

Brick by Brick 1 - Project 3

Units 5 and 6

Magnetic Paper Figures

Objectives and Learning Outcomes

- Coordinate and cooperate with partner in a coloring activity.
- Build a fishing game with magnets.
- Communicate with partner in fishing game.
- Make magnetic paper dolls.
- Learn about magnetic attraction.
- Design and describe clothing.
- Distinguish between clothing for hot and cold weathers.

Materials Needed

- School materials (books, pencils, erasers, pencil cases, notebook, backpack — can be students' own items).
- Paper clips.
- Small round magnet with a hole in the middle (one per student).
- Small sticks (such as barbecue skewers, with the sharp points cut off, one per student).
- String.
- Masking tape (optional).
- Scissors.
- Clear contact paper (optional).
- Sheets of adhesive magnetic paper.
- Adhesive magnetic paper in a roll (optional).
- Magnetic surfaces, such as baking sheets.
- Dry erase markers.
- Markers, colored pencils, and/or crayons.

Target Language

School materials: *book, pencil, eraser, pencil case, notebook, backpack.*

Clothes: *shorts, sneakers, dress, jacket, tee, socks, pants.*

Activities: *fishing, fishing pole, paper dolls/figures*

Ideas with magnets: *stick, magnetic*

Expressions: *Where's my...? I need/want the..., Is this your...? Yes, thank you! No, I don't think so. I love my...Me, too!*

Names of materials: *paper clips, sticks, string, magnets, magnet stickers, markers/colored pencils/crayons, scissors.*

Other: *hot, cold, rain.*

Timeline for the Project

Number of lessons: 4

Warm up: Lesson 1 – Review vocabulary for school materials (10-15 minutes).

Development: Lesson 1 – Work with a partner to create a magnet game (15-25 minutes), play game (10-20

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minutes); Lesson 2 – Review clothes vocabulary through a game (10-20 minutes), color clothes and describe them (10-20 minutes), color paper figure and name their clothes (10-20 minutes); Lesson 3 – Play a weather game (5-15 minutes), cut and mount clothes on magnetic paper (15-25 minutes), separate into hot and cold (3-5 minutes); make a hot or cold scene (5-15 minutes); Lesson 4 – Organize school and clothing items in a fishing game (10-20 minutes), Cut out and play with magnetic paper figure (10-20 minutes).

Review/Conclusion: Lesson 4 – Choose an outfit and share (10-15 minutes).

Assessment: Students will be able to name and describe school materials and clothes, and use them in simple sentences. They will be able to distinguish between clothes for hot and cold weather. In order to complete a task, they will cooperate and plan with a partner.

Lesson 1

Warm up with a guessing game. Put a book, a pencil, an eraser, a pencil case, a notebook, and, if possible, a backpack in a bag. Invite students to come up, one at a time, put their hands in, and describe what they feel, trying to guess which object they are touching. After everyone has had a turn to guess, tell each student a different combination of materials to place on their desk. They may use their own materials. Use different combinations of the vocabulary they know, together with the numbers one through five. For example, student 1 - four pencils, student 2 - a pencil and an eraser, student 3 - a book and a pencil case, student 4 - three erasers, student 5 – a backpack and a pencil case, etc. Let students use their own materials, or materials of general use in the classroom. Every student's desk should have a different assortment of school materials. Now, call out a combination of materials. Students have to either move to that desk or point to that desk. Call out several different combinations, being careful not to overtly look at the desk you are referring to, so as not to easily give the answer away. If you feel students are ready to give the clues for the last few rounds, you may include them.

Provide **worksheet 1**. Students will work with a partner and color the materials in the same way. Encourage them to use the language from previous units, to cooperate and decide together: *Let's use blue. Sure. It's my turn. Let's use red. OK.* It's best to use crayons or colored pencils here so that the color doesn't bleed through and show on the other side, making the game that follows too easy.

After students have colored each corresponding picture the same, they will cut the items out on the dotted lines. Provide *paper clips*, and teach students this word. They will attach a clip to each of their cut out pictures, then mix them up with those of their partner, and put them face down.

Tell them they are going to do a fishing game. Draw a picture of a fish on the board, and elicit the idea of a *fishing pole*. You may either draw this on the board, or act it out. Show them a *magnet* and teach the word. Ask students what happens when a magnet comes near other metal, having a student demonstrate with a paper clip. Tell them *"It sticks."* Show students how to tie a string to a magnet with a hole in the middle, and then tie it to the stick. (If unable to find a magnet with a hole, simply tape a regular magnet to the string with masking tape.) Tell students that they will make their own fishing pole, and help them as needed. (If tying the magnet to the pole is too difficult for children, have them attach it with masking tape, and help them tie the end of the string to the magnet.)

The game works like this. Students in pairs take turns "fishing" from the pile of mixed up vocabulary. The vocabulary is placed face-down so students can't see what they are getting. Each time they fish, they may decide to keep the catch or throw it back and get a new fish. The object of the game is to get as many matches as they can. Children often get excited and say the items they really want in games like this, hoping they'll get it. Encourage them to say the words in English, and pre-teach the expressions *"I need the..."* or *"I want the..."*

After playing the game in pairs, as time allows, have students play the game again, or play it in groups of four. Wrap up by having students name some of the pairs they got, for example "Green book, blue pencil."

Lesson 2

Play a game. Place chairs in a circle, equaling the number of students, minus one. (Alternatively, place tape or sticky notes on the floor indicating spots.) Ask for one volunteer to go in the “hot spot”, in the middle of the circle. Everyone else sits (or stands with a foot on the floor marking). The student in the hot spot chooses a piece of clothing that they are wearing that day, and says “I love my _____” Anyone else who is wearing the same kind of clothing has to change places in the circle. They may not change places with the person on either side. Anyone who isn’t wearing that kind of clothing doesn’t have to move. The person in the hot spot also tries to run and get a space. As there are not enough chairs or spots for all the students, one person will always be stuck in the hot spot, likely a different person each time. Play several rounds. If necessary, review clothing vocabulary before starting the game.

Give students the clothing template. There are various pieces of clothing for hot and cold weather. Instruct students to color the clothes as they like. If there are any kinds of clothes that they don’t like or don’t wear, they don’t have to color them. When students finish, have them compare with a partner, saying things like “My tee is green. My shorts are blue,” etc. (The pieces of clothing are already separated into singular and plural in the template, so you don’t have to worry about teaching *is* vs. *are*. Instruct students to simply use the sentence frame given under the items.)

Provide the paper figure template. Instruct students to color in the figure. Finish by naming all the items of clothing that were colored, saying “I love my _____,” for each one. Encourage students to say the color and the item, such as “I love my pink shorts.”

Lesson 3

Before class, if desired, laminate students’ paper figures and clothing for durability in play, using clear contact paper.

Play a game. Have students stand at one side of the room. Stand at the other side, with your back to the students. Say, *hot*, *cold*, or *rain!* On *hot*, they move toward you, slowly, acting like the sun is strong. On *cold*, they move toward you quickly, but with little steps, shivering and hugging their arms. On *rain*, you turn around, and they stop and freeze. If anyone moves, send them back to the other side to start again. Turn around again and say different combinations of *hot*, *cold*, and *rain*. The first student to reach the side where you are wins the game.

Have students cut out the pieces of clothing they colored in Lesson 2. Show them a magnet and ask them to recall the word. Tell them they are going to work with *magnet stickers*. Provide adhesive magnetic paper and help students stick it to their colored clothing template. You may choose to use a thin roll rather than a sheet, cutting off small pieces for students to stick on the back of the pieces of clothing. It’s not necessary for the entire piece to be magnetic—only a small piece of magnet, cut from a roll or a sheet of adhesive magnetic paper.

When students have finished, have them separate warm and cold weather clothes, using their fishing pole from Lesson 1. If there are enough magnetic surfaces, such as baking sheets, give one per group. Tell them to choose either hot or cold weather. Remind them of language for cooperation: *Let’s make...Sure. It’s my turn.* They will stick some clothes onto the surface, and, with the dry erase markers, draw a person and a scene, such as the beach, or a rainy day. Finish by inviting each group to show their scene. Ask “Is it hot or cold?” The class

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responds for each scene.

If students ask about the figures they colored, tell them they will get to play with them in the next lesson.

Lesson 4

Play a game. Put students in pairs or groups of three. Have them spread the cut-outs from their fishing game, with paper clips attached, and their clothing cut-outs, all face down in a pile. They are going to fish for items again. As they catch one, they turn it over. If they recognize it as theirs, they keep it. If not, they ask their partner *“Is this your _____?”* The partner responds *“Yes, thank you!”* If in a group of three, if it doesn’t belong to that person, they say *“No, I don’t think so.”* The first one to find all of their items wins. Encourage them to say *“I need my...”* as they fish.

Provide students with their paper figures, laminated in clear contact paper if possible. You might want to cut them to a smaller size so as not to waste magnetic paper. Help students peel off the adhesive and stick the figure to the magnetic paper, and then cut the figure out.

As soon as they finish, allow them to play, arranging the clothes in different combinations. Depending on how many magnetic surfaces you have, you might provide students with one to play with in small groups. Make sure everyone has a chance to play with their figures, arranging clothes in different combinations, perhaps making a mini scene with others on a magnetic surface, drawing with a dry-erase marker. After a sufficient time of play, instruct students to choose an outfit they like. Wrap up by going around the room, each person saying *“I love my _____,”* and naming one or more item of clothing, with the colors. If the next student chose the same item on their figure, they can say, *“Me, too.”* Otherwise, they can highlight a different item of clothing. If there is a magnetic surface in the classroom, you might want to keep the figures up there for a while. You could have students change their clothes for hot and cold weather, or act out different scenes from time to time.

Students should be able to name different items of clothing and school materials and describe them by color. They should be able to distinguish between clothing for hot and cold weather, and clothing for play.