

## BODY PARTS VOCABULARY

*Lesson Plan for Middle or High School Students / Beginner EAL / CEFR A1*

**TEACHING TIME** 75 minutes.

### OVERVIEW & PURPOSE

To teach students the English vocabulary for body parts.

### MATERIALS

1. Whiteboard / Smartboard
2. Paper for each student to Draw on
3. Matching Worksheets
4. Set of I have/Who Has Cards Labelled with Vocabulary (1)
5. Set of I have/Who Has Cards Without Labels (1)
6. Quiz

### PREPARE

- Print the Matching Activity Sheets,
- Print and laminate the I Have/ Who Has? Card Game
- Print the Quizes.

### ASSESSMENT

- Monitor how long it takes to switch from the labeled to unlabelled **I Have/ Who Has** card Set. Eventually, with the first set, it will get easy for them, and they'll get bored. The set without labels provides a renewed challenge. When the second game starts moving really quickly, and they don't hesitate before saying the words, you'll know they have acquired them.
- Students Label Body Parts on a Quiz at the end of class.
- Review Labelled drawings, Matching Worksheet and Final Quiz.

## ACTIVITY

### DRAWING 15 minutes

Draw a person on the whiteboard, label Body Parts as you draw. Get students to draw along with you.

- Shoulder
- Foot/ Feet
- Hand
- Knee
- Hair
- Arms
- Legs

While drawing and discussing vocabulary ask individual students what the words are for each part in their language. Have them hand in their drawings.

### WORKSHEET 1 10 -15 minutes

Handout labeling worksheet, and have students complete alone. Discuss answers with the class. Allow students to correct their answers, then hand them in.

### 'I HAVE / WHO HAS?' CARDGAME 30 minutes

Hand Out **I Have/ Who Has?** cards that are labeled with vocabulary. Have students play enough rounds of I Have/ Who Has? until they seem not to need the labels. (This will typically be faster in smaller groups because the more cards a student has per game the more words they'll acquire. Play with them so you can help with pronunciation and monitor progress.

Show the students the set of cards that are not labeled, judge if they feel ready to play without the labels. Ask them if they're ready. Hand them out when they feel they're ready. Play for as long as it's challenging.

If there are students who are frustrated or struggling you can ask them to shuffle or hand out the cards. (tasks that don't require language, but help them feel connected to the activity).

### SING! 10 minutes

*(When teaching this song to highschoolers I explained to my students that it was a song Canadian kids learned as children, that I thought would be fun to share with*

*them, we laughed a lot.)*

You can show this video first to give students an idea of what you want them to do. <https://www.youtube.com/watch?v=ZanHgPprl-0>

From the front of the class, lead a few rounds of the song **Head & Shoulders, Knees & Toes**, and model the motions. When they seem comfortable, ask students to take turns leading the class.

**FINAL QUIZ** 10 minutes

Students label body parts.

**FOLLOW UP**

To keep the learning fresh play the I Have/ Who Has? card game whenever you have a few extra minutes in class.