

LESSON PLAN 2 (50 minutes)

<p>Lesson Title: His/Her/My Head hurts!</p> <p>Communicative goals: Describing body parts, possession, and masculine/feminine nouns.</p>		
<p>Objective(s): Students will learn 12 body parts in English and will be able to use them in a sentence to express pain. Students will learn to identify masculine nouns (e.g., king, prince, wizard) and feminine nouns (e.g., queen, princess, witch) Students will learn to use possessive adjectives (i.e., my, his, her) in a sentence.</p>		
<p>Focal Language Feature(s):</p>		
<p>[x] Grammar: masculine nouns (e.g., king, prince, wizard); feminine nouns (e.g., queen, princess, witch) & possessive adjectives (i.e., my, his, her) – (Handout 1)</p>	<p>[x] Writing & Vocabulary: My Body Parts Students will learn names of body parts - (Handout 2)</p>	<p>[x] Listening: Students will need to listen carefully so that they can distinguish proper noun and possessive usage.</p>
<p>Description of Classroom and Student Population: Setting: English class, two times a week (Wednesday/Friday) Average Attendance: 20 Young Learners Age: 8-9 Years Old (2nd grade) Language(s) Spoken: L1 Japanese</p>		
<p>Copies and Material(s): 20 x Handouts 1 & 20 x Handouts 2</p>		

Welcome the Students: 3- 5 minutes	Notes
Instructor greets students and asks them if they can remember the six characters from the story. Instructor uses own flashcards, shows them to the students and asks them to say their names aloud.	Give students time to retrieve their cards if they brought them to class

Task 1: Learning masculine/feminine nouns & possessive adjectives (15 minutes)

Introduction: Today we will learn how to tell others when you have a pain in your body or how to help your friend when they have a pain on their body, but first we need to know what words to use if your friend is a boy or a girl, and what word to use if you have a pain in your body. First, let's learn which characters in The Hurts Forest are boys and girls. Second, we will use the word *his* if the person who has something is a boy, we will use the word *her* if the person who has something is a girl, and third we will use the word *my* if the thing belongs to you.

Task Clarification: Can anyone tell me which character is a boy and a girl?

Task Completion: Students will make small groups and discuss among themselves while they fill out Handout 1.

Task Debrief: Ask groups to identify which character is a boy or a girl and notice which character they have difficulties with, and which possessive adjectives they have difficulties with.

TEACH: Modeling different masculine/feminine nouns & possessive adjectives (10 minutes)

Introduction: As you can see, English uses special words whenever we want to talk about things people have. If you want to talk about what you have you use the word *my*, if your friend is a boy and you want to talk about what he has you use *his*, and if your friend is a girl and you want to talk about what she has you use *her*.

For example:

→ Explain that whenever a part of our body hurts, and we want to tell someone so that they can help us we can say the following: "Ouch! My _____ hurts!" and touch the part of the body that hurts.

→ Explain that to show you have something that belongs to you, say "my", when something belongs to a boy, say "his" and when something belongs to a girl say "her".

→ Have students repeat and act the following:

- my head hurts! (Point to self)
- his magic wand! (Point to a boy)
- her magic wand! (Point to a girl)

Task 2: Learning Body Parts Vocabulary (15 Minutes)

Introduction and Connection to Task 1: Now we will be learning different body parts, and we will be learning how to describe when you or your friend have a body pain, but first let's listen and practice this song!

Pre-task: Teacher will give handout 2 to students, teacher will play the song and students will read the lyrics as they hear the song. After listening to the song once, teacher will play one more time, however, this time students and teacher will point to the body parts listed in the lyrics.

Task Clarification:

- Give students double-sided Handout 3: *My Body Parts* (A3 poster size)
- Ask students to write the missing vowel (e.g., a, e, i, o, or u) on the reverse side using their pencils (they can use their erasers if they make a mistake), and to read the body part aloud as they write (students can turn over the handout for hints if they can't remember).

Task Completion:

- Ask students to make three sentences using three new body parts with a different possessive adjective (i.e., my, his, her).

Write the following sentences on the board as examples:

Yoko has a pain on her head. Her head hurts.

Takumi has a pain on his ear. His ear hurts.

I have a pain on my leg. My leg hurts.

Task Debrief:

Ask students to read their three sentences to the class.

Closing/Homework (3-5 minutes)

End the lesson. For homework, ask students to write 10 sentences using <i>his</i> , <i>her</i> , and <i>my</i> with different body parts.	This can be turned in at the beginning of the next lesson.
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Handout 1: Boy or Girl?

1.	The handsome king is a <u>boy</u> .	boy/girl
2.	The pretty queen is a _____.	boy/girl
3.	The healing prince is a _____.	boy/girl
4.	The pain wizard is a _____.	boy/girl
5.	The pain witch is a _____.	boy/girl
6.	The pain wizard used <u>his</u> magic wand.	his/her
7.	The pain witch used <u>her</u> magic wand.	his/her
8.	The king has a pain on his head. _____ head hurts.	his/her
9.	The queen has a pain on her head. _____ head hurts.	his/her
10.	The prince has a pain on his arm. _____ arm hurt.	his/her
11.	The princess has a pain on her arm. _____ arm hurts.	his/her
12.	I have a pain on my head. My head hurts.	My/his/her
13.	I have a pain on my chin. _____ chin hurts.	My/his/her
14.	I have a pain on my nose. _____ nose hurts.	My/his/her

Handout 2: "Body Parts Song for Kids – This is ME!"
ELF Learning (<https://www.elflearning.jp>)
YouTube: <https://youtu.be/QkHQ0CYwjAI> / iTunes: <https://goo.gl/XH7c4b>

Lyrics below.

Head, eyes, nose
Mouth, ears, chin
Arms, hands, fingers
Legs, feet, toes
This...is...ME!
Here we GO!

My head, my eyes, my nose
This is ME!
My mouth, my ears, my chin
This is ME!

This is ME!
This is ME!
This...is...ME!

Arms, hands, fingers
Legs, feet, toes

My arms, my hands, my fingers
Count with me!
(clap!) 1,2,3,4,5,6,7,8,9,10!

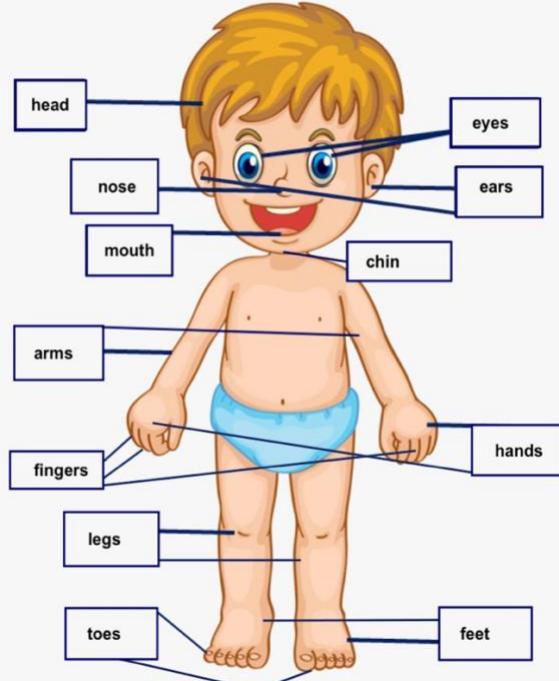
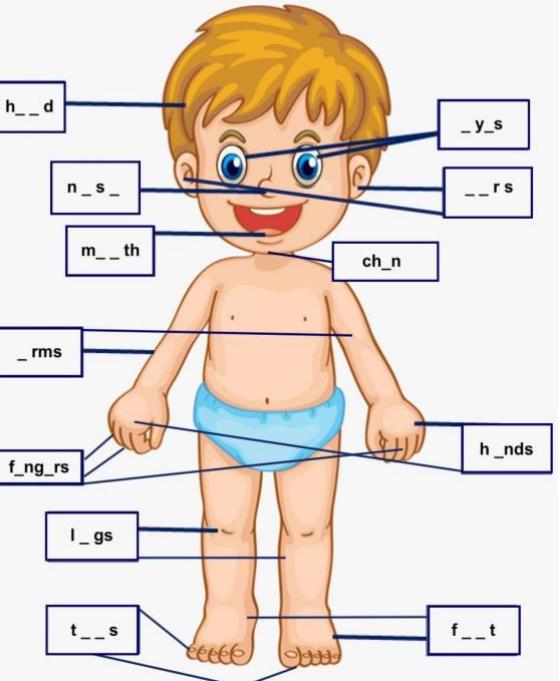
My legs, my feet, my toes
Count with me!
(stomp!) 1,2,3,4,5,6,7,8,9,10!

This...is...ME!
Here we GO!

This is ME!
This is ME!
This is ME!
This is ME!

This is ME!
This is ME!
This...is...ME

Handout 3: My Body Parts

MY BODY PARTS (FRONT SIDE)	MY BODY PARTS (BACK SIDE)
 <p>head</p> <p>eyes</p> <p>nose</p> <p>ears</p> <p>mouth</p> <p>chin</p> <p>arms</p> <p>hands</p> <p>fingers</p> <p>legs</p> <p>feet</p>	 <p>h__d</p> <p>_y_s</p> <p>n_s_</p> <p>_rs</p> <p>m_th</p> <p>ch_n</p> <p>_rms</p> <p>h_nds</p> <p>f_ng_rs</p> <p>l_gs</p> <p>t_s</p> <p>f__t</p>