

Grade

2

Unit 3

Parts of a car



Skills focus: speaking

Lesson objectives: to practise saying parts of the car

Description

This is a really fun, interactive song for Ps to sing and do the actions called: the wheels on the car. Using a total physical response Ps to practise using vocabulary for different parts of a car and action verbs.

Materials: model toy car; carton picture card of a car; pictures/cartons of wheel, wipers, door and any other parts of a car you would like to introduce.

NOTE: You can change the car for any other vehicle, e.g. bus, lorry, bicycle, and change the vocabulary.

Benefits:

During the lesson Ps will:

- practise using vocabulary for different parts of the car and verb
- sing a song with actions.

Timings	Stages	Interactions
10 mins	<p>1. Use gestures for Ps to stand up. Say, <i>Hi, class</i>.</p> <p>2. Encourage Ps to stand up and say, <i>Hello, teacher</i>.</p> <p>Pre task</p> <p>3. Show the model car or display the carton flashcard, wheel, wipers and any other part of the vehicle you want to talk about.</p> <p>4. Say, <i>What's this?</i> Praise Ps who can say car or a make of a car.</p> <p>NOTE: If this is a class of boys, expect to get a lot of vocabulary. But do not be surprised if girls also know a lot about different parts of a car.</p> <p>5. Repeat Step 4, pointing at the different parts of the vehicle or the carton flashcards.</p> <p>6. Praise Ps.</p>	T - Ps
20 mins	<p>Main task</p> <p>1. Say, <i>Listen and watch</i>.</p> <p>2. Say, <i>The wheels on the car go round and round</i>. Mime with your arms the wheels turning. Hold the carton/picture of the wheel and turn it.</p> <p>3. Say, <i>Stand up. Listen and repeat. Do</i>.</p> <p>4. Say, <i>The wheels on the car go round and round</i>. Mime with your arms going round and round.</p> <p>5. Encourage Ps to stand up, repeat and mime.</p> <p>6. Say, <i>The wipers on the car go swish, swish, swish</i>. Mime with your arms the wipers on the window at the front of the car clearing the rain away.</p> <p>7. Encourage Ps to stand up, repeat and mime.</p> <p>8. Say, <i>Listen and repeat. The wheels on the car go round and round. Round and Round. Round and round. The wheels on the car go round and round all day long</i>. Mime with your arms going round and round.</p> <p>9. Encourage the Ps to stand up, repeat and mime.</p> <p>10. Say, <i>Listen and repeat. The wipers on the car go swish, swish, swish. Swish, swish, swish. Swish, swish, swish. The wipers on the car go swish, swish, swish all day long</i>. Mime with your arms the wipers on the window at the front of the car clearing the rain away.</p> <p>11. Encourage Ps to stand up, repeat and mime.</p> <p>12. Say, <i>Listen and repeat. The doors on the car go open and close. Open and close. Open and close. The doors on the car go open and close all day long</i>. Mime with your arms opening wide and then coming in to your body.</p> <p>13. Encourage Ps to stand up, repeat and mime.</p> <p>14. Say, <i>Listen and repeat. The windows on the car go up and down. Up and down. Up and down. The windows on the car go up and down all day long</i>. Mime with your arms going up and down.</p> <p>15. Encourage Ps to stand up, repeat and mime</p>	P - P
10 mins	<p>Post task</p> <p>1. Say, <i>Let's chant together</i>.</p> <p>2. Say, <i>The wheels on the car go</i> [pause]. Wait for the Ps to say, <i>Round and round. Round and round</i>.</p> <p>3. Say, <i>The wheels on the car go</i> [pause]. Wait for the Ps to complete the chant and do the mime.</p> <p>4. Repeat with other verses: the wipers on the car go swish, swish, swish; the doors on the car go open and close; the windows on the car go up and down.</p> <p>5. Make sure Ps are miming as well as saying the action words.</p> <p>6. Say, <i>Bye, class</i>.</p> <p>7. Encourage class to say, <i>Bye</i>.</p>	T - Ps

Assessment: Select areas of the class to assess at one time. This is part of continual, formative assessment. Take note of Ps who may be struggling to remember short chunks of language. At this age, Ps are still developing language and may be going through a 'silent period' and they are learning to use both Arabic and English in parallel.

Practical, authentic, whole-class assessment:

1. Work with one area of the class at a time and see if the Ps are using the right body actions to match the words of the chant.