

Level 1

Project 1: class monsters

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1. Look at the picture your teacher shows you. It's a monster!

2. Talk to the rest of your class about monsters.

What do you think monsters eat?

What do you think monsters drink?

Do monsters read books? Do they play with toys? Do they like football?



3. Draw a picture of a monster. Your teacher will help you.

4. Display your monster in your classroom. Tell your class about your monster.

What's its name? What does it eat? What does it drink? What fun things does it like to do?

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Teacher's notes

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Lesson aim: to review body parts and the numbers 1-6.

Student development: students will...

- Be introduced to and speak about monsters
- Complete a guided listening activity
- Make a class poster of their monster and write 3 or 4 full sentences

Stage	Procedure
Stage 1 – review vocabulary from previous lessons and introduce monsters	<p>Work with your students as a group. If you have a small enough class number, seat children at the front of the class on the floor. If they stay in their seats, make sure they can all see the board clearly.</p> <p>Slowly reveal the picture of your monster to the class. Do this by holding the monster picture behind a blank piece of paper that the students can't see through. Slowly raise the paper up as students try to guess what it is. Keep asking your students, "What is it?" as you reveal the picture and take predictions. Tell your students, "It's a monster!"</p> <p>Once revealed, elicit and review the body parts you have covered in the unit (head, arm, leg, body, ears, eyes, nose, mouth) and the numbers 1–10. Use this vocabulary to describe the monster. Help students by pointing and counting the body parts with them, e.g.</p> <p>Teacher: "How many eyes does it have?" Students: "One, two, three, four eyes!"</p> <p>Teacher: "How many legs does it have?" Students: "One, two, three, four, five, six legs!"</p>
Stage 2 – speak about monsters	<p>Remain seated at the front of the class as a group if you did so in Stage 1. Continuing to use the monster picture as a prompt, discuss the following questions as a class and elicit lots of different ideas.</p> <ul style="list-style-type: none"> • "What do you think monsters eat?" • "What do you think monsters drink?" • "Do monsters read books and play with toys?"
Stage 3 – complete a guided drawing activity	<p>Seated back at their desks, help the students to draw their own monsters on the project sheet. Use a dice to decide how many of each body part the monster should have.</p> <p>Firstly, ask students to draw a body. This can be fat or thin and any colour they wish. Next, tell the class they're going to draw the monster's head(s). Roll the dice and whatever number it lands on is the number of heads your class should draw, e.g.</p> <p>Teacher: "Let's draw the monster's head. How many heads does it have?" Roll the dice – it lands on a 4. "The monster has four heads!" Students draw four heads.</p> <p>Continue with the remaining body parts (legs, feet, arms, hands, eyes, ears, mouths and noses). Use the same language to instruct your students and guide them. This repetition will help their understanding.</p> <p>Continue as a class until the monsters are completed. They should all have the same number of body parts but will look slightly different as your students will have different styles of drawing.</p>
Stage 4 – students create a poster about their monster	<p>Tell your students that they can now give their monsters characters and attributes. Discuss the following questions with your students to guide them.</p> <p>What's your monster's name? What does it eat? What does it drink? What fun things does it like to do?</p> <p>Group your students together and encourage them to tell each other about their monsters.</p>

Mixed ability help!

Weaker students, especially pre-writers, may need written support so they can simply fill in the gaps. Stronger students can write full sentences after discussing ideas.

My monster's name is _____. It eats _____.
It drinks _____. It likes to _____.

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