

My family and my body

Index

1. Introduction	Page 3
2. Methodology	Page 4
3. Objectives	Page 5
4. Contents	Page 6
4.1. Conceptual contents	Page 6
4.2. Procedural contents	Page 6
4.3. Attitudinal contents	Page 6
5. Resources.....	Page 7
6. Timing and activities	Page 7
6.1. Session 1	Page 8
6.2. Session 2.....	Page 10
6.3. Session 3.....	Page 12
6.4. Session 4.....	Page 14
6.5. Session 5.....	Page 15
6.6. Session 6.....	Page 16
6.7. Session 7.....	Page 18
6.8. Session 8.....	Page 20
7. Assessment	Page 21
8. Reinforcement activities	Page 23
9. Extension activities.....	Page 24
10. Bibliography and references.....	Page 25
11. Appendix	Page 26

1. Introduction:

Knowledge of foreign languages is increasingly important and necessary to live in a world that, due to the progressive advances in technology and information technology fields, leads to a society where communication through other languages, opens up tremendous possibilities and contribute to mutual understanding and respect among different cultures and their speakers.

Therefore, from the first cycle of EP (even from EI), we must begin to work in a foreign language. This teaching unit will allow students to achieve basic objectives related to the English language and enable them to function in day-to-day situations, according to Royal Decree 1513/2006 of December 7; we must "contribute to building a multilingual competence".

In addition, we will promote the four basic skills: listening, speaking, reading and writing. All this aims to stimulate students and make them participate in activities and talk under a communication-based approach.

2. Methodology:

With this teaching unit we will look first and foremost at the development of the student as being unique in a multicultural society. That is why we have taken into account certain key factors for its development and evolution. Since this U.D. is aimed at students in first grade, the factors we consider are the following:

- The constructive character, social and interactive knowledge, resulting from the interaction of previous experiences with the new ones.
- The possibilities offered contrasting perspectives and contributions of others.
- The student's developmental level and previous knowledge.
- The constructive and meaningful learning.
- The independent learning, promoting the pupils' learning to learn.
- The Potential Development Student Area (activities which by themselves do not perform, but with help).
- Motivation.
- Knowledge of the relationships that exists within the classroom.
- Have limited vocabulary and may realize.
- The use of gestural elements.

3. Objectives:

The students will be able to:

- Internalize greeting routines.
- Understand simple texts about the family and body parts.
- Recognize the importance of the resources used in learning other languages and application in the foreign language learning.
- Associate the pronunciation of numbers with the script (one = 1, two = 2 [...] twenty = 20)
- Know and distinguish worked colors and pronunciation.
- Distinguish the terms long / short, big / small.
- Get started in information technology and communication.
- Use the foreign language to communicate with the teacher and their classmates.
- Produce simple written texts.
- Differentiate, name and write the different parts of the body.
- Differentiate, name and write the different members of the family.
- Start using scissors.
- Respond appropriately to the orders given by the teacher in English.
- Develop habits of individual and group work.
- Participate and actively listen in the classroom.
- Show interest in learning the English language.
- Participate in musical activities.
- Value the family members and respect them.

4. Contents:

4.1. Conceptual contents :

- Greetings routine (Hello, how are you?; Good morning, Good afternoon)
- Understand simple texts relating to the family and body parts.
- Recognize the importance of the resources used in learning other languages and application in the foreign language learning
- Associate the pronunciation of the numbers with the script (one = 1, two = 2 [...] twenty = 20)
- Knowledge and distinction of colors worked on, and pronunciation.
- Distinction of the concepts long / short, big / small

4.2. Procedural contents:

- Use the foreign language to communicate with the teacher and their classmates.
- Production of simple written texts.
- Differentiation, enumeration and writing of different parts of the body.
- Differentiation, enumeration and writing of the various members to the family.
- Respond appropriately to orders given by the teacher in English.
- Information technology.
- Cut with scissors.

4.3. Attitudinal contents:

- Involvement and active listening in the classroom.
- Show interest in learning the English language.
- Participate in musical activities.
- Respect for the family and all its members.
- Individual work and group work.

5. Resources:

- Computer
- Digital whiteboard (or computer room)
- Internet access
- Blackboard
- Annex sheets
- Writing materials
- Folders
- Photographs

6. Timing and activities:

This teaching unit aimed at E.P. 1 consists in 8 sessions of 45 minutes each. In it, as we said above, we'll work on the subject of the family and body parts.

Every day at the beginning of each session, students will greet with: *Good morning, good afternoon, Hello, how are you?* This is intended to strengthen students greeting routines learned in kindergarden, and if they have not studied English at this stage, the objective is to learn the routines of greeting.

Session 1:

The first session was devoted to analyze and assess the background of the students, because some of them may know the vocabulary that we are going to use. In addition, we show schematically the contents that we will work along the didactic unit.

Activities:

1) Presentation of the Didactic Unit:

Time: 15 minutes

First of all, establish a dialogue with students to see if they know the parts of the body. Then we'll specify the vocabulary that we'll work at D.U. All students will stand up, and go one by one, pointing out body parts that are going to use. (Head, face, hair, arm, hand, leg, foot, eye, ear, nose, mouth, shoulder, fingers, knee, toes, teeth) Students will move that body part and say the name in English.

2) Mural of the study unit:

Time: 10 minutes.

Show students a mural (see Annex page 27) containing the body parts written. We will ask volunteers to go to the blackboard and read the name of a body part written in the mural. Then the whole class will repeat that name and we will bring another volunteer to the board.

At the end, we can cover the wall and children tell us the names to they remember.

3) Sheet *Hoy many... do you have?*

Time: 15 minutes.

Distributing to each student a card (see annex page 28.) Where they will have to write how many parts of the body they have for each item (egg I Have one nose, I have two eyes ...) When they finished, paint the tab following a color code that we'll give them.

Objectives:

- Internalize greeting routines.
- Understand simple texts about the body parts.
- Recognize the importance of the resources used in learning other languages and application in the foreign language learning.
- Associate the pronunciation of numbers with the script (one = 1, two = 2 [...] twenty = 20)
- Know and distinguish worked colors and pronunciation.
- Use the foreign language to communicate with the teacher and their classmates.
- Differentiate, name and write the different parts of the body.
- Respond appropriately to the orders given by the teacher in English.
- Develop habits of individual and group work.
- Participate and actively listen in the classroom.
- Show interest in learning the English language.

Material:

Mural, the sheet “*how many... do you have*” colours, pencils and rubbers.

Session 2:

Activities:

For this session we will need a computer room or media room, so that students can sit in pairs on each computer, or may go out one by one to a computer or digital whiteboard while the others pay attention to the activity. (We can also perform these activities in the classroom if they have a computer in it)

1) My body

Time: 25 minutes.

First, we will review the vocabulary worked on during the previous session. When we do that, we go to the website [English for Little children](#)¹ and we select the vocabulary about the body. We will do the level 1 and level 2. Students must follow the instructions given, but if they have difficulties, we will translate ourselves.

2) Ourselves

Time: 10 minutes.

Deal a card (see attached page 29.) In which students must unite the different parts of the body with his name written on the boxes. At the end, they must paint the sheet.

3) Song

Time: 5 minutes.

We sing the [song](#)² “*Head, shoulder, knees and toes*” with the students.

Objectives:

- Understand simple texts about the body parts.
- Get started in information technology and communication.
- Differentiate, name and write the different parts of the body.
- Use the foreign language to communicate with the teacher and their classmates.

¹ http://concurso.cnice.mec.es/cnice2005/132_English_for_Little_children/presentacion/presentacion.html

² <http://www.youtube.com/watch?v=gFuZ6LPDYQc>

- Respond appropriately to the orders given by the teacher in English.
- Develop habits of individual and group work.
- Participate and actively listen in the classroom.
- Show interest in learning the English language.
- Participate in musical activities.

Material:

Computer room or digital whiteboard, internet access, sheet “*ourselves*”, pencil, rubber and colours.

Session 3:

Activities:

1) Worksheet

Time: 10 minutes.

Students will divide a chip on which they should fill every empty space with the corresponding body part. (See Appendix page 30)

2) The Alien

Time: 20 minutes

We will play with [the Alien](#)³. When you open the page, select the track “the body”, And then follow the instructions that it will appear on the screen.

3) Speaking

Time: 15 minutes

Students should tell us something about their family. They can make groups and prepare a short introduction about their family and tell it to the class.

4) Sing the song “head, shoulders, knees and toes” we learnt in the previous class.

Objectives:

- Understand simple texts about the body parts.
- Recognize the importance of the resources used in learning other languages and application in the foreign language learning.
- Get started in information technology and communication.
- Produce simple written texts.
- Differentiate, name and write the different parts of the body.
- Respond appropriately to the orders given by the teacher in English.
- Develop habits of individual and group work.

³ <http://ares.cnice.mec.es/inglesep/a/index.html>

- Participate and actively listen in the classroom.
- Show interest in learning the English language.
- Participate in musical activities.

Material:

Computer room or digital whiteboard, internet access, sheet number 4 (the parts of the body), pencil, rubber and colours.

Session 4:

Activities:

- 1) In this session students will produce a file with the vocabulary of the family. To do this, we'll give a sheet of paper to students. In this sheet, they must write at the top of the paper the name of the family members that the teacher will tell them (we can make a list on the board with all the names used before) in capital letters. Just below, write a sentence using that word. When finished, they'll make a drawing. For example: I have two hands, my hair is long / short, my feet are big. And then make a drawing.

Time: 45 minutes.

Objectives:

- Understand simple texts about the body parts.
- Recognize the importance of the resources used in learning other languages and application in the foreign language learning.
- Know and distinguish worked colors and pronunciation.
- Use the foreign language to communicate with the teacher and their classmates.
- Produce simple written texts.
- Differentiate, name and write the different parts of the body.
- Respond appropriately to the orders given by the teacher in English.
- Develop habits of individual and group work.
- Show interest in learning the English language.

Material:

Paper, colours, rubbers, pencils, felt-tipped pens and folders.

We ask students to bring a photo of each family member.

Session 5:

Activities:

1) Presentation of the unit

Time: 15 minutes

Introducing the topic of the family, establish a dialogue with the students to tell us the closest members of their families. Also, we'll ask them if they know their English names. We can as well encourage them to tell us something about them.

2) Mural

Time: 15 minutes (See page 31)

Then, we will present the mural of the study unit. We will read the names and ask volunteers to read them. We will cover the mural, and ask students if they remember the names.

3) Family members:

Time: 15 minutes (See page 32)

In this exercise, students must colour the family members following a colour code. For example, they should paint the father in blue, mother in green, sister in red, etc.

Objectives:

- Understand simple texts about the family.
- Know and distinguish worked colors and pronunciation.
- Use the foreign language to communicate with the teacher and their classmates.
- Differentiate, name and write the different members of the family.
- Respond appropriately to the orders given by the teacher in English.
- Participate and actively listen in the classroom.

Material:

Sheet “*Family house*”, colours.

Session 6:

For this session we will need to have a computer room or media room, so that students can sit in pairs on each computer, or may go out one by one to a computer or digital whiteboard while the others pay attention to the activity. (We can also perform these activities in the classroom if they have a computer in it)

Activities:

1) My family

Time: 25 minutes.

First, we will review the vocabulary learnt during the previous session. When we do that, we go to the website [English for Little children](#)⁴ and we select the vocabulary of the family. We will do the level 1 and level 2. Students must follow the instructions given, but if they have difficulties, we will translate them ourselves.

2) My family tree

We give the students the sheet of the *Family tree*. They must paste the photographs of their family in each box, and write the name and how are they related. When the students finish it, they must colour the tree. (See page 33)

3) Song

Time: 5 minutes

Students will listen the song⁵ "[I belong to a family](#)"

Objectives:

- Recognize the importance of the resources used in learning other languages and application in the foreign language learning.
- Understand simple texts about the family.
- Get started in information technology and communication.

⁴ http://concurso.cnice.mec.es/cnice2005/132_English_for_Little_children/presentacion/presentacion.html

⁵ <http://www.youtube.com/watch?v=4lk344EU08U>

- Use the foreign language to communicate with the teacher and their classmates.
- Differentiate, name and write the different members of the family.
- Start using scissors.
- Respond appropriately to the orders given by the teacher in English.
- Develop habits of individual and group work.
- Participate and actively listen in the classroom.
- Value the family members and respect them.

Material:

Computer room or digital whiteboard, internet access, sheet “*family tree*”, pencil, rubber, colours, scissors and glue.

Session 7:

Activities:

1) Sheet “*This is my family*”

Time: 10 minutes.

Students should cut out the names of the family members and paste them in the correct box. Then, they complete the crossword puzzle. (See page 34)

2) Sheet “*Family descriptions*”

Time: 10 minutes.

Students draw a picture about their mother, father and himself / herself and complete the sentences with an adjective. (See page 35)

3) Speaking

Time: 25 minutes

Create small groups of students to prepare a brief introduction about their family. Then, they tell it to the class.

Objectives:

- Understand simple texts about the family.
- Recognize the importance of the resources used in learning other languages and application in the foreign language learning.
- Know and distinguish worked colors and pronunciation.
- Distinguish the terms long / short, big / small.
- Use the foreign language to communicate with the teacher and their classmates.
- Produce simple written texts.
- Differentiate, name and write the different members of the family.
- Start using scissors.
- Respond appropriately to the orders given by the teacher in English.
- Develop habits of individual and group work.

- Participate and actively listen in the classroom.
- Show interest in learning the English language.
- Value the family members and respect them.

Material:

Sheets “*This is my family*” and “*Family descriptions*”, paper, colours, scissors and glue.

Session 8:

Activities:

1) In this session students will produce a file with the vocabulary of the family. To do this, we give a sheet of paper to students. In this sheet, they must write at the top of the name of the family members that the teacher will tell them (we can make a list on the board with all the names learnt) with capital letters. Just below, they must write a sentence using that word. When finished, they'll make a drawing.

Time: 45 minutes

Objectives:

- Recognize the importance of the resources used in learning other languages and application in the foreign language learning.
- Know and distinguish worked colors and pronunciation.
- Distinguish the terms long / short, big / small.
- Get started in information technology and communication.
- Use the foreign language to communicate with the teacher and their classmates.
- Produce simple written texts.
- Differentiate, name and write the different members of the family.
- Respond appropriately to the orders given by the teacher in English.
- Develop habits of individual and group work.
- Participate and actively listen in the classroom.
- Show interest in learning the English language.
- Value the family members and respect them.

Material:

Coloured pencils, rubbers, pencils, felt-tipped pens, paper and folders.

7. Assessment:

We finish this teaching unit with the assessment. In this section, we should say that apart from evaluating the Didactic Unit as a whole, and above all the final task, it is important to evaluate every single component the didactic unit is based on; In addition, in Primary Education it is important to evaluate through direct observation, so we should not leave the evaluation to the last day. Therefore, we should observe the daily evolution of our student every day.

When we have done this, at the last day of the unit (or in other session) we can do a little test in which our students show us what they have learned over the teaching unit (but this is not necessary because we have a lot of worksheets about the subject. Maybe we can do this test orally)

The evaluation criteria that we will consider are:

- The student greets and says goodbye.
- The student understands simple texts about the family and body parts.
- The student uses different resources for learning English.
- The student pronounced the numbers correctly.
- The student knows and distinguishes the worked colors.
- The student distinguishes the terms long / short, big / small.
- The student uses the computer.
- The student uses the foreign language in class.
- The student produces simple written texts.
- The student knows the parts of the body.
- The student knows the different members of the family.
- The student uses scissors.
- The student responds appropriately to the orders given by the teacher in English.
- The student works alone or in pair.
- The student participates in the classroom.
- The student shows interest in learning the English language.

- The student sings and dances in musical activities.
- The student values the family members and respects them.

8. Reinforcement activities:

- Bits with the vocabulary of the study unit:

http://www.isftic.mepsyd.es/w3/eos/MaterialesEducativos/primaria/lenguas_extranjeras/mr_teapot/indxns6.htm

- Anagrams:

We deal students a paper with first column words. They should find out what word is it.

- YDOB – BODY
- GELS – LEGS
- GERNIFS – FINGERS
- OTHTO – TOOTH
- ULDERSHO – SHOULDERS
- ESNO – NOSE
- THOUM – MOUTH
- ENKE – KNEE
- YEE – EYE
- RAE – EAR
- SETO – TOE
- MAR – ARM
- RIHA – HAIR
- TOOF – FOOT
- NAHD - HAND

9. Extension activities:

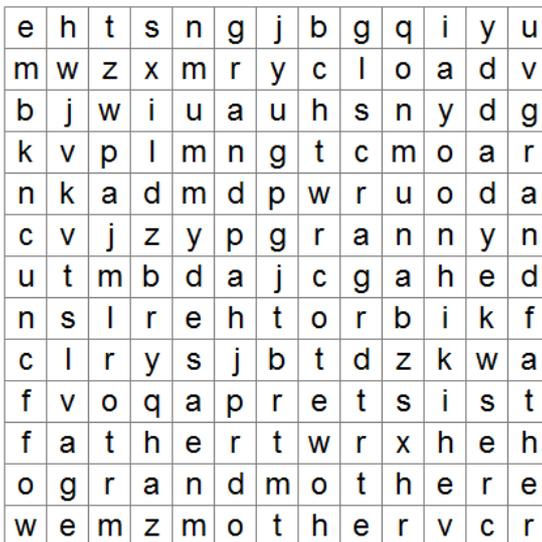
- Word search: (parts of the body)



body
head
hand
leg
foot
hair
arm
eye

ear
nose
mouth
shoulder
finger
knee
toes
teeth

- Word search: (family)



grandpa
Granny
mother
mummy
sister

brother
daddy
father
grandfather
grandmother

- Hangman (parts of the body)

<http://www.saberingles.com.ar/games/hangman/09.html>

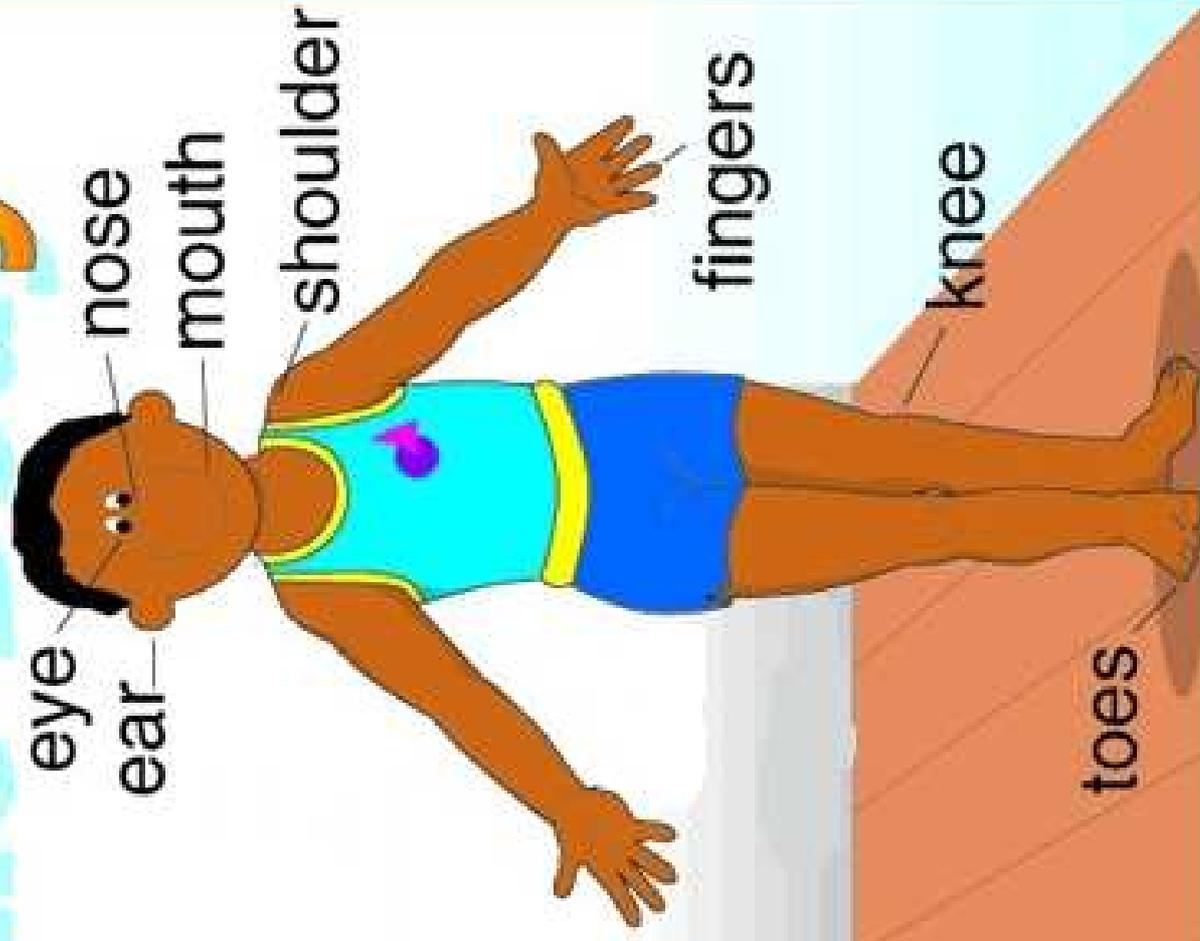
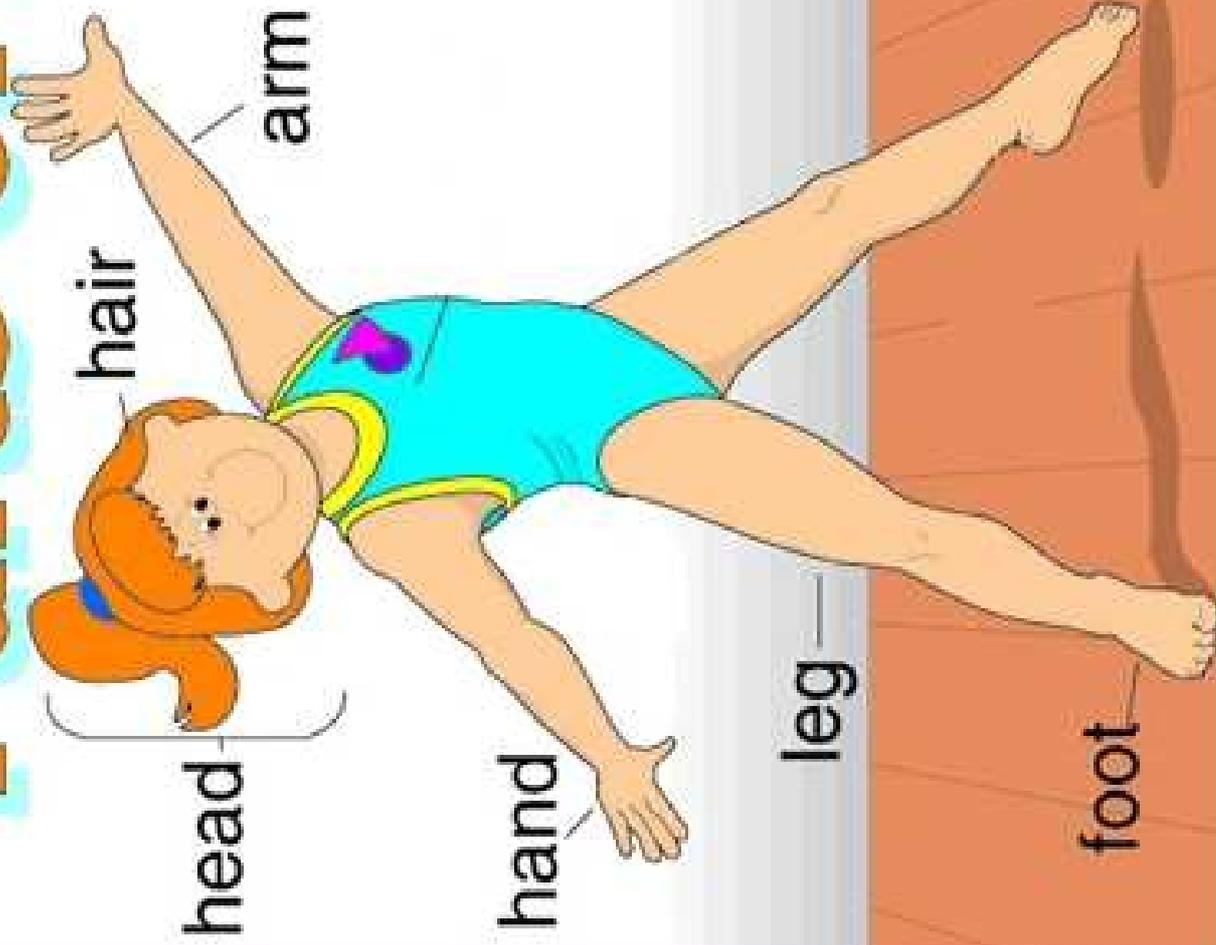
10. Bibliography and references:

- <http://ares.cnice.mec.es/inglesep/a/index.html>
- http://concurso.cnice.mec.es/cnice2005/132_English_for_Little_children/presentacion/presentacion.html
- <http://www.eslkidstuff.com/Worksheets/MyBodyCount.gif>
- http://www.isftic.mepsyd.es/w3/eos/MaterialesEducativos/primaria/lenguas_extranjeras/mr_teapot/indxns6.htm
- http://www.isftic.mepsyd.es/w3/recursos/secundaria/lenguas_extranjeras/unidad_es_didacticas_ingles/if-you-are-happy.pdf
- <http://www.saberingles.com.ar/games/hangman/09.html>
- <http://www.youtube.com/watch?v=gFuZ6LPDYQc>

11. Annexes:

In this section we include all the worksheets that we need for the teaching unit.

Parts of the Body



My Body

My name is _____

How many _____ do you have?

I have



I have



I have



I have



I have



I have



I have



I have



I have



1 2 3 4 5 6 7 8 9 10

Ourselves

Name.....

Draw a line from each label to the right part of the body.



Labels on the left side:

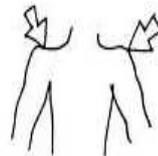
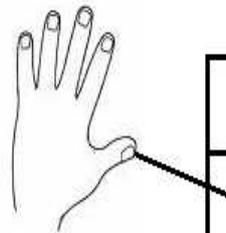
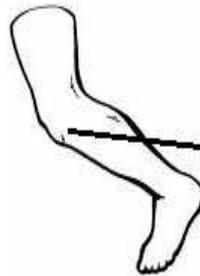
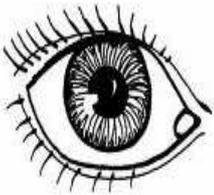
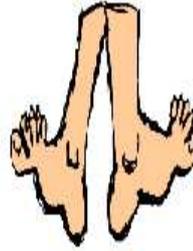
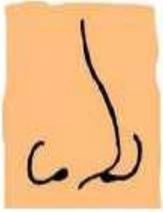
- Hair
- Nose
- Ear
- Eye
- Fingers
- Hand
- Knee
- Foot

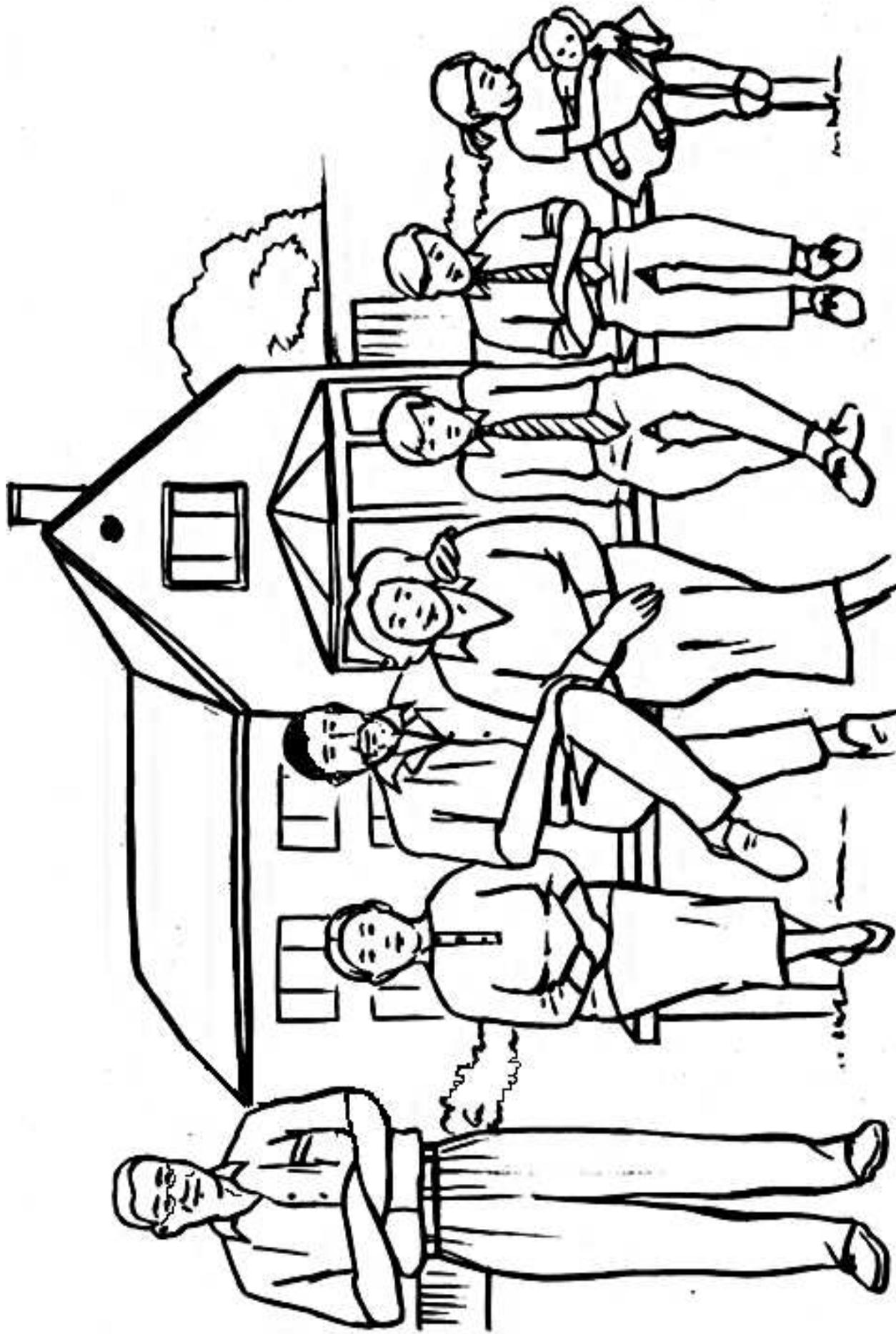
Labels on the right side:

- Head
- Mouth
- Shoulder
- Arm
- Leg
- Ankle

Write the parts of the body

Name: _____





Grandpa

Granny

Daddy

Mummy

Brother

Sister

Gandfather

Grandmother

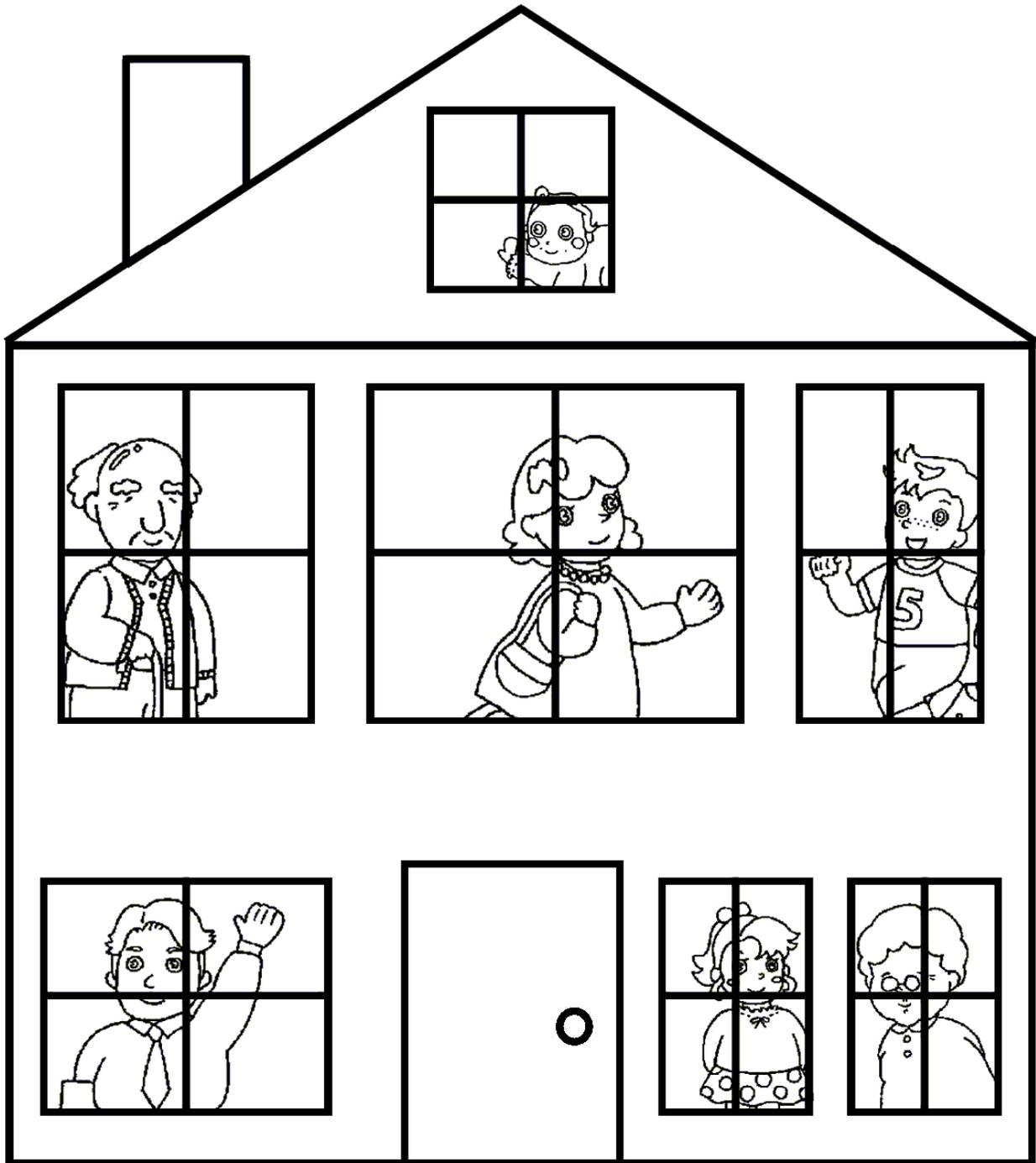
Father

Mother

Name: _____

Family House

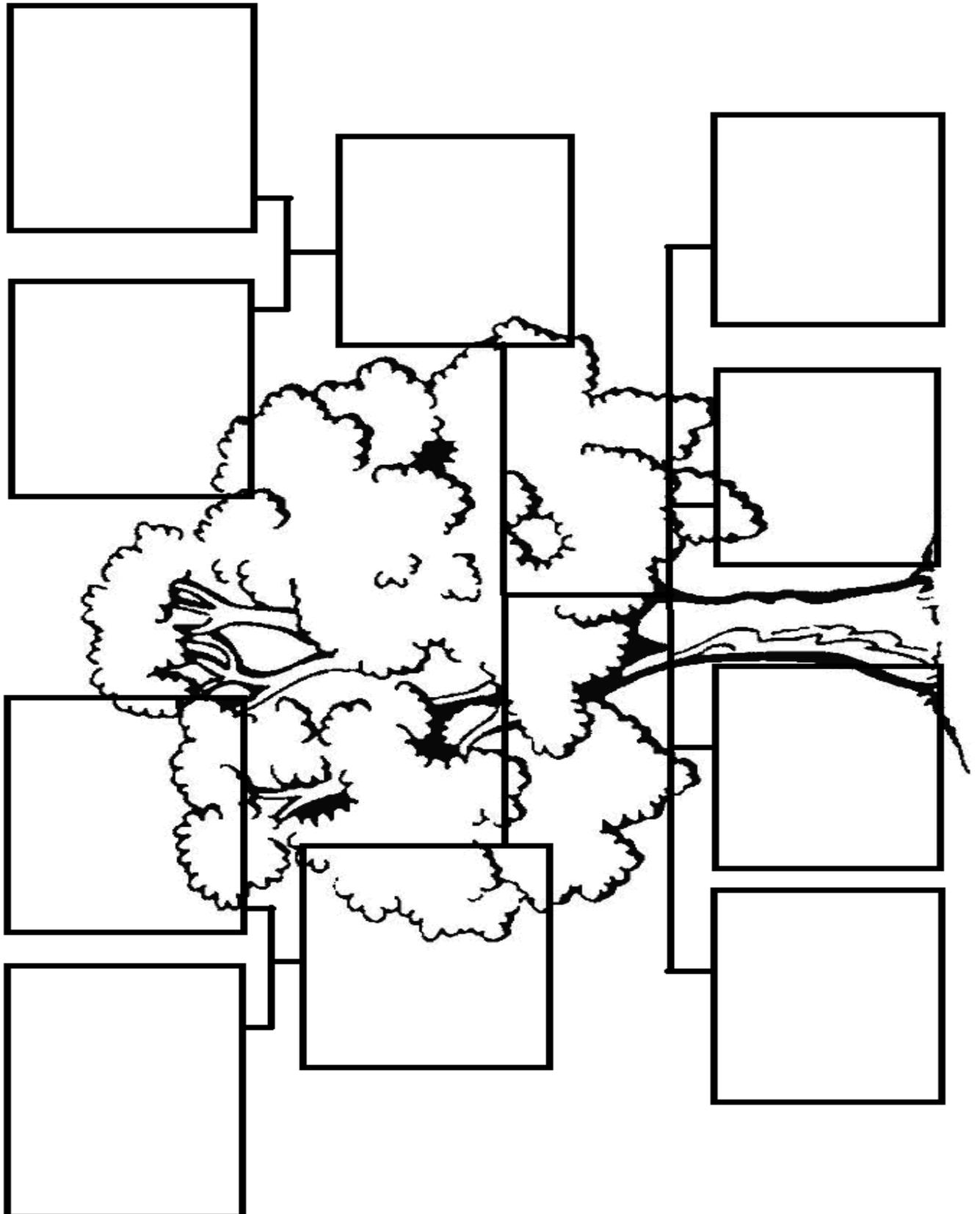
Find and color the family members!



Paste the pictures of your family and write their name and relationship. Colour the tree.

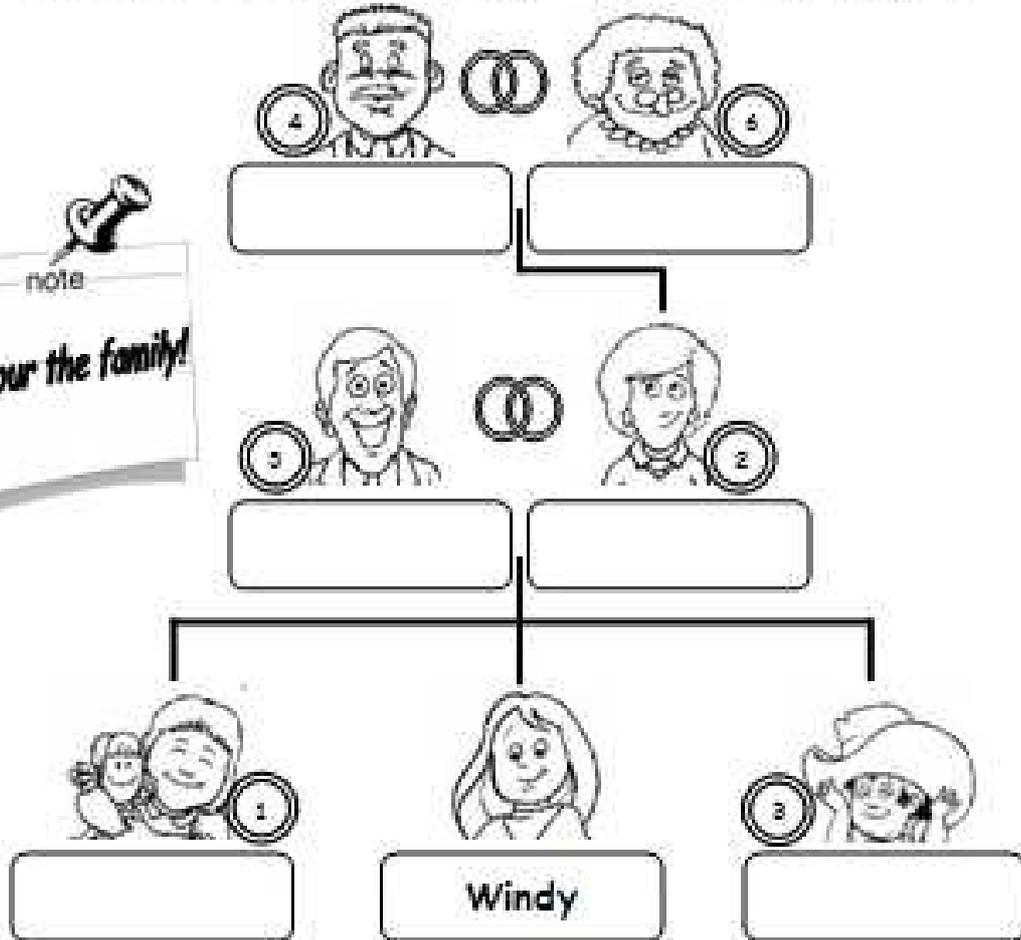
Name: _____

My family tree



This is my family!

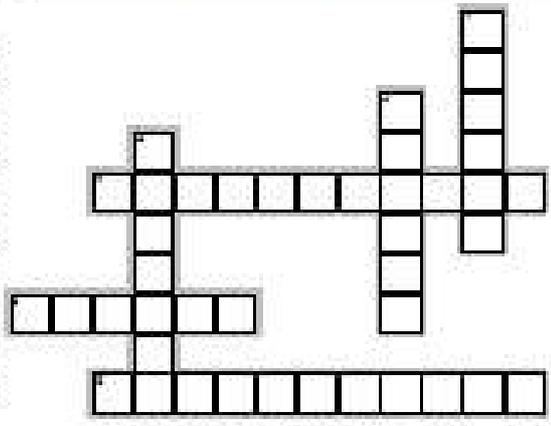
note
Colour the family!



Who is my family? Cut & paste the words!

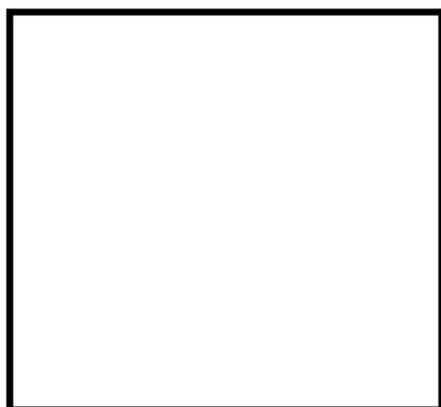
Solve the crossword puzzle about my family!

- father
- brother
- grandfather
- grandmother
- mother
- sister



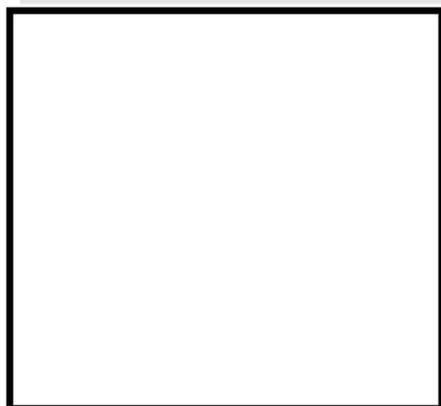
Family Descriptions My name is _____

Draw pictures and describe your family



My Father

My father has _____ hair.
My father has a _____ nose.
My father has _____ ears.
My father has _____ eyes.



My mother

My mother has _____ hair.
My mother has a _____ nose.
My mother has _____ ears.
My mother has _____ eyes.



_____ (your name)

I have _____ hair.
I have a _____ nose.
I have _____ ears.
I have _____ eyes.

long short big small