

Student's Name: \_\_\_\_\_

# Handz English School

## Lesson Syllabus for Entry **Returnee** Class

*\*Each week, class should start with a game/activity of teachers choice to review monthly language point\**

*There is/There are...  
"There is/are a/2 tables"*

October 2018



Week 1

Week 2

Week 3

Week 4

### ◆ English

#### There Is/There Are...

##### One or Two?

- Students will learn about plural and singular and how to make sentences.

e.g. *There is a table/There are 2 tables.*

Teachers Note: Teach students about "is" for one item and "are" for two or more.

##### Class time

##### How Many...?

- Let's play a memory game about the items in the classroom and use this weeks language to talk about it!

E.g. *There is one TV. There are two tables.*

Teachers Note: Ask students what they can see in the classroom and elicit as many examples as possible. Each student takes a turn wearing an eye mask, and other students ask them questions. Students answer with "There is/There are..."

##### Practice!

- Let's play a game to test our new language point!

Teachers Note: Have students line up and take turns drawing pictures on the whiteboard. E.g. Teacher says: "There is a dog!" and the student draws a dog. "There are three cats", student draws three cats. Errors should be corrected as a group. After the game, students write sentences about their pictures in their notebooks.

##### Show and Tell!

- This week for show and tell, students should bring something unique. Something they made themselves, or something unusual!

### ◆ Mathematics

#### Review!

- Students review this months language with a fun game!

Teachers Note: Students play in teams based on where they're sitting. Teacher asks how many of any item each team has. E.g. "How many socks are there?" "There are 4 socks!" The first team to shout the answer wins.

#### Addition/Subtraction Review!

- This week we will review addition and subtraction in English to prepare for this weeks language activity.

Teachers Note: Make long equations by going around the class and having each student add one value. Go for as many rounds as you feel appropriate.

#### English Time!

- Together we will make word equations using this months language point! E.g. *There are four melons, Hina takes 2. How many are there now? There are 2 melons.*

Teachers Note: Get each student to make their own words equation, encourage them to be creative or funny - help if necessary - and write each one on the board. Each student then copies their equation into their notebook.

#### •Let's sing!

- This month we will be practicing our Halloween song again, "House in the middle of the Woods".

### ◆ Science

#### Review!

- Students review this months language with a fun game!

Teachers Note: Place a number of items into a bag before class. Tell the students what's in the bag but don't tell them how many of each item there are. Have students work in teams to make sentences guessing what's in the bag.

#### Human Body Review!

- Students will check their knowledge on the human body and we will work together to draw a model human body on the whiteboard.

Teachers Note: Elicit all body parts from the students, also elicit spelling as much as possible.

#### English Time!

- Students talk about and then write sentences in their notebook about the human body, using this months language points.

Teachers Note: Elicit sentences like "There are two eyes" and "There is one nose" to talk about the human body. Elicit as many sentences as you can, but limit the writing to three or four.

### ◆ Arts and Crafts

#### Review!

- Using a model of the human body, students must use this months language to answer questions.

Teachers Note: Before class, or before the activity, draw a human body outline on the board, without any detail. Ask students "how many eyes are there?" etc.

#### Monsters!

- We know what kind of body humans have, but what about a monster? What do you think monsters look like? How many eyes are there? How many ears? Let's design a monster together!

Teachers Note: Take suggestions from the students for how many of various body parts the monster should have and draw it in the board. Alternatively, students can each draw their suggestions on the board. This is to prepare students for the next activity.

#### Design a Monster!

- Students design their own Monster on card paper and talk about them using this months language point!
- Teachers Note: Allow students time to colour etc., then get each student to talk about their monster in front of the class.

