

Unit 3

A Toy Toolkit and a Toy Dinosaur - Part 3

Teaching Goal

- To be able to recognize, identify, say and pronounce the vocabulary words: **a toy toolkit, a toy dinosaur and tic-tac-toe.**
- To be able to recognize and match the vocabulary words with correct pictures.
- To be able to understand, describe and express various toys and games to others with correct sentence patterns.
- To be able to understand and remember the lyrics of the songs.

Materials

- ✓ ACD Track 10 ~ 13
- ✓ DVD Unit 3
- ✓ LivePen
- ✓ Flashcards of the vocabulary words: **a toy toolkit, a toy dinosaur and tic-tac-toe**
- ✓ 2 toy hammers

Time

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

Warm-up/ Circle Time (20 Minutes)

1. First of all, greet the students.
2. Review the conversation phrases:

Q: Can you play any musical instruments?

A: I can play the _____. / I can't play any musical instruments.

Game: Look at my Action and Answer the Question

1. Divide the students into 2 teams.
2. Give each team a toy hammer, place them on a table and draw a target as the answering spot on the center of the table.
3. Have 1 student from each team stand in front of the table.
4. The students will have to ask the teacher: **"Can you play any musical instruments?"**
5. The teacher will give out the answer with actions, i.e. playing the piano or violin or recorder... etc. or shake head or make a cross with arms to represent **NO**.
6. The student will then get the toy hammer and hit the answering spot, the fastest one will get the chance to answer the question: **"You can play the _____. / You can't play any musical instruments."** and he/she will win a point for their team.

- 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!”



Please make sure to remind the students ***SAFETY FIRST! BE GENTLE*** when using the toy hammer! ***Give encouragements for participation.***



Teaching Tips

- ☆ May have to go over what sort of actions represents which musical instruments with the students before the game.

Review Lesson (15 Minutes)

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

Q: What do you want to play?

A: Let's play _____.

Q: Are you ready? Game starts now.

A: OK! Let me _____.



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

- Play the ACD and introduce the song to the students.
- Open **Student's book to Unit 3 Part 3 (P.22)** and play the ACD.
- Play the song again and ask the students to 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.
- 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 13



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. Have the students of each team to line up and face each other.
2. Ask the 1 student from each team to play “Paper, Scissors and Stone” and decide who to start first.
3. 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 1 verse of the song and do the action like the character.
4. Everyone will sing and act together.
5. Once the team has done their verse, then the next team will continue to sing and act as a different character or animal.
6. 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.
7. The team that gets 3 bombs will lose the game.
8. Clap or give a sticker and “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: 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 and sing along.
3. When the music stops, the students should sit down on a chair and ask them to say their flashcards out loud with the sentence patterns: “**Let’s play _____.**” 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

- ☆ Teacher may also place the flashcards on some of the chairs only and have the students who sit on the chairs without flashcards to ask the question: “**What do you want to play?**” to those whose seats are with flashcards.

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 3** during the review.

【Feel free to use the LivePen during your lessons】