

**Objectives :**

-vocabulary : eyes, mouth, ears, hands, nose - pupils generate vocabulary including animals, river, trees, flowers, grass, rain, water, birds etc

**CHUNKS :**

-general : *I can + verb // My (forest) - your (forest)*

-topics : *I can see / hear / touch /taste / smell*

**MATERIAL REQUIRED**

- A piece of A4 paper for each child
- felt tips
- scissors
- glue

**LESSON PLAN 1**

**30 minutes**

Stage 1-Start from the children

▶ Give each child a piece of plain A4

*Show me your sheet of paper.* (Showing the sheet of paper)

▶ Ask them to fold it in half, in half again and in half again.

*Fold your paper in half (wait), in half again (wait) and in half.*

*Pliez votre feuille en deux (attendre), encore en deux (attendre) puis encore en deux (attendre).*

▶ Open it out and write the numbers 1-8 in each section at the side. *(draw the sheet on the board)*

*Dépliez la feuille et numérotez chaque bande de 1 à 8 sur le côté gauche (schéma au tableau)*

Stage 2

Ask children to draw a forest in the first section.

*In the first section, draw your forest.*

*Dans la première bande dessinez votre forêt.*

Child show partner and say 'This is my forest'

*Now show your forest to your partner and say « This is my forest. »*

*« This is my forest. »*

Stage 3

Ask children to draw 2 eyes in the second section. Then ask them to close their eyes.

Say "*What can we SEE in the forest ?*" - *Que vois-tu dans ta forêt ?*

Say "*I can see.....*" - *Je peux voir.....*

Children can say the sentence finishing with last word in MT. Repeat each new word in the sentence two or three times.

Children open their eyes. Say the words they have suggested in English.

Ask them to draw 2 things.

*Draw two things in the first section. Dessinez deux choses dans la première bande.*

They show their partner and say '*In the forest I can see ...*'

Creativity  
(cognitive)

Communicative

### Stage 3

The same thing will be repeated with HEAR

► Ask children to draw 2 ears in the third section. Then ask them to close their eyes. Say 'What can we HEAR in the forest?' Say "I can touch...." Children can say the sentence finishing with last word in MT. Repeat each new word in the sentence two or three times.

Children open their eyes. Say the words they have suggested in English. Ask them to draw 2 things. They show their partner and say 'In the forest I can hear ...'

## LESSON PLAN 2

40 minutes

### Stage 1

Listen to the « Five senses » song : <https://www.youtube.com/watch?v=OWW5IaDCj1g>

Ask the children what they understood. (I can see, I can hear...)

Ask "And you, what can you see in your forest?" Few children can answer.

Ask "And you, what can you hear in your forest?" Few children can answer.

### Stage 2

Continue what has been done in the first lesson with TOUCH - SMELL - TASTE

► Ask children to draw 2 hands in the fourth section. Then ask them to close their eyes. Say 'What can we TOUCH in the forest?' Say "I can touch...." Children can say the sentence finishing with last word in MT. Repeat each new word in the sentence two or three times.

Children open their eyes. Say the words they have suggested in English. Ask them to draw 2 things. They show their partner and say 'In the forest I can touch ...'

► Ask children to draw a nose in the fifth section. Then ask them to close their eyes. Say 'What can we SMELL in the forest?' Say "I can smell...." Children can say the sentence finishing with last word in MT. Repeat each new word in the sentence two or three times.

Children open their eyes. Say the words they have suggested in English. Ask them to draw 2 things. They show their partner and say 'In the forest I can smell ...'

► Ask children to draw a mouth in the sixth section. Then ask them to close their eyes. Say 'What can we TASTE in the forest?' Say "I can taste...." Children can say the sentence finishing with last word in MT. Repeat each new word in the sentence two or three times.

Children open their eyes. Say the words they have suggested in English. Ask them to draw 2 things. They show their partner and say 'In the forest I can taste ...'

### Stage 3

Children cut the paper into strips and join each one with glue to make a circular chain 'bracelet'. Put it on their wrists

They go to the 'forest'. When the teacher claps his hands once children walk (Say Mingle, Mingle, Mingle.....). When the teacher claps his hands twice, children stop with a partner and ask and answer 'What can you see/hear/smell/taste/touch in the forest?' other children reply and show pictures.

TO GO FURTHER : One of the two last band can be used to draw what we can not do in a forest. (throw rubbish, make a fire, to camp...)

Communicative

# CHUNKS

In my \_\_\_\_\_, I can \_\_\_\_\_

What can you see / hear / smell / touch / taste \_\_\_\_\_ ?

In **my** forest - In **your** forest

## GENERATED VOCABULARY

ANIMALS		
Snake (serpent)	Flower (fleur)	Water (eau)
Rabbit (lapin)	Tree (arbre)	Rain (pluie)
Wolf (loup)	Grass (herbe)	Wind (vent)
Bird (oiseau)	Wood (bois)	River (rivière)
Boar (sanglier)		.....
Fly (mouche)	Strawberry (fraise)	.....
Bee (abeille)	Blueberry (myrtille)	.....
.....	Blackberry (blackberry)	.....
.....	Raspberry (framboise)	.....
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