

Unit 6

Emma Can SWING and SQUAT - Part 3

Teaching Goal

- To be able to recognize, say and pronounce the vocabulary words: **swing, squat and blow bubbles**.
- To be able to use the action words properly with the grammar rules.
- To be able to understand, describe and express the actions you and others are able to do with correct sentence patterns.
- To be able to understand and remember the lyrics of the song of the unit.

Materials

- ✓ ACD Track 25
- ✓ DVD Unit 6
- ✓ LivePen
- ✓ Flashcards of the vocabulary words: **swing, squat and blow bubbles**
- ✓ Some scrap paper and boxes or baskets
- ✓ A balloon
- ✓ A blind fold

Time

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

Warm-up/ Circle Time (10 Minutes)

1. First of all, greet the students.
2. Review the conversation phrases:
A: What do you want for _____?
B: I want _____ for _____.



Review Lesson (10 Minutes)

1. Review the vocabulary words and the sentence patterns of the unit with the students.

Activity Time (15 Minutes)

Game: Paper Rolls

1. Write down 2 sets of the action words of the unit and various animals on pieces of scrap paper before class.
2. Roll the paper into rolls and put them into boxes or baskets, 2 as a set: 1 for the animals and 1 for the action words.

3. Divide the students in 2 teams.
4. Ask 1 student each from both teams to come up and the teacher will ask: “**Can a/an _____ swing/squat/blow bubbles?**” call out 1 animal and 1 action word, e.g.
5. The student from each team will have to find the words among the paper rolls.
6. Once the fastest student who has found the words and showed to the teacher, then answers: “**Yes, it can. / No, it can’t.**” wins a point for their team.
7. The team with the highest points will be the winner. 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. Do have to **assist** and **encourage** some slow-learners to **keep on trying and not to give-up!**

Introduction of the Song: Student's Book- Let's Sing it! (15 Minutes)

1. Play the ACD and introduce the song to the students.
2. Open **Student's book to Unit 6 Part 3 (P.40)** and play the ACD.
3. Play the song again and ask the students sing along together with the ACD and point to the sentences of the song lyrics with their fingers so they will be able to recognize the words.
4. Once they are familiar with the song, introduce the actions to the students and ask them to sing and follow the actions together.



Play ACD Track 25



Teaching Tips

- ☆ *Sing aloud and point to the pictures.*
(✂ *mime the actions*)



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: Sing like ...

1. Divide the students in 2 teams.
2. Have the students of each team to line up and face each other.
3. Ask the 2 students to play “Paper, Scissors and Stone” and decide who to start first.
4. Every student in each team will have to think of an animal or a character e.g. an old

man, a robot, a monkey... etc. and he/she will lead the team to sing 2 verses of the song and do the action like the character.

5. Everyone will sing and act like so together.
6. Once the team has done their 2 verses, then the next team will continue sing and act as a different character or animal.
7. There will be a 5 second gap for the team to think of the character/animal they are going to sing as. However, if the team can not continue singing the song with a new character/animal, then the team will get a bomb.
8. The team that gets 3 bombs will lose the game.
9. Clap or give a “thumbs up” gesture to the winner team. Also, ask the students to give a “**high-five**” to each other and say: “**Well-done!**” or “**Good try!**” or “**Keep going!**” as an encouragement.



Give encouragements for participation.

Game: Watch out! There is a Bomb!

1. Have the students to stand in a circle.
2. Have all the students sing the song.
3. When the teacher shouts: “BOMB!” students have to squat down and cover their heads with both arms.
4. Whoever didn’t do so or too slow, will be out.
5. Continue playing until there are 3 (or can be 1) left.
6. Reward the student(s) with a big high-five and everyone would say: “**Great job!**” or “**You’re awesome!**” to the student(s).



Give encouragements for participation.



Teaching Tips



Can change the speed of the song during the game.

Wrap-up/ Review (10 Minutes)

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



Play DVD Unit 6 during the review.

【Feel free to use the LivePen during your lessons】