

Song – I've got the Whole World in my Hands

Target Language: *Hands, in, my, his, her, your, our, their, whole world; I, you, he, she, we, they...; I've got....*

WHAT YOU NEED

Blu-tack

Pronouns – *I, you, he, she, we, they* on different pieces of paper

Possessives – *my, your, his, her, our, their* on different pieces of paper

WHAT YOU DO

1. Teach children the pronouns and their possessives *his, her, my, your, their, our*. Ask pairs or individuals to make up a short sentence with one of the possessives in it, e.g. *I like your shoes*.
2. Use personal possessions in the classroom to demonstrate which possessive should be used. All children hold up something that belongs to them, e.g. *She's got a red pen. Is it my pen? Is it his pen? No, it's her pen.* etc.
3. Attach the pronouns to the board and give the possessives to individuals. They should try and match the possessive to the pronoun, e.g. *he/his, she/her, I/my, you/your, they/their, we/our*.
4. Explain that the children are going to learn an action song about the world. Teach the following actions. For *I*, the children should point to themselves. For *you*, they point to each other. For *he/she*, they point to someone of the appropriate gender. For *we*, they link arms with their neighbours. For *they*, they point to another pair. They should also include these actions: For *Whole world*, they can make a big circle above their heads. For *In my/your/our hands*, they should bring their hands down to cup them.
5. Play the cassette. Let the children follow the song, just doing the actions at least twice before they learn the words.

FOLLOW-UP

The children change the words using: *We've got....(your country's name) in our hands; We've got(the town of....) in our hands; We've got(street for school) street in our hands; We've got.... (name of school) school in our hands* etc.

Source: 100+ Ideas for Children by Jackie Holderness and Annie Hughes