

# Two Eyes, Two Ears



**AGE:** 5-8



**TIME:** 30-45 minutes



**MAIN AIM:** To enable students to name different parts of the body.

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## VOCABULARY / LANGUAGE FOCUS

- Eyes, ears, nose, toes, legs, arms, hands, feet, elbows, shoulders, mouth, chin, lips, tongue
  - Grin
  - Quickly, slowly
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**MATERIALS** ✓ = included at the end of the plan

- "One or Two" rhyme ✓
  - **Extension:** 1 and 2 number cards ✓
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## PREPARATION

- Print the rhyme and put it on the wall where everyone can see it clearly and you can refer to it as necessary.
- **Extension:** Print the number cards for each child

## 1

**LEAD-IN AND VOCABULARY**

- Say the names of the different parts of the body and invite children to point to that particular body part. Model this first.
- As you proceed, depending on how the children respond, you can speed up or say the word without modelling.

## 2

**LANGUAGE FOCUS**

- Say the rhyme below together. Point to the body parts as you say it, encouraging the children to join in. Say with enthusiasm. Repeat, getting faster or slower to make it more fun.

**Rhyme:**

Two eyes, two ears, one nose,  
Can you touch your toes?  
Two legs, two arms, two hands, two feet,  
Two eyes, two ears, one nose!

Two elbows, two shoulders,  
One mouth and one chin,  
Two little lips, with the tongue in!  
Can you give us a great big grin?

### 3 CREATIVE ACTIVITY

Invite the children to work individually or in pairs and play “Ten Questions”:

- Each child has a piece of paper and pencil.
- Say a body part.
- The children have to write down how many there are of this particular body part, one or two.
- Alternatively, give the children cards with the numbers 1 and 2 on them, and have them race to hold up the correct card as you say the name of a body part.

### 4 CONSOLIDATION

- Put the children into pairs and have them sit opposite each other.
- Say the names of different parts of the body from the rhyme and invite the children to indicate to each other where it is on their own body.



Ensure the children don't touch each other if they gesture to each other's body parts.



### ADDITIONAL IDEAS / EXTENSION

- When playing “Ten Questions”, say “one” or “two” instead of the parts of the body. The children then have to draw a body part, so if the teacher says two, children might draw hands, legs, arms...
- Play the game as a whole class activity. Have a large sheet of paper in the middle of the classroom and invite individual children to draw body parts as you say them. Invite the children to become the teacher for this.



## IDEAS / ADAPTATIONS FOR ONE TO ONE CLASSES

- Invite the child to be the teacher and ask you “how many [legs] are there?”



# TWO EYES, TWO EARS

Two eyes, two ears, one nose,

Can you touch your toes?

Two legs, two arms, two hands, two feet,

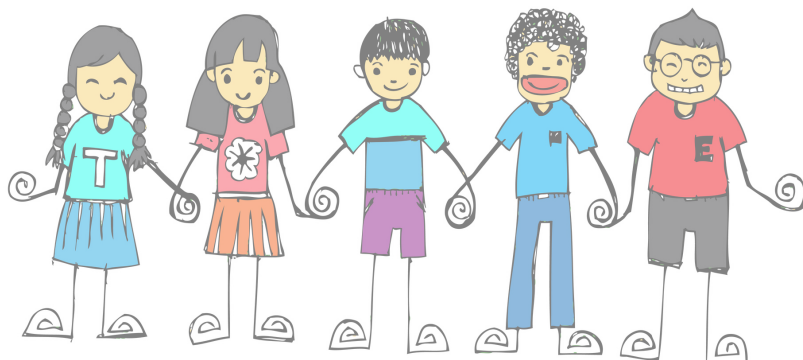
Two eyes, two ears, one nose!

Two elbows, two shoulders,

One mouth and one chin,

Two little lips, with the tongue in!

Can you give us a great big grin?



1

2