmer, baker, doctor, teacher, student and dancer.**
- To be able to understand and describe your family members with correct sentence patterns.
- To be able to understand and remember the lyrics of the songs about your family members.

Materials

- ✓ ACD **Track 01 ~ 28**
- ✓ DVD **Unit 1 ~ Unit 6**
- ✓ LivePen
- ✓ Flashcards of the vocabulary words: **family, grandpa, grandfather, grandmother, grandma, daddy, father, mommy, mother, brother, younger brother, sister, older sister, farmer, baker, doctor, teacher, student and dancer**
- ✓ Pecks of poker cards
- ✓ Playdough and paint or color pens or crayons or markers

Time

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

Warm-up/ Circle Time (15 Minutes)

1. Greet the students.
2. Review the phrase: **This is my dear** _____.

Game: Heart attack

1. Prepare a deck of poker cards and hand them out **evenly to your class**.
2. Play this game like the poker game “**Heart attack**”, but instead of calling out the number, **assign one card** as the “**bomb**”.
3. Have the class sit in a circle and take turns to put one card in the middle as they review a sentence pattern: “**This is my dear** _____.”
4. If the card they put in the middle is the “**bomb**”, everyone needs to **slap the card**.
5. The slowest one needs to take back all the cards.
6. The person who gets rid of all his/her cards first is the winner.



Do need to remind the kids to be **GENTLE** when they play the game especially when slapping the card. **SAFETY** always comes **FIRST!**



Teaching Tips

- ☆ Encourage the students to try not to have repeat answers if possible, ask them to brainstorm for more possible nouns for the phrase.
- ☆ May have more than 1 pack of poker cards for the game.

Review Lesson (15 Minutes)

1. Review the vocabulary words of the family members and their occupations: **grandpa, grandfather, grandmother, grandma, daddy, father, mommy, mother, brother, younger brother, sister, older sister, farmer, baker, doctor, teacher, student and dancer** with the students.

Review the sentence patterns and the conversation of **Unit 1~6** with the students:

Q: “Who is he/she?”

A: “He/She is my _____.”

Q: “What does he/she do?”

A: “He/She is a _____.”

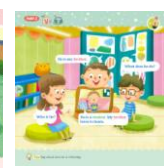
My _____ loves _____.

My _____ likes to _____.



For IRS Pen ONLY

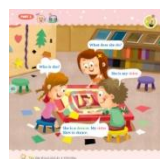
Feel free to use **IMS mode**. Just point to a picture, **IRS Pen** will **AUTOMATICALLY** play a video.



Activity Time (20 Minutes)

Game: Flipping words

1. Review the vocabulary words of **Unit 1~6** and make sure the students are familiar with all the words.



2. Prepare 2 spatulas and the flashcards of all the vocabulary words of the vocabulary words of **Unit 1~6**.
3. Turn the pictures facing down.
4. Ask 2 players to come up to the front and play.
5. They need to use their spatulas and flip over the all the pictures and call out the words.
6. The fastest one wins.
7. Reward the students with a high-five or stickers.



Teaching Tips

- ☆ Try to ask the students to say the vocabulary words with the sentence patterns.

Game: Musical Chair

1. Line up the chairs and place a flashcard on each one.
2. Play music and have the students walk, hop, skip around the chairs.
3. When the music stops, the students should sit down on a chair and ask them to say out their flashcards with the sentence patterns: “**He/She is my**_____.” or “**He/She is a**_____.” or “**My**_____ **loves**_____.” or “**My**_____ **likes to**_____.” one by one.



Give encouragements for participation. Assist and encourage some slow-learners **to keep on trying and not to give-up!** Do remind the students **not to be arrogant but encourage and support each other.**

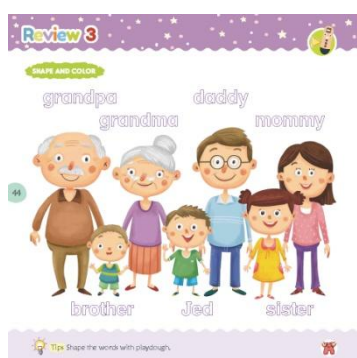


Teaching Tips

- ☆ If the numbers of the flashcards are more than the number of the students in the class, can change and replace the flashcards each time after the music stops.
- ☆ May also just place the flashcards on some of the chairs only and have the students who sit on the chairs without flashcards to ask the question to those whose seats are with flashcards.

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

1. Open **Student's book to Review 3 (P.44 & 45)** and ask the students to shape the words with playdough and color the pictures of the family members of Jed's family.





Teaching Tips

- ☆ *Shape the words with playdough.*
- ☆ *Color the picture of Jed's Dear Family.*

Wrap-up/ Review (10 Minutes)

1. Practice the vocabulary words and the sentence patterns as a group or individually.
2. Reward the students with stickers, hugs, high-fives...etc.



Play DVD **Unit 1** ~ **Unit 6** *during the review.*

【Feel free to use the LivePen during your lessons】