

Kidz A1 Ideas

My family

Topic

My family

Functions

Talking about my family

Describing people

Grammar

Miguel and Olivia are

my parents.

Vocabulary

Family

Adjectives

Start

Warm up

Ordering faces

Prepare some images for family members - from great grandmother / father to grandson / granddaughter.

Write at the top / centre of the board the heading:

- My Family

Ask students to help you write words for family members - downwards.

Ex.

- Great grandmother
- Great grandfather
- Grandmother
- Grandfather
- Mother
- Father
- Daughter
- Son
- Granddaughter
- Grandson

Invite one girl and one boy to stick an image next to the appropriate word.

Students at the front cannot see the image. They have to show it to their friends and their friends will have to tell them where it goes – without saying the word - by acting or making gestures.

During

Open the book to / at page 59

Ask students to circle the numbers.

Ex.

Teacher:

- Circle the number 65.

Students:

- Grandfather, Carlos, is 65 years old.

Explain to students that they have to look at the letters and unscramble them to complete the sentences 1 and 2.

Then they will have to find the information in the family tree to complete the other sentences.

Explain to students that they have to identify family members and count the people to complete the sentences.

Page 60

Ask students to match the words.

Close

Just for fun

Ask students to describe the man on page 60.

Then ask them to read and write YES or NO.

Explain to students that they have to listen to what you are going to say – carefully - because they will have to colour or draw some things in the faces.

Explain to students that it is time for them to write about their own family.

Ex.

- Write about your mum and dad.
- Write about your brother, sister or siblings.

Kidz A1 Ideas

Could / Couldn't

Topic

Ability

Functions

Talking about the things I could / couldn't do in the past

Grammar

When I was a baby, I couldn't...
When I was four years, I learned to sing.

Vocabulary

Age
Verbs

Start

Warm up

Prepare some flash cards – actions on page 61.

Invite one student to come to the front – looking at his / her friends.

Ask the student at the front to pick up a flashcard and hold it above his / her head.

He / she cannot see it.

The rest of the class has to give the kid at the front some hints / clues for him / her to guess what action it is.

During

Open the book to / at page 61

Ask students to name the actions / verbs. Then circle.

Explain to students that the kids are happy because they can do the things NOW. In the past, they Couldn't.

Draw students' attention to the table and write on the board
Could / Couldn't.

Explain to them what the crosses / ticks mean:

1. When she was 3, she couldn't
When she was 4, she couldn't
When she was 5, she couldn't
When she was 6, she could

Students say the part that's been underlined and complete it.

Do the same with the other two pictures.

Ask students to read and write could or couldn't.

Close

Just for fun

Draw a chart for students to complete it - about themselves - in their notebooks.

Ex.

When I was	I could	I couldn't
2		
3	play.	swim.
4	walk.	run.
5		
6		
7		
8		

Ask students to talk to some friends about the things they could / couldn't do – using the chart.

Kidz A1 Ideas

Could / Couldn't

Topic

Ability

Functions

Talking about the things I could / couldn't do in the past.

Grammar

When Joe was three, he...

Vocabulary

Verbs

Start

Warm up

Find your action mates

Write on small pieces of paper some verbs – repeat each verb three times.

Explain to students that they are going to be given a paper with a verb written on it.

There are two other kids with the same verb so, on your call, students have to go and find them.

When a trio has been gotten, they have to say:

We are Look!
Students do the action.

Collect the papers, scramble them and go again.

During

Open the book to / at page 62

Ask students to look at the pictures and name the actions in them.

Write on the board the heading:

The past could or couldn't

Explain to students that they have to read, find pictures and write numbers. Then they have to decide if the missing word is could or couldn't.

Ex.

1. When Joe was three, he couldn't swim so he wore a life jacket.

Close

Just for fun

Try some flag writing – students must get used to writing full sentences – so as to complete ideas.

2 or 3 flags may be enough.

When
When I
When I was
When I was three,
When I was three, I
When I was three, I couldn't
When I was three, I couldn't swim.

or

When I
When I was three,
When I was three, I couldn't
When I was three, I couldn't swim alone.

For this activity, students can use the charts they made in the previous class.

Parts of the body

Topic

The Body

Functions

Naming parts of the body

Grammar

I've got two eyes.

Vocabulary

The body

Start

Warm up

What a weird creature

Prepare some parts of the body using colour sheets of paper:

Include tails, fins, paws, fangs, etc.

Write on the board the heading:

What a weird creature!

Show students the parts of the body and ask them to name them.

Explain to students that they have to collect as many papers as possible so they can create their creature.

Take the kids to the yard / playground and make two lines.

Spread the papers (parts of the body) all around the yard / playground.

Ask one student from each line to go pick up a paper, come back to the line high-five the next kid in the line and line up again.

Once all the papers have been collected, ask students to stick them on the board and make their creature.

Invite some students to describe the creatures.

During

Open the book to / at page 63

Explain to students that they have to label the parts of the body.

You can prepare a poster or an image of a girl and stick it on the board so students can come to it, draw lines and write numbers.

Ask students to read and complete the sentences.

Close

Just for fun

Ask students to write some sentences about their creatures.

If you let students give the creature a name, there will be more variations of the example sentences.

Ex.

- **The creature** has got two tails.
- **It** has got five eyes.
- **Marci** has got one leg.

Kidz A1 Ideas

Adjectives

Topic

Descriptions

Functions

Describing things

Grammar

A snail is slow.

Vocabulary

Adjectives

Start

Warm up

Adjective - yarn

Divide the class into four teams:

2 teams – girls

2 teams – boys

Ask the first team to sit in a circle.

Explain to students that they are going to pass a ball of yarn over the kid aside – to be allowed to pass it over, they will have to say an adjective.

Keep track of the words they are saying because the words cannot be repeated.

Each team will have three opportunities – the passing will be stopped:

- when a word has been repeated.
- when the time is up – 2 minutes.

The team with the longest line will be the winner team.

During

Open the book to / at page 64

Write on the board the adjectives (fast, slow, good, bad, quiet and loud) and ask students to think of three things for each:

Ex.

Fast:

- A helicopter is fast.
- A hummingbird is fast.
- A plane is fast.

Ask students to look at the pictures and say what they can see.

Ask students to read and decide where to write the words:

Ex.

Picture 1.

Teacher:

- What is it?

Students:

- It is a snail

Teacher:

- Which word can go with a snail?

Students:

- slow.

Teacher:

- Ok. A snail is slow.

Walk students through completing the activity the same way.

Close

Just for fun

Ask students to write the adjectives - list.

Ex.

Positive

Fast

Good

Quiet

.....

.....

.....

.....

Negative

slow

bad

loud

.....

.....

.....

.....

is the
opposite
of

Ask students to add more adjectives to the list.

Kidz A1 Ideas

Adverbs

Topic

Actions now

Functions

Describing activity / actions

Grammar

Alex and Tony are painting very well.

Vocabulary

Verbs
Adverbs
Names

Start

Warm up

Wet airplanes

Draw on the board a target with different numbers – points to get.

Divide the class into two teams.
boys vs girls

Explain to students that you are going to make some questions about things that can be done in a specific way.

Write on the board the words:

- good ----- **well**
- **loudly**
- **quietly**
- **fast**
- **badly**
- **slowly**

Explain to students that they will be given a wet airplane – wet ball – to throw when they give a correct answer.

Example Questions:

- What can be done slowly?
- What has to be done quickly?
- What people usually do loudly?

Write the points on the board and, when the game is over, count them up.

During

Open the book to / at page 65

Ask students to read and circle the adverbs.

Ex.

Teacher:

- What is the adverb in sentence 1?

Students:

- very well

Teacher:

- Ok. Very well describes the action.

Ask students to underline the actions.

Ex.

Teacher:

- What is the action in sentence 1?

Students:

- painting

Teacher:

- Ok. Very well describes painting.

Ask students to look at the pictures and write the actions / verbs below them.

Ask students to match the pictures with the sentences.

Close

Just for fun

Ask students to write some sentences about themselves in their notebooks.

Ex.

- I can sing very well.
- I like singing loudly.
- I like to do my homework quietly.
- I can swim fast.

Kidz A1 Ideas

Let's go for lunch

Topic

Lunch time

Functions

Explaining what people can have for lunch

Grammar

Fruits like tomatoes and grapes.

Vocabulary

Food
Fruit
Vegetables
Drinks

Start

Warm up

Sorting out

Write some words on pieces of paper - the words on page 66 – one word on each paper – 2 sets.

Divide the board into two columns – one for girls – one for boys and put the papers into a plastic bag - one bag per team.

Write the headings in both sides:

Fruits – Vegetables – Meat –
Drinks – Other Food

Invite one student from each team to get a paper out of the bag and stick it in the right column.

The team that completes the sorting first will be the winner team.

During

Open the book to / at page 66

Ask students to look at the chart and check if their answers are correct.

Ask students to explain what the images show.

Ask students to read and complete the sentences.

Close

Just for fun

Ask students to get the colours in the chart.

Ask them to find the words for fruits and colour them yellow.

Walk students through colouring the boxes for vegetables.

Students complete the colouring on their own.

Ask students to help you write some sentences on the board.

- **What did you have for lunch today?**

Copy the example sentences in the notebook.

Kidz A1 Ideas

Meals

Topic

Food

Functions

Describing what (food)
a meal includes

Grammar

Tony has cereal with
milk.
He drinks a glass of
orange juice.

Vocabulary

Food
Drinks
Verbs

Start

Warm up

Prepare some images of food –
for breakfast, lunch and dinner.

Divide the board into three
sections and write the headings:

breakfast, lunch and dinner

Show the images and ask
students to name the items.

Ask students to help you decide
where to put the food.

Invite three students to describe
what a whole meal includes.

During

Open the book to / at page 67

Ask students to read and
underline all the words for food,
drinks, etc.

Ask students to underline the
verbs that go with the words for
food.

Invite some students to talk to
the class about the food(s) they
usually take / have in each
meal.

Close

Just for fun

Circle three pictures – one of
each meal – choose the ones
that show the things you like to
eat.

Talk to the class about it!

Kidz A1 Ideas

Containers

Topic

Containers

Functions

Explaining what containers people can use for drinking from or putting food on

Grammar

I can drink a cup of hot chocolate.

Vocabulary

Containers
Eating utensils
Food and drinks

Start

Warm up

Can you serve some...?

Prepare some images for food and drinks.

Stick on the board some flashcards for containers:

- a bowl
- a bottle
- a cup
- a can
- a glass
- a plate

Divide the class into two teams. Then invite one student from each team to serve some food.

Give a bunch of images for food and drinks to each student at the front – both students must have the same images.

Ask students to look at their friends. Then make a request:

Teacher

- Can you serve some cake?

Students find the image of the cake and put it on the plate.

The kid who puts the image first gets the point.

Teacher say – That's right. Cake / It is served on a plate.

During

Open the book to / at page 68

Ask students to read and pair-mark options.

Ex.

a bottle of – water

Then find the starting part and match.

There may be variations so make sure they follow the pair-marking. Otherwise the matching might be unclear / not clean.

Close

Just for fun

Ask students to write in their notebooks about the food / drinks they can serve in / on the containers.

Ex.

- You can put ice cream, soup or (chopped) fruit in a bowl.
- You can pour water, soda or juice in a glass.

Kidz A1 Ideas

How much / many... have you got?

Topic	Functions	Grammar	Vocabulary
Food	Describing the amount or number of something	How many apples have you got? I have got an apple.	Food Determiners

<p style="text-align: center;">Start</p> <p>Warm up</p> <p>Goody bags</p> <p>Prepare some goody bags for students to count the items in them – the bags must contain different numbers of items.</p> <p>Suggested items:</p> <ul style="list-style-type: none"> • colours • marbles • candy • balloons • coins • etc. <p>Write on the board the heading:</p> <ul style="list-style-type: none"> • How many items have you got? <p>Divide the class into small groups; give each group a goody bag and a sheet of paper for them to take notes.</p> <p>Ask students to count up the items in the bags.</p> <p>Invite some students to present their results – the teacher prompts: How may ... have you got?</p>	<p style="text-align: center;">During</p> <p>Open the book to / at page 69</p> <p>Draw students’ attention to the first speech bubble.</p> <p>Ask students to circle “How many” and underline “apples.”</p> <p>Draw students’ attention to the bubbles on the right – ask them to find the quantity.</p> <p>Teacher:</p> <ul style="list-style-type: none"> • How may apples? <p>Students:</p> <ul style="list-style-type: none"> • five apples <p>Do the same with the second speech bubble.</p> <p>Let students complete the activity on their own.</p>	<p style="text-align: center;">Close</p> <p>Just for fun</p> <p>Ask students to work on an inventory.</p> <p>Take students to the cafeteria and ask them to count up all the products they can see.</p> <p>Ask students to use their notes to write an inventory in their notebooks.</p> <p>Ex.</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="2" style="text-align: center;">Inventory School Cafeteria</th> </tr> <tr> <td style="text-align: center;">Product</td> <td style="text-align: center;">How many</td> </tr> <tr> <td style="text-align: center;">cookies</td> <td style="text-align: center;">6 packs</td> </tr> <tr> <td style="text-align: center;">water</td> <td style="text-align: center;">some bottles</td> </tr> <tr> <td style="text-align: center;">.....</td> <td style="text-align: center;">.....</td> </tr> <tr> <td style="text-align: center;">.....</td> <td style="text-align: center;">.....</td> </tr> <tr> <td style="text-align: center;">.....</td> <td style="text-align: center;">.....</td> </tr> </table>	Inventory School Cafeteria		Product	How many	cookies	6 packs	water	some bottles
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Product	How many															
cookies	6 packs															
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Kidz A1 Ideas

Can you count it?

Topic

Food

Functions

Describing the amount
or number of something

Grammar

There is some soup in
the bowl.

Vocabulary

Food
Containers
Determiners

Start

Warm up

Write on the board “a” and ask students to brainstorm words that can go after it.

- a banana, a cookie, etc.

Do the same with “an,” “some,” and “any.”

During

Open the book to / at page 70

Ask students to read and decide which word should be written.

You can ask students to identify key words – just be careful because it may be confusing for some students:

- soup – can’t be counted – some
- apple – an - a
- isn’t / aren’t – negative – any

You can also use the brainstorming as reference.

Close

Just for fun

Running tick tack toe

Prepare some flash cards for food – it is for further practice on determiners.

Explain to students that this activity will be done outside the classroom.

Make groups of five students.




Invite two teams to participate first.

Draw on the ground a grid and write the hints.

Explain to students that the first kids in the lines have to pick up a card and run to put it in the appropriate section.

The first team that’s got three squares linked will be the winner team – and another team comes and competes against the winners.

Ex.

a 	an	aren't any
a	any 	some
an	isn't any	some 

Listening

Open the book to / at page 71

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

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 some activities that were done in the past – what Sally 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.

Draw students' attention to the example.

Prompt the word nothing – then say:

- On Monday the girl did nothing.

Play the track: students listen and mark their choices somehow.

Check choices with the whole class.

Play the track: students listen, verify their choices and draw lines.

Check answers with the whole class.

Reading

Open the book to / at page 72

Students look at the picture and tell what the situation is – what the reading may be about.

Ask students to practice the conversation (question 1 only) – this will prompt the correct (natural) answer.

Help students identify key words:

Ex.

- are you ... - yes
- help – please
- water – here it
- your mum's - my dad's
- do you – ~~they~~ or ~~it~~
- by car – I walk.

Read and choose the correct answers.

It is a good idea to use L1 just for checking why the other two options are not correct.

After you do this L1 checking, ask students to practice the conversation.

Listening

Open the book to / at page 73

Ask students to look at the first three pictures and tell you what they can see in them.

Explain to students that the people talking on the track will mention the three options. However, only one picture shows the correct answer.

Play the track: students read the questions, listen and mark their choices.

Check the marking with the class.

Ask students to explain their choices.

Play the track: students listen, verify their choices and answer.

Check the answers with the class.

Ask students to explain their answers.

Reading

Open the book to / at page 74

Write some words on the board:

- a duck - ice cream - a bedroom - a garden – soup - a horse - cheese - a tiger

Ask students to think of words to describe them – characteristics.

Explain to students that in this part of the test, they have to identify characteristics and use that information to find out which word (thing) is being described.

Ask students to read and circle key information in the example description.

This animal can run quickly. It lives in hot places and it eats meat.

Draw students' attention to the words on the board – there are three animals

duck	animal	✓	run quickly	X	eats meat	X
horse	animal	✓	run quickly	✓	eats meat	X
tiger	animal	✓	run quickly	✓	eats meat	✓

- The answer is “a tiger.”

Walk students through the first description the same way.

Let students complete the activity on their own.

Ask students to explain their answers.

Listening

Open the book to / at page 75

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.

- When – Tuesday
- How many kinds – number
- Biggest – name
- Favourite – like or love
- Favourite food – what eat
- Name of Zoo – name of the place

Play the audio: students listen and write what they think it is the correct answer for each question.

Check guesses.

Play the audio: students listen, verify their guesses and write their answers.

Check answers with the class.

Reading

Open the book to / at page 76

Teacher writes on the board some words:

- library – spider – looked – ran - dropped – books – school – picked - cat

Ask students to tell you some words that can go before and after.

Ex.

- go to the library – the library is big.

Explain to students that they have to use some of these words to complete the story - they have to pay attention to what is before and after the gaps.

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

Ask students to help you spot key words.

Ex.

- went to the – where / place – library
- lots of – what / things – books

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

Ask students to brainstorm - titles for the story.

Ask students to read the options below (question 7) to find out if there are similar ideas, and based on that, they can now make a final decision.