

TEACHER'S GUIDE



UNIT TWO: MY PHYSICAL APPEARANCE

Contents: personal hygiene, healthy and junk food, numbers, sizes, shapes, body parts


Transversal theme: Integral Education of Sexuality

Functions:

1. recognizing the importance of doing exercises to keep healthy
2. describing parts of the body.
3. identifying personal hygiene habits
4. distinguishing between junk and healthy food
5. reviewing shapes, sizes, and numbers

 <p>Parts of the Body</p>	<p>“Hokey Pokey” Song</p> <p>Function: Identifying body parts and concepts of left and right Content: body parts and concepts of left and right Seating arrangement: I Skills: L MI: Intra, VL,VS, M Time: 5' Materials: 1 Computer per student.</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Review concepts of left and right and body parts.2. Tell students that they are going to watch a video about the “Hokey Pokey” song.3. Ask them to click on the speaker icon to listen to the instructions. 
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	<p>Head Parts Function: Identifying head parts Content: Curly hair, hazel eyes, lashes, eyebrows, nose, mouth, ears Seating arrangement: I Skills: L MI: Intra, VL, VS Time: 10' Materials: CPU</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Students will identify head parts. 2. Instruct them to click on the head to learn about its parts and facial characteristics. 3. This is the vocabulary they are going to learn in this unit: <p>Curly hair, hazel eyes, lashes, eyebrows, nose, mouth, ears On Monday, the weather is hot.</p> 
<p>Myself</p>	<p>Draw Yourself Function: Identifying physical traits Content: Curly hair, nappy hair, straight hair, wavy hair, black hair, brown hair, red hair, blond hair, oval eyes, hazel eyes, blue eyes, brown eyes, nose, mouth, eyebrows, ears, lashes Seating arrangement: I Skills: MI: Intra, VL, VS Time: 10' Materials: CPU</p> <p>Procedure:</p>

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1. Review vocabulary of the parts of the head
2. Tell the students they need to drag the pictures that apply to their own physical characteristics.
3. The students will listen to the following sentences.

Curly hair—I have curly hair.

Nappy hair—I have nappy hair.

Straight hair—I have straight hair.

Wavy hair—I have wavy hair.

Black hair—I have black hair.

Brown hair—I have brown hair.

Red hair—I have red hair.

Blond hair—I have blond hair.

Oval eyes—I have oval eyes.

Hazel eyes—I have hazel eyes.

Blue eyes—I have blue eyes.

Brown eyes—I have brown eyes.

Nose—This is my nose.

Mouth—This is my mouth.

Eyebrows—These are my eyebrows.


Ears—These are my ears.

Lashes—These are my lashes.

<p>Physical Traits</p>	<p>Create a doll Function: identifying physical traits Content: nappy hair, oval eyes, eyelashes, ears, mouth Seating arrangement: I Skills: L MI: Intra, VL, VS Time: 10' Materials: CPU</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Tell the students they are going to create a doll based on what they hear. 2. Ask them to click on the speaker icon to listen to the instructions. 3. This is the description of the doll they need to create. <p>My name is Sherise. I am from Limón. I have nappy black hair. I have oval eyes. My eyes are brown. I have thick eyelashes. My ears are small. I have a beautiful mouth.</p>
<p>The Body</p>	<p>Body Parts Bingo Game Function: identifying body parts Content: ears, eyes, eyebrows, nose, mouth, eyelashes, head, shoulders, elbow, hand, fingers, legs, knee, ankle, toes, foot, arm. Seating arrangement: I Skills: L MI: Intra, VL, VS Time: 10' Materials: CPU</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell them to click on the speaker icon to listen to the body parts words. 2. Then, they have to click on the corresponding picture. 3. These are the words they are going to listen to: <p>ears, eyes, eyebrows, nose, mouth, eyelashes, head, shoulders, elbow, hand, fingers, legs, knee, ankle, toes, foot, arm.</p>

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UNIT ONE

<p>Silhouette</p>	<p>What's the body part? Function: identifying body parts Content: nose, eyes, ears, hands, legs, mouth, arm, fingers, shoulders, feet Seating arrangement: I Skills: L MI: Intra, VL, VS Time: 15' Materials: CPU</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Tell the students they are going to listen to sentences related to body parts.2. Instruct them to click on the speaker icon to listen to the sentences.3. Then, they click on the correct picture.4. They will listen to the following sentences: <p>Nose. I smell with my nose. Eyes. I see with my eyes. Ears. I hear with my ears. Hands. I touch with my hands. Legs. I can run with my legs. Mouth. I can eat with my mouth. Arm. I can hug with my arms. Fingers. I can point with my fingers. Shoulders. I can shrug with my shoulders. Feet. I can kick the ball with my feet.</p> 
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University of Costa Rica/ MEP/ CRUSA

Second Grade

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