

Lesson Plan: Halloween Monsters

LANGUAGE GOAL: introduce/review the listening comprehension of some body parts – namely, “eye, ear, nose, hair, foot, mouth, hand” (Note!! All are in the singular on purpose.)

FUN GOAL: draw monsters – very odd looking monsters!

CLASS TYPE: young learner, any size

MATERIALS NEEDED:

- for the teacher, flashcard-size pictures of the body parts
- for each student, an A4 monster-body outline (a monster on each side) and a pencil (and eraser?)
- for the class, one Windows-computer (with sound), and the “Spinner” demo-software

TOTAL TIME: 10-20 minutes

STEPS

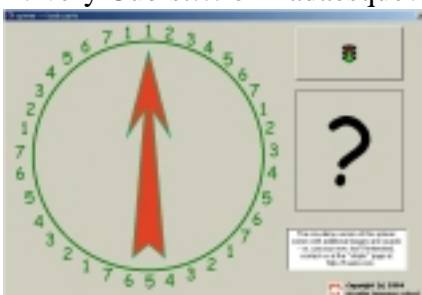
0. INTRO THE VOCAB. If the vocabulary is new introduce it using the flashcards, either directly or through some simple activity (e.g., a “slap” game in which the teacher calls out a word and/or indicates it on their own body, and then students “slap” the corresponding card).



1. EXPLANATION OF PRINT, PART 1. Hand out the monster templates and “explain” what they’re for, especially that any side and any orientation is ok -- sideways, upside down, diagonal, or “normal”. (A suggestion about how to “explain”: rather than just a verbal explanation, the teacher might like to make a dramatic show of choosing and orientating their own monster template, either seated among the students if the class is small or on the blackboard if the class is too large for intimacy.)



2. EXPLANATION OF “SPINNER”. Now the fun part! The teacher goes over to the computer to “spin” the spinner, returns to their spot, and draws the body part – all very over-the-top, of course. Note!!! Be sure to stress that not only can called-out body parts be of any size and go anywhere on the monster but also that one and only one of that body part can be drawn – and yes, just like Sazae-san’s dad, that includes “hair”. Very Cubist... or Dadaesque?!



3. EXPLANATION OF PRINT, PART 2. After that first spin by the teacher, hand out the pencils and erasers – otherwise, some students might begin doodling too soon. Students are now instructed that they too can now draw the body part which the teacher just selected and drew. Once that body part is drawn – or even before, if the who-gets-to-spin-next order has been pre-determined and the next lucky contestant is raring to go – the students each get a turn (or more!) at the spinner. (A few little teacher-only secrets about the spinner button. The first time I used it in class, some students quickly got too comfortable with the spin-button and began either holding it down for a looong time or clicking on it a zillion times. So, I took the “spinner” back to the workshop and rigged it so that the button will release itself after a fixed amount of time plus ignore repeated clicking until the stoplight is green again.)
4. COMPREHENSION CHECK OF VOCABULARY. Finally, after everyone has had plenty of turns at the spinner and the monsters are looking extremely monsterish, it’s the teacher’s chance to be a teacher and double-check the students’ general understanding of the vocabulary by examining closely and critically each (or some) student’s creation to thereby see if the body parts are honestly recognizable as such. (For example, this actual dialogue from one of my elementary-grade classes...
Nicolas: “Is THAT a nose?”
Hiroto [*giggle giggle*]: “Yes!”
Nicolas: “Wow! That’s some nose. And is that a long curly hair in the nose?!”
Friends [*giggle giggle*]
Hiroto: “Yes!!” [*giggle giggle*])
5. TIME STILL LEFT OVER? Play “Halloween Bingo” using print-outs of cards you can make at my website.