

Kidz A1 Ideas

Places in a city

Topic

The city

Functions

Talking about different places in a city

Grammar

That is...
You can see... in a...

Vocabulary

Places

Start

Warm up

Bugs!

Show some flash cards about places in the city.

Teacher shows the picture - students name it – teacher sticks it on the board – random order.

Divide the class into two teams.

Give a fly swatter to one kid from each team and ask them to go to the back part of the classroom and turn back.

Put a very small plasticine ball on a picture.

Teacher shouts “bug” and students have to run and hit the picture with the bug on it.

The student who hits the bug first has to say the name of the place. If he / she gets it correct, he / she gets a point for his / her team.

During

Open the book to / at page 24

Ask students to look at the pictures and name the places.

Ask students to say three things they can see in each picture - at each place.

Invite some students to write the words on the board – one at the time.

Ask students to help you check the spelling. Once it is correct, ask them to write the words.

Close

Just for fun

Draw students' attention to the yellow squares.

Explain to students that they will have a minute to guess what the boxes are for.

Explain to students that they have to use the letters in the yellow boxes to discover a new place.

Ask students to write the name of the place on the line.

Students answer the question below – individually.

Kidz A1 Ideas

Prepositions / Drawing time!

Topic	Functions	Grammar	Vocabulary
Location	Explaining where people are	Tom is near... John is below...	Prepositions Names

Start	During	Close
Warm up Give it to me! Divide the class into two teams by giving the kids a number - students stay in their seats – you just say you're 1, you're 2, you're 1, you're 2. etc. Explain to students that you have brought a friend (a stuffed animal – the funnier the better.) Explain to students that they have to pass the stuffed animal over to the next kid in the row. When the teacher say "give it to me," the student who has got the stuffed animal has to move it in such a way that the new prepositions can be shown (near, above, below and opposite). The student with the stuffed animal has to do it without stops. If he stops, he does not get the point. (Draw some balls, squares or faces to show the new words before you start the game.)	Open the book to / at page 25-26 Ask students to look at the pictures and tell you what they can see in them. Ask students to read the first sentence and circle the name (Sue). Ask students to identify Sue in the picture and circle her. Draw students' attention to the drawing you made for the opening activity and ask students to tell you if Sue is near, above, below or opposite John. Do the same with the other sentences.	Just for fun Explain to students that they have to make some drawings. First, they have to identify what to draw. Then how they have to be placed. Ex. Drawing 1. Teacher: <ul style="list-style-type: none">• What do you have to draw? Students: <ul style="list-style-type: none">• Two butterflies and some flowers. Teacher: <ul style="list-style-type: none">• Where are the butterflies? Students: <ul style="list-style-type: none">• They are above the flowers. Do the same for all the drawings.

Kidz A1 Ideas

Where did they go?

Topic

Places and activities

Functions

Talking about places people went to and what they did there

Grammar

John went to the library to do his homework.

Vocabulary

Places
Verbs

Start

Warm up

Letter race

Write the alphabet on small pieces of paper – one letter on each paper – 6 sets.

Divide the class into teams.

Give each team three sets of letters.

Explain to students that they have to form words for places in a city.

Once students have formed one, you are going to check it is correct so that they can use those letters again – teacher writes the words on the board for students to count up their points when the time is up.

During

Open the book to / at page 27

Ask students to look at the pictures and name the places.

Ask students to spell the words so you can write them on the board.

Ask students to read the sentences and write the words on the first lines.

Ask students to read the options at the top and decide which can be used to complete each sentence.

Explain to them that they have to analyze which activity matches the word they wrote.

Ex.

Toy shop / store

The man has a present and some money in his hands, so it matches the idea of a Toy shop.

The complete sentences is:

Tony went to the toy shop to buy a present.

Close

Just for fun

Divide students into small teams.

Ask them to role play about activities I did with my family last weekend / holiday.

Kidz A1 Ideas

Feelings

Topic

Feelings

Functions

Describing how people felt

Grammar

She was happy.
We were surprised.

Vocabulary

Feelings

Start

Warm up

What's the face?

Draw some circles on the left side of the board. Then write a word "for feelings" below each circle.

On the right side, draw eyes, noses, mouths, etc. to show different emotions.

Explain to students that they have to find the parts of the face that can be used to express the emotions.

Invite some students to either draw lines to match or draw in the circle.

During

Open the book to / at page 28

Ask students to look at the first two pictures.

Ask students to read the sentences and circle the personal pronouns. Then ask them to look at the picture for **she** and say:

Look at her face.
Yesterday, she was "what / how?"

Ask students to look at the picture for **they** and say:

Look at their faces, they were "what / how?"

Let students complete the activity on their own.

Close

Just for fun

Make a **facetionary**

Prepare some photocopies - four faces with colorable words on each.

Explain to students that they have to decorate the faces the best possible way.

Ask students to help you decide where to display the facetionary - a wall will be used as a dictionary for a week.

Kidz A1 Ideas

When

Topic

When

Functions

Explaining what happens

Grammar

When Jane listens to music, she always sings.

Vocabulary

Names
Verbs
Adverbs

Start

Warm up

Tummy writing
Write some example sentences on paper strips. Then cut them into three sections.

When I go shopping, I always buy candy.
When my bother plays videogames, he always gets noisy.

Explain to students that they have to stick / hold a strip on their tummy.

Explain to them that on three, they will have to do some random dancing (play some music for this).

When you stop the music, they will have to go and find two kids who have the strips to complete the sentence.

Once they have found their friends, they have to stand in line so you can check if they got the sentence completed - correctly or not.

Ask them to switch strips so you can have more rounds.

During

Open the book to / at page 29

Ask students to read the first option on the right.

Explain to them that they have to spot the idea in a picture.

Ex.
Her dad laughs.

Teacher:

- Where can you see a dad or a laughing dad?

Students:

- Picture three.

Ask students to read the halves to make sure they match.

Help students with the second option - the same way.

Let students complete the activity on their own.

Close

Just for fun

Ask students to draw a picture of them:

Ex:
This is me!



I am happy

- when I play with my friends.
- when I eat ice cream.
- when I dance.

Kidz A1 Ideas

Things at home

Topic

Home

Functions

Describing rooms in a house

Explaining which room the furniture belongs to

Grammar

It goes in...

It belongs to...

Vocabulary

Furniture

Rooms

Start

Warm up

Play Stop

Prepare some cardboard divided into four / five columns.

Write a heading for each column:
bathroom, living room, bedroom, etc.

Explain to students that they will have 1 minute to write a word for each room.

When a team has finished writing, they will start counting up to 10. Once they get up to 10, everybody has to stop to count up the points.

Divide the class into teams and play Stop.

Ask the teams to switch cardboards so you can have more rounds.

During

Open the book to / at page 30

Ask students to look at the pictures and find the window.

Students circle the word window and draw a small star on the window – same colour.

Do the same with all the words.

Ask students to look at the pictures again and think of more words for each room:
Ex.

- bedroom: a brush, a mirror
- bathroom: toilet, soap.

Ask students to write these new words in the correct section / in the box below.

Close

Just for fun

Ask students to help you prepare / decorate some bingo cards (images and words).

They will play bingo in the next session.

Kitchen

Image	Image	Image
plate	spoon	fork
Image	Image	Image
glass	bowl	mug
Image	Image	Image
cooker	sink	cupboard

Kidz A1 Ideas

There is / there are

Topic

Things at home

Functions

Explaining what things can be seen / found in a room

Grammar

There is a lamp.
There are some books.

Vocabulary

Furniture

Start

Warm up

Play Bingo with the cards the students made in the previous session.

You can have two students working together.

Ask students to switch cards every time a new round starts.

During

Open the book to / at page 31

Ask students to look at the pictures and say the names of the rooms.

Ask students to read the sentences and circle the words for furniture.

Ask students to underline **is / isn't** and **are / aren't any**.

Explain to students that they have to use the words they circled and the ones they underlined to decide which picture each sentence is a description / an example of.

Help students with the first two or three sentences.

Let students complete the activity on their own.

Draw students' attention to the prompts below and explain to them that they have to write about their own bedroom.

Close

Just for fun

Divide the board into two sections and write the headings:

There is / There are

Ask students to help you make a list of things they can see in the classroom.

Ask students to copy this list in their notebooks.

Tip.

You can use colours to highlight singulars and plurals. By doing it so, there is no need for further explanation; students will notice it and will be (more) likely to remember it.

Kidz A1 Ideas

Prepositions / My house

Topic

Things at home

Functions

Explaining where things are

Grammar

The green wardrobe is upstairs.
The white cupboard is downstairs.

Vocabulary

Prepositions
Furniture

Start

Warm up

Prepare some small images (furniture, pets, cars, etc.).

Draw a big house on the board with a garage and a garden.

Explain to students that you are going to say words for furniture and they have to look at the house carefully - the images will be very small - to find out where they are - the teacher will stick them on the board.

Tell students to use the words on page 32 for giving the answers.

Ex.

Teacher:

Kids, look away / cover your eyes.

Students:

Cover their eyes.

Teacher:

Where is my blue chair?

Students

It is in front of the desk, in the bedroom.

During

Open the book to / at page 33

Students look at the picture - ask students to help you write / form complete sentences about it.

Ex.

The birds are inside / outside.

Ask students to read the sentences and circle the prepositions.

Write the first sentence on the board and explain to students how to find the things in the picture.

Close

Just for fun

Play illustrating prepositions

Option 1.

- Getting students putting things accordingly

Option 2.

- Random dancing, stop-mime

Option 3.

- Tell a drawing story

Kidz A1 Ideas

The past simple

Topic

Activities in the past

Functions

Talking about what people did / didn't do

Grammar

She didn't email her friend.
She called him.

Vocabulary

Verbs

Start

Warm up

Prepare some small pieces of paper with the letters –ed written on them.

Play war of verbs – ask two students to come to the board and write as many verbs as they can in one minute.

Explain to the class that they cannot help.

Count up how many verbs each kid got, write the number at the top, and invite two kids to continue with the lists.

Select some regular verbs for students to work with.

Explain to students that they are going to transform those verbs into the past form.

Invite some students to stick the papers with the letters –ed.

During

Open the book to / at page 34

Ask students to read the verbs at the top.

Tell them to notice the –ed for the past.

Ask students to read and circle **didn't** in the sentences.

Ask students to identify the actions and write the verbs with no changes – negative.

Ask students to identify the actions and write the verbs with changes – affirmative.

Close

Just for fun

Have a game to further practise affirmative and negative forms.

Prepare some small pieces of paper with the auxiliary “**didn't**” written on them.

Write some more verbs on the board and invite students to stick papers on the board or to take them off and change them.

Ex.

The teacher writes:

He plays soccer.

The teacher invites one student to stick a paper to make it affirmative – ed.

Then invite another student to make it negative – take off ed and stick didn't.

Leave some space between words for students to be able to manipulate the papers.

Don't forget that students must also learn about the s for the 3rd person.

The kitchen

Open the book to / at page 35

Ask students to look at the picture carefully - explain to them that they have to describe it in detail first.

Ask students to read the examples. Then ask them to identify key words.

Ex.

- five bears – Yes or No
- the small bear - dancing – Yes or No.

Ask students to help you find key words in the first sentence.

Check and write the answer.

Let students complete the activity on their own.

Listening

Open then boo to / at page 36

Ask students to look at the pictures and say words for actions, things, colours, animals, etc.

Write the words on the board and ask students to help you choose the most appropriate ones. Then ask them to write the words below the pictures.

Explain to students that they are going to hear some people talking about activities that were done in the past – what the boy did last week.

Explain to them that all the activities will be mentioned so they have to pay attention to when they were done – days.

Listen and mark possible answer. Then listen again and match.

Whole class check.

Reading

Open the book to / at page 37

Teacher writes on the board the following words:

bike, box, forest, smile, mouse, foot, carried, afraid and cry

Explain to students that they have to use the words to label the pictures.

Explain to students that they have to use some of these words to complete their story.

Point out that it is really important that they spot key words.

Ask students to help you spot key words.

Ex.

- go to - which picture shows a place?
- hurt – what can get hurt?

Ask students to read the story carefully and decide if their guesses were right.

Ask students to brainstorm – ideas for a title.

Ask students to read the options below to find out if there are similar ideas, and based on that, they can now make a final decision.

Reading

Open the book to / at page 38-39

Ask students to look at the first picture and describe it.

Ask students to brainstorm - what happened before and after the kid opened his presents.

Explain to students that this activity is about giving information in different ways (same idea using different words or using them in a different order).

Ask students to read the sentences first to identify key words.

Ex.

- pictures – what is the verb for that?
- red – what present?
- didn't like his bike – reason?

Ask students to read and find the information using the key words / hints.

Listening

Open the book to / at page 40

Ask students to look at the picture and think of what the listening may be about.

Explain to students that they have to pay attention to the missing details.

Ask students to help you identify what information they have pay attention to / details.

Ex.

- shopping – when = in the morning.
- likes shopping – reason
- buys – what
- transportation / vehicle / - how she gets there?
- people – who with?
- that person's name / spelling

Listen, write and check.

Listen again and verify you got all the information right.

Reading

Open the book to / at page 41

Explain to students that they have to use the words below the pictures to answer some questions.

Ask students to underline the words for places blue and the ones for things orange.

Ask students to circle the words classes and learn in the example sentence. Then ask them to explain why “a school” is the correct answer.

Ex.

- Because **a school** is the place where we have classes and learn.

Ask students to read the first question and circle the words gardens, parks and houses.

Walk students through finding the answer:

Ex.

- The words you circled are for places or things?
- What can you see in all these places?

Let students complete the activity on their own.