

# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 01 p.45

**Topic:** Parts of the face

**Functions:** Identifying the parts of the face

**Grammar:** This is my face; these are my eyes.

**Vocabulary:** eyes, nose, ears, mouth, face

**START** Sing the parts of the "Face" song

-Ask Ss to put their hands up and touch the different parts of the body as you say this is my head tell Ss to repeat it.

-Introduce the new vocabulary using flashcards.

**CLASS DEVELOPMENT** -Work on p.45 Ss point to the parts you say (monitor them)

-Name a colour, Ss take it and colour the monster's nose.  
Repeat with different colours and parts.

**CLOSING** Paste the flashcards on the board, choose a volunteer, and he/she will point to the pictures you mention.



# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 02 p.46

**Topic:** Parts of the face

**Functions:** To identify facial features  
To follow commands

**Grammar:** Touch your head.  
This is my head.

**Vocabulary:** eyes, nose, ears, mouth, face

**START** Sing the parts of the "Face" song.

-Ask Ss to put their hands up, say a command: touch your nose! Say hands up!  
And say a different command.  
Repeat with more features.

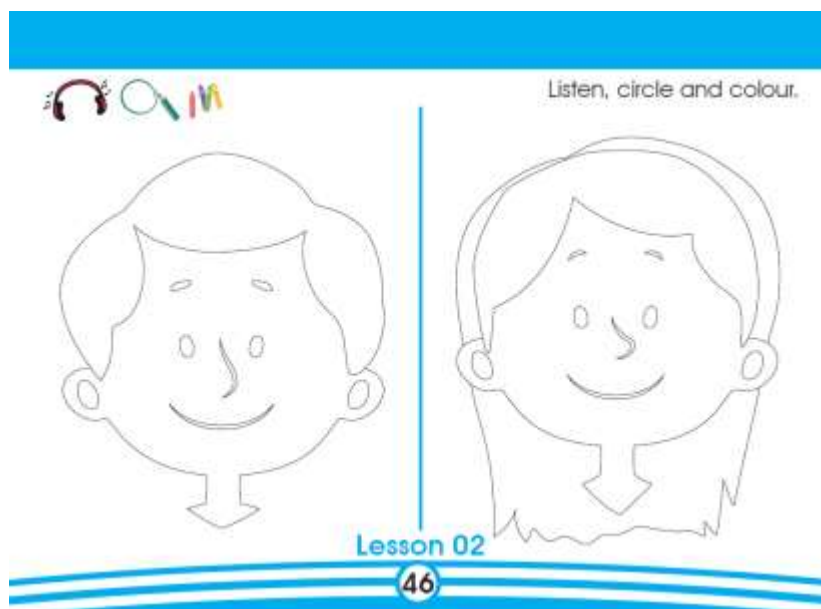
### CLASS DEVELOPMENT

-Use the flashcards to review the words. If it's necessary, say the beginning sound of the word to help Ss.

-Draw a face silhouette on the board, choose a volunteer to pass to the front, take a body part and paste it in the corresponding place.  
Repeat the action with the rest of the parts

### CLOSING

Work on p.46. Ss point to the parts you name and circle them according to your instructions. Then they colour in the pictures.



# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 03 p.47

**Topic:** Parts of the face

**Functions:** Identifying facial features

**Grammar:** What's this?

This is the nose, these are the eyes

**Vocabulary:** eyes, nose, ears, mouth, face

#### START

Hide the flashcards in the classroom. Ask students to stand up and help you find the parts.

When they found them tell them to take their places.

-Name a part and ask who has it. The student must say me, teacher!  
Ask him to paste it on the board. Repeat with the other parts.

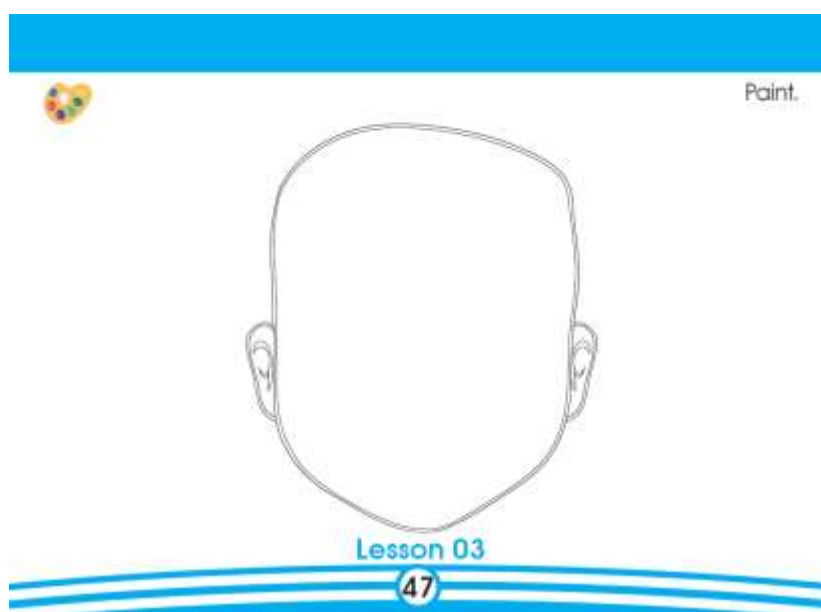
#### CLASS DEVELOPMENT

-Once all the parts are attached ask different SS to pass and circle them according to your instructions.

-Work on p.47 Ss draw themselves with a pencil and then they paint their picture.

#### CLOSING

Show individual Ss the flashcards and ask them: What's this?



# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 04 p.49

**Topic:** Parts of the face

**Functions:** Identifying facial features

**Grammar:** What's missing?  
The eyes.

**Vocabulary:** eyes, nose, ears, mouth, face, hair

#### START

Attach the flashcards to the board. Choose two Ss, they pass to the front and stand in front of the board. Make a competition, name a part of the face and the one who touches it first wins a point. Name two more and repeat them with different Ss.

-Show Ss a set of faces that have a missing part.

T: what's missing?

Ss: The nose.

When you finish attach the cards to the board and choose a different SS to pass to the front and draw the missing part.

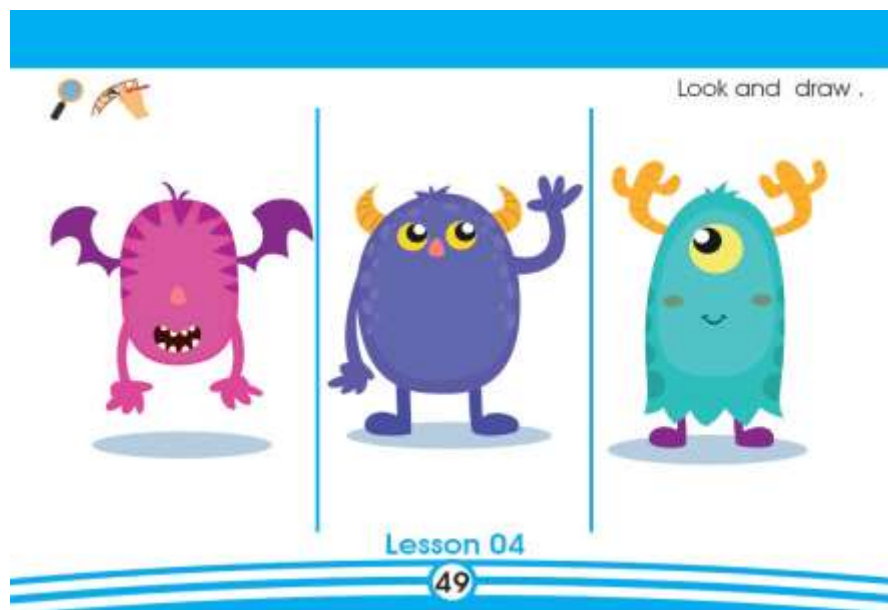
#### CLASS DEVELOPMENT

-Work on p.49. Ss look at the pictures and draw the missing parts.

#### CLOSING

Ask Ss to stand up and make a circle they hold hands and when you say STOP! They have to sit down as fast as they can.

The last one to sit must touch the body part you say.  
Repeat the action more times.



# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 05 p.50

**Topic:** Facial features and numbers

**Functions:** Identifying and counting the parts of the face  
Counting from 1 to 5

**Grammar:** I have one nose.

**Vocabulary:** eyes, nose, ears, mouth, face, one, two, three, four, five

**START** Sing the "Numbers" song.

-Count the fingers of your hands until 5. Have Ss repeat after you.

-Ask Ss to clap one time, then two times.

Continue until 5. Tell them that you will say a number and they have to clap the correct number of times.

### CLASS DEVELOPMENT

-Introduce numbers one and two. Ask Ss to show you one finger and then two.

-Show Ss one real object and say one! As you attach it under the number 1. Repeat the action with two objects.

-Ask Ss: How many eyes do you have? (repeat with the other parts)

T: I have one nose. Ss repeat

### CLOSING

Work on p.50 Ss point and trace the numbers 1 and 2, they count the parts of the face and match them with the corresponding number.

Colour, count and match.

1  
One

2  
Two

Lesson 05

50

# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 06 p.51

**Topic:** Parts of the face and numbers

**Functions:** Identifying the parts of the face  
Counting from 1 to 5

**Grammar:** I have one nose.

**Vocabulary:** eyes, nose, ears, mouth, face, hair, one, two, three, four, five

**START** Ask Ss to stand up and perform different actions counting from 1 to 5 (clap, jump, turn around, etc.)

-Ask SS to show one finger and point to the number 1. Repeat with the number 2.

-Divide the board into four parts and write two numbers one and two at the top of each space.

### CLASS DEVELOPMENT

-Ask a volunteer to draw the corresponding number of ticks.

-Ask Ss to count the parts of the face.

-Work on p.51 Ss trace the numbers according to your instructions, colour the pictures, cut and paste them under the corresponding number.

### CLOSING

Write some numbers 1 and 2, choose a volunteer, and tell him/her a number to erase. Repeat the action with more volunteers.

Trace, cut, paste and colour.

Lesson 06

51

# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 07 p.53

**Topic:** Feelings

**Functions:** Expressing feelings

**Grammar:** I'm happy.

**Vocabulary:** happy, sad, angry

**START** Sing the "Feeling" song or "If you're happy and you know it".

-T: I'm happy. Make a happy face. Repeat with the other feelings.

-Choose a set of volunteers, and pass them to the front to make faces.

-Ask Ss about how they feel today.

### CLASS DEVELOPMENT

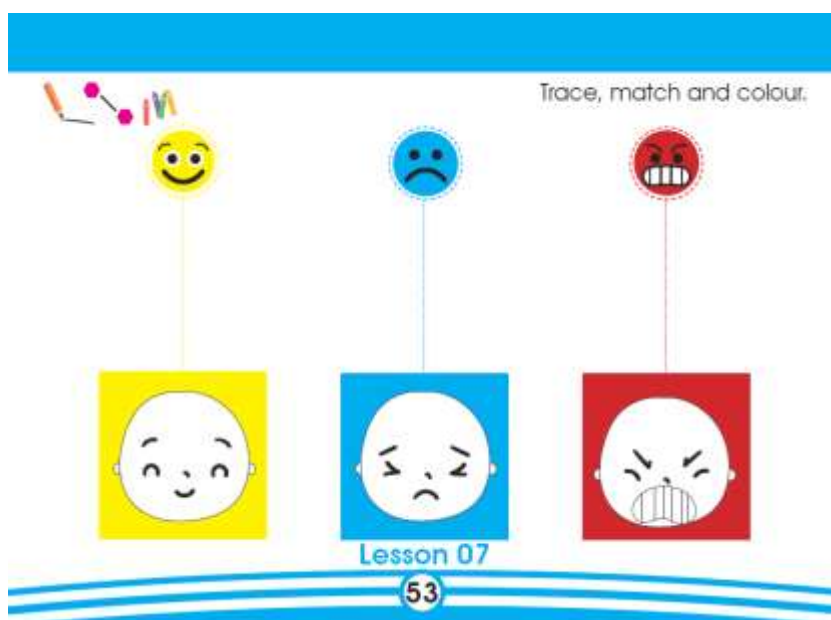
-Show Ss different pictures of children expressing these feelings. They have to name them.

-Work on p.53. Ask Ss to take the colour blue. They trace and colour the sad face.

Repeat with the other faces.

### CLOSING

Attach the flashcards in different places in the classrooms. Ask SS to stand up and point to them following your directions.



# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 08 p.54

**Topic:** Feelings

**Functions:** Expressing feelings

**Grammar:** I'm happy.

**Vocabulary:** happy, sad, angry

**START** Sing: if you're happy and you know it.

-Take Ss outside. Attach the flashcards of the numbers and feelings in different parts of the patio.

-T: I look up, I look down, I see the number two! Ss have to run and stand under number two.

Repeat with the other pictures.

### CLASS DEVELOPMENT

-Go back to the classroom marching 1,2,1,2, etc.

-Work on page 54. Ss point to the faces you mention.

Look at the monsters and colour them with the corresponding colour.

### CLOSING

Give Ss a small piece of paper to draw a face to represent the way they feel at this moment.





# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 09 p.55

**Topic:** Feelings

**Functions:** Identifying, expressing and describing feelings

**Grammar:** How do you feel? / How does Tony feel?  
I'm happy / Tony is sad.

**Vocabulary:** happy, sad, angry

**START** Ask different Ss about how they feel today.

-Take Ss outside, sit in circle.

Put a bottle in the middle, spin it around, the chosen one stands in the middle, make a face and the rest of the group guesses how he feels.  
Repeat the activity with different Ss.

### CLASS DEVELOPMENT

-Sing: if you're happy and you know it.

-Go back to the classroom, and work on p.55. Ss must colour the monster with their favourite colour and when they finish you help them to assemble it

SUGGESTION: Cut the faces before your class starts.

### CLOSING

-Once they finish tell them to choose a name for their monster.

-Choose some volunteers to pass to the front.

T: What's your monster's name?

S: Pinky

T: Pinky is sad today. The S set the corresponding mouth.

Repeat the action with different Ss.



# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 10 p.57

**Topic:** Feelings

**Functions:** Recognizing and making a pattern

**Grammar:** Look at this face. Is it a sad face? Yes / No

**Vocabulary:** happy, sad, angry

#### START

Choose Ss that didn't participate in the previous session to talk about their monsters.

-Draw a face on the Ss hand. Tell them that they must be in silence.  
You say a command and Ss that have the corresponding face do the action.  
T: Sad faces, stand up!..... sit down!  
Angry faces, run!..... sit down!  
Repeat with different actions.

#### CLASS DEVELOPMENT

-Ss take a sit and then you draw a simple pattern on the board and tell them to help you "Reading it"

-Draw an incomplete pattern and ask Ss to help you complete it.

#### CLOSING

Work on p.57 Ss cut the faces and paste them in the corresponding place to complete the pattern.

Look, cut and paste.

Lesson 10

57

# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 11 p.59

**Topic:** Feelings and numbers

**Functions:** Counting from 1 to 5  
Identifying numbers 1 and 2

**Grammar:** Point to the sad monsters. How many sad monsters are there? Two

**Vocabulary:** happy, sad, angry, one, two, three, four, five

#### START

Choose a volunteer and take him/her outside the classroom. Tell him/her a feeling in secret. She/He gets in the classroom and makes the face.

T: How does Mary feel today?

S: sad

-Ask Ss about how they feel today.

-Show Ss the number 2.

T: What number is it?

Ss: Two.

Repeat the action with number one.

#### CLASS DEVELOPMENT

-Draw two happy faces on the board and write numbers 1 and 2 under them.

T: How many sad faces are there?

Ss: Two.

T: Is this number two? (pointing to number 1)

Ss: No!

T: Is this number two?

Ss: Yes!

T: Let's circle and colour it!

Repeat with more examples.

#### CLOSING

Work on p.59 Ss count the monsters, circle and colour the correct number. Then they colour the monsters.



# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 12 p.60

**Topic:** Feelings and actions

**Functions:** Expressing and describing feelings

**Grammar:** How does the baby feel? Sad.

**Vocabulary:** happy, sad, angry, playing, fighting, crying

**START** Ask Ss to stand up and perform different actions by counting.

-Show Ss different pictures of people expressing some feelings. Ss identify them.

-Attach the feelings and number cards on the walls. Choose a volunteer to run and touch the items I mention.

Repeat the action with more Ss.

### CLASS DEVELOPMENT

-Introduce the new vocabulary by showing Ss some pictures.

-Work on p.60 Ask Ss to point to the pictures according to your instructions.

Tell them to look at the first picture and tell you how they think the children feel and cross out the correct face. Work with the other example all together and the others by themselves.

**CLOSING** Sing the feelings song or if you're happy and you know.

Look, colour and cross out..

The page is divided into four quadrants by a blue cross. Each quadrant contains a black and white line drawing of a scene and three colored emotion icons: a blue sad face, a red angry face with furrowed brows, and a yellow happy face with a wide smile.

- Top-left: A carousel with children riding horses. Icons: sad, angry, happy.
- Top-right: Two children fighting. One is shouting with clenched fists. Icons: sad, angry, happy.
- Bottom-left: A baby crying with its mouth open. Icons: sad, angry, happy.
- Bottom-right: A girl opening a gift box while another girl watches. Icons: sad, angry, happy.

Lesson 12

60

# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 13 p.60

**Topic:** Body parts

**Functions:** Identifying body parts

**Grammar:** This is my arm.

**Vocabulary:** arm, leg, hand, foot

**START** Sing the "Body parts" song

-Ask Ss to stand up and touch different parts of their body.  
T: This is my arm, arm, arm. (Ss repeat).

-Introduce the vocabulary using flashcards.

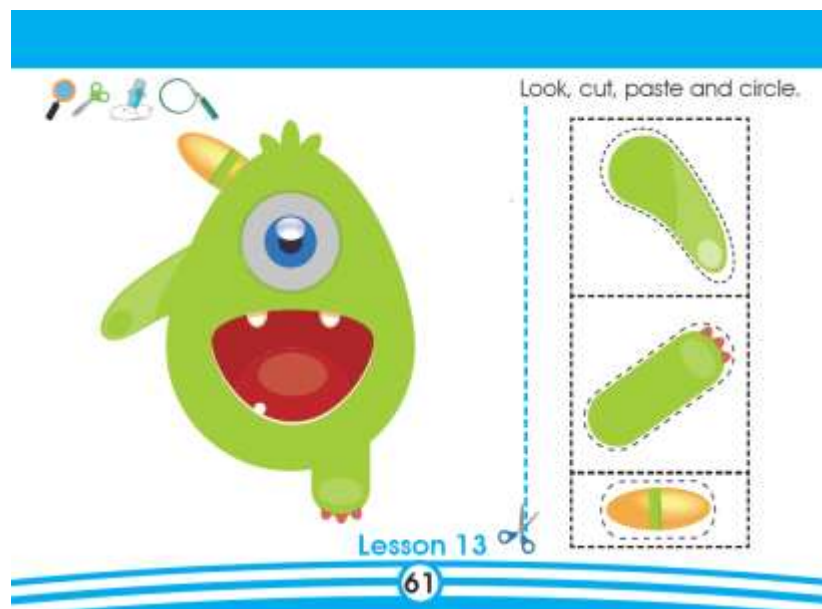
### CLASS DEVELOPMENT

-Paste them on the board, have Ss repeat and then choose some of them to pass and point to the pictures you say.

-Work on p.61 Ss cut and paste the body parts in the correct place.

### CLOSING

Ss listen and circle the body parts according to your instructions.



# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 14 p.63

**Topic:** Body parts / left-right

**Functions:** Identifying body parts

**Grammar:** This is my hand

**Vocabulary:** arm, leg, hand, foot, fingers

**START** Sing the "Body parts" song

-Draw a vertical line on the floor. Ask Ss to stand up on it and jump to the left or to the right. Practice sometimes and then start disqualifying the ones that jump to the wrong side.

### CLASS DEVELOPMENT

-Ask Ss to make a circle to play Simon says.

-Work on p.63. Ss listen and circle the body parts according to your instructions. Then they colour the boy and the girl.

### CLOSING

Put the body parts and the face parts in a bag. Ask a student to close their eyes put his/her hand in the bag, take a picture and say what it is.



# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 15 p.64

**Topic:** Body parts / left-right

**Functions:** Identifying body parts and left and right side

**Grammar:** This is my left foot.

**Vocabulary:** arm, leg, hand, foot, fingers

#### START

Draw a vertical line on the floor. Ask SS to stand up on it and jump to the left or the right. Practice sometimes and then start disqualifying the ones that jump to the wrong side.

-Ask Ss to put their left hand up, then the right hand and continue with the feet.

-Give Ss directions to practice left-right.

T: Show me your left hand. Now, show me your right foot.

#### CLASS DEVELOPMENT

-Put a red mark on their right hand to help them remember the side.

-Work on p.64 Ss match the body parts on the left with the matching body parts on the right. Then they colour the pictures.

#### CLOSING

Ask Ss to stand up and follow some simple commands.

T: Everybody, run! ...Everybody, jump on your left foot! etc.

Match and colour.

Lesson 15

64

# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 16 p.65

**Topic:** Parts of the face and body parts

**Functions:** Identifying the parts of the face and body

**Grammar:** This is my face, these are my eyes, this is my foot, etc.

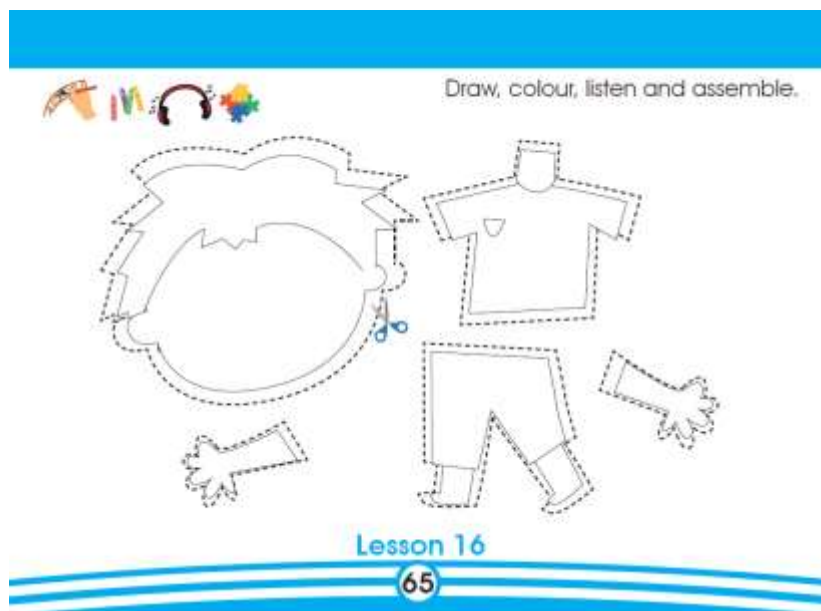
**Vocabulary:** eyes, nose, ears, mouth, face, head, hair, hand, arm, fingers, leg, foot

**START** Ask Ss to make a circle, walk around holding hands, say a command:  
T: Touch your nose.  
SS stop walking and follow the instruction.  
Repeat with different parts.

-Paste the flashcards on the board. Choose a volunteer he/she throws a ball to hit a picture and say what body part it is.

**CLASS DEVELOPMENT** -Work on p.65 Ss draw the facial features to the face, colour the picture, cut and assemble it.

**CLOSING** Ask Ss to show me their left hand. Repeat with more parts.





# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 17 p.67

**Topic:** Parts of the face and body / Numbers 1-5

**Functions:** Identifying the parts of the face and body  
Counting from 1 to 5

**Grammar:** This is my face, these are my eyes.

**Vocabulary:** eyes, nose, ears, mouth, face, head, hair, hand, arm, fingers, leg, foot, one, two, three, four, five

**START** Ask Ss to stand up and perform different actions by counting.

-Ask a student to go to the front.

T: One boy.

T: How many boys?

S: one!

T: Show me one finger.

Ask another boy to go to the front and repeat the procedure.

### CLASS DEVELOPMENT

-Show SS the number cards to identify the numbers.

-Ask SS to count their body parts.

T: How many hands do you have? Let's count them...one, two! How many?

Ss: Two!

### CLOSING

Work on p.67 Ss count the body parts, colour the corresponding number and the picture.



# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 18 p.68

**Topic:** Parts of the face and body

**Functions:** Identifying the parts of the face and body  
Identifying colours.

**Grammar:** This is my face; these are my eyes.

**Vocabulary:** eyes, nose, ears, mouth, face, head, hair, hand, arm, fingers, leg, foot, one, two, three, four, five

#### START

Give Ss the colours flashcards, play some music Ss pass the pictures and when the music stops the Ss say the colour they have.

-Review the parts of the face and body. Say some statements if they are true Ss give applause but if it is false, they say: Oh, no!

T: (showing a nose) this is the mouth.

Ss: Oh, no!

#### CLASS DEVELOPMENT

-Work on p.68 SS colour the body parts according to the code.

#### CLOSING

Ask SS about the colour they use for each body part.

T: What colour is his nose?

Ss: yellow!

Continue until you finish asking similar questions but with different body parts.



# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 19 p.69

**Topic:** Parts of the face and body

**Functions:** Identifying actions to keep a healthy body

**Grammar:** I can touch my feet.

**Vocabulary:** eyes, nose, ears, mouth, face, head, hair, hand, arm, fingers, leg, foot

**START** Ask SS to stand up and do some simple exercises.

-Ask SS about the things they do to keep their body healthy.

-Talk about the importance of doing exercise.

**CLASS DEVELOPMENT**

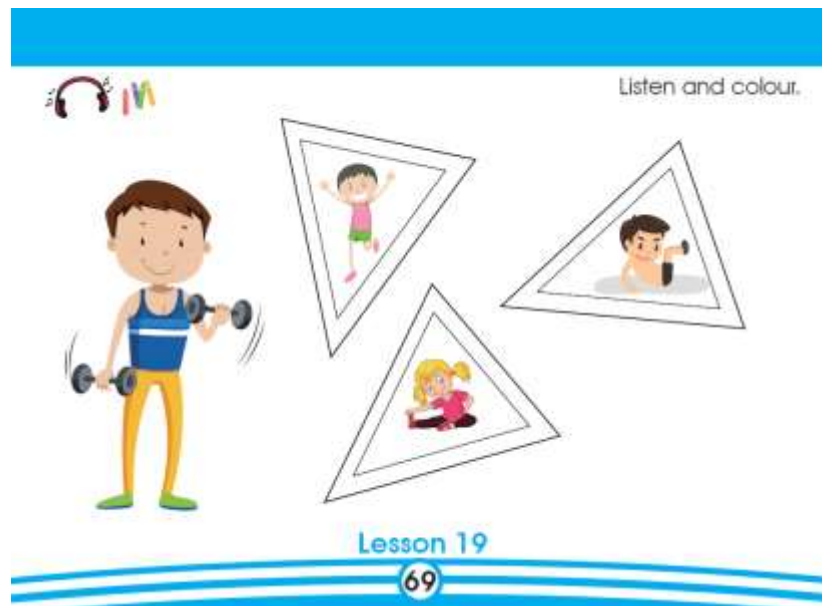
-Introduce the actions by showing some pictures. Paste them on the walls to give some

SS instructions to go and act them out.

-Work on p.69 Ss listen and colour the frames according to your instructions.

**CLOSING**

Paste the flashcards on the board, choose a volunteer, and he/she will point to the pictures you mention.



# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 20 p.70

**Topic:** Can / Can't

**Functions:** Describing what they can or can't do

**Grammar:** I can run  
Can you run?

**Vocabulary:** run, jump, climb, hop, fly

#### START

Ask Ss to make a circle, you will be leading the circle, perform an action and the others follow you.

T: I can run, I can run, I can run.

Everybody runs as they say the phrase.

-Show Ss a picture of a person that is running.

T: Look! he/she can jump. Can you jump?

T: Karla can you jump?

Ss: Yes

Repeat the process with different verbs.

#### CLASS DEVELOPMENT

-Show a picture of a person with a broken leg and ask the same question.

-Work on p.70 Ss look at the pictures and colour the corresponding face according to their information.

#### CLOSING

Check all together the answers.

T: Can you run?

SS: Yes

Ask different Ss.



# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 21 p.71

**Topic:** Taking care of your body

**Functions:** Identifying actions to keep a healthy body.

**Grammar:** Is it good to watch TV for a long time? Why?

**Vocabulary:** take care, watch TV, jump, eat junk food, sleep well

#### START

Ask Ss to make a circle, you will be leading the circle, perform an action and the others follow you.

T: I can run, I can run, I can run.

Everybody runs as they say the phrase.

-Talk about the importance of taking care of our body. Explain Ss that there are actions that are good for the body and make it happy and there are others that are bad for it.

#### CLASS DEVELOPMENT

-Let them say some examples and analyze them, then introduce the actions using flashcards.

-Work on p.71. Ss colour the happy and the sad faces with the colours you decide. Then they look at the pictures and match the actions with the corresponding face. Finally, they colour the pictures.

#### CLOSING

Review and analyze their answers.

Match and colour.

The page features six illustrations arranged in two rows. The top row includes a sad face, a person watching TV, and a girl jumping rope. The bottom row includes a happy face, a boy eating junk food, and a girl sleeping in bed. The text 'Match and colour.' is positioned above the illustrations. At the bottom center, the page is labeled 'Lesson 21' and '71'.

# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 22 p.72

**Topic:** Numbers

**Functions:** Identifying the numbers

**Grammar:** This is number one.

**Vocabulary:** one, two, three, four, five

**START** Sing the "Numbers" song

-Ask Ss to count the fingers they have in each hand.

-Give them a wooden stick and 3 clothespins. Say a number and Ss attach the corresponding number of clothespins to the stick.

-Show Ss the number 2 card and they have to say what number it is. Repeat with the number one.

### CLASS DEVELOPMENT

-Introduce number 3 and ask Ss to trace it in the air. First a big number and then a small one.

-Work on p.72 Ss listen to the teacher and colour the numbers with the colour they hear.

**CLOSING** Give Ss some clay, say a number and Ss make the number with it.



# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 23 p.73

**Topic:** Numbers

**Functions:** Counting from 1 to 5. Identifying numbers 1,2,3

**Grammar:** This is number one.

**Vocabulary:** one, two, three, four, five

**START** Say a number and Ss show the corresponding number of fingers.

-Put 5 sets of numbers from 1-3 in a plastic bag. Ask each S to take one and say what number it is.

-Divide the board into three sections. In the first one, draw two stars, in the second one draw one sun and in the third one draw three flowers.

### CLASS DEVELOPMENT

-Count each set and Ss attach the corresponding number card under the pictures.

-Work on p.73 Ss trace the numbers with the colours you say, and match them with the corresponding hand.

**CLOSING** Say a number, Ss count as they clap their hands and stop. Repeat the process with different numbers.

Trace, count and match.

1 2 3

Lesson 23

73

The image shows a worksheet for Lesson 23. At the top, there is a blue header. Below it, there are three columns. The first column has a small illustration of a hand holding a pencil and a book, followed by a large dotted number '1'. The second column has a large dotted number '2'. The third column has a large dotted number '3'. Below the numbers are three illustrations of hands showing one, two, and three fingers respectively. At the bottom, there is a blue footer with the text 'Lesson 23' and '73' in a circle.

# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 24 p.74

**Topic:** Numbers

**Functions:** Counting from 1 to 5. Identifying numbers 1,2,3

**Grammar:** This is number two.

**Vocabulary:** one, two, three, four, five

**START** Sing the "Numbers" song

-Make a circle. Give the number cards to the Ss. Play some music.  
When the music stops, the Ss that have a number card say the number they have.

T: What number do you have?

Ss: Three.

### CLASS DEVELOPMENT

-Divide the board into three. Write the numbers at the top of each section.  
Explain to Ss that you have to draw the corresponding number of faces and ask them for help.

-Work on p.74 Ss colour the numbers according to your instructions and draw the corresponding number of circles in each space.

**CLOSING** Ask the numbers to each student.

Colour and draw

1	2	3

Lesson 24

74



# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 25 p.76

**Topic:** Facial features/feelings

**Functions:** Identifying the facial features and expressing feelings

**Grammar:** This is my face, these are my eyes / I'm sad.

**Vocabulary:** eyes, nose, ears, mouth, face, hair, happy, sad, angry

**START** Sing the "Parts of the face".

-Ask Ss to touch different parts of their face.

-Create a face on the board using the cards of the facial features.

**CLASS  
DEVELOPMENT**

-Ask Ss to draw different mouths to represent the feelings.

-Work on p.76 Ss listen to you and circle the parts according to your instructions.

**CLOSING**

Paste the flashcards on the board, choose a volunteer, and he/she will point to the pictures you mention.



# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 26 p.77

**Topic:** Body parts

**Functions:** Identifying the body parts

**Grammar:** This is my arm; these are my legs.

**Vocabulary:** head, arm, leg, foot, hand, fingers

**START** Sing the "Parts of the face" song.

-Paste the flashcards on the board, name them and have Ss repeat the words.  
Ask Ss to close their eyes and remove one picture. Ss open their eyes and say the picture that is missing. Repeat with more cards.

### CLASS DEVELOPMENT

-Work on p.77 Ss listen to you and colour the body parts with the corresponding colour.

### CLOSING

Ask Ss about the colours they used for each part.

T: What colour are his eyes?

S: Blue



# AMAZING KIDZ 1 UNIT 2

## KNOWING MY BODY

### Lesson 27 p.78

**Topic:** Actions (can /can't)

**Functions:** Expressing what they can or can't do

**Grammar:** I can hop.

**Vocabulary:** run, climb, jump, hop

**START** Ask a volunteer to stand up and demonstrate what he can do.

-Show Ss pictures of people doing different activities.

-Ask children if they can do those things.

**CLASS DEVELOPMENT** -Work on p.78. Ask Ss to point at actions you say.  
T: The girl is hopping (Ss point to the correct girl)

-Ask Ss if they can do those actions and colour the face according to their answers.

**CLOSING** Ask individual Ss about their answers and create a graph.

