

Kidz A1 Ideas

Animals everywhere

Topic

Animals

Functions

Talking about animals

Grammar

That is a / an...

Vocabulary

Animals

Start

Warm up

Make the longest words

Ask students to brainstorm - words for animals.

Write some of those words on the board – downwards.

Invite two students at the time to write words – the kid who wrote the longest word gets the point.

Ex.

S - on

H - eart

A - pple

R - abbit

K - ilo

S - ummer

H - hot

A- nt

R - iver

K - ilometer

3 points

2 points

During

Open the book to / at page 77

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

Students write the words for the animals.

Write the numbers on the board with the headings DOWN and CROSS.

Ask students to name animal 1.

Ask students to spell the word for it for you – write it on the board.

Ask students to check if it fits in the board.

Do the same with all the words.

Close

Just for fun

Ask students to help you complete a chart about animals. Then ask them to copy it in their notebooks.

Animal	color	size	action	food
sharks	grey	big	swim	fish
giraffes				
bats				
crocodiles				
lions				

Invite some students to talk to the class about animals – using the chart.

Ex.

Plural

- Sharks are grey.
- Sharks are big.
- Sharks can swim fast.
- Sharks eat fish.

Kidz A1 Ideas

Must / Mustn't

Topic

What to do / not to do

Functions

Showing that:

- it is necessary that something happens
- it is necessary that people do / do not do certain things

Grammar

You must feed your dog.
You must not give chocolate to your dog.

Vocabulary

Verbs
Modal

Start

Warm up

Crazy web

Prepare two balls of yarn.

Divide the class into two teams.

Ask the teams to stand in a circle – each team has to choose a savior guy.

Explain to students that they will have two minutes to pass the ball over a friend as many times as possible.

Every time a kid gets the ball, he / she must roll (it) around a finger and pass it again.

The savior guy must roll the yarn back into a ball – students must prompt the savior where to go through.

Ex.

- You must go under this line.

Let's see which team gets the yarn rolled back into a ball first.

During

Open the book to / at page 78

Write the words **must** and **mustn't** on the board and ask students to explain why they used them in the game – to tell a friend what to do – it was necessary.

Ask students to read the examples and circle the words **must** and **mustn't**.

Read out the first sentence and prompt:

- You must feed your dog – it is necessary and important.
- You mustn't give chocolate to your dog – it is not necessary – it is important **not** to do it.

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

Ask students to read and choose the correct word – **must** or **mustn't**.

You can also prompt – it is important or necessary.

Close

Just for fun

Divide the board into two sections and write the headings – health and safety.

Ask students to help you write ideas – then ask them to copy the information in their notebooks.

Ex.

Health

You must...

- do exercise.
- clean your room.
- have enough sleep.

You mustn't...

- drink too much soda.
- sleep long hours.

What about them?

Topic

What to do / not to do

Functions

Showing that:

- it is necessary that something happens
- it is necessary that people do / do not do certain things

Grammar

You must wear a helmet.
Sally mustn't swim with sharks.

Vocabulary

Verbs
Prepositions

Start

Warm up

Colour actions

Write the words around, up, down, onto, off, out of, into.

Explain to students that they must choose a colour for each word.

Explain to students that you are going to say a colour and they must do the action.

Ex.

- around – yellow

Explain / describe the actions students must do.

- When I say yellow, you must go around sth – make emphasis on the word must.

Teacher says yellow and students pretend that they are going around something – the kid who does not do the action you called out is out the game.

Continue this way until you get one single kid standing.

During

Open the book to / at page 79

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

Ask students to read and complete the sentences – must or mustn't.

Close

Just for fun

Prepare a track with instructions for students to go on a race.

Divide the class into three teams.

Explain to students that they have to run to the first stop and read the instructions:

Ex.

- Go around the blue ball – at that stop, there will be two balls so he / she must choose the correct one.

Prepare as many stops as you can – cover all the prepositions on page 79.

Ex.

Go...around a blue ball, up (the) stairs, down stairs, Get onto the box, off the box, into the box, etc.

Remember, these are just examples – you can modify anything you want – according to your needs and the way in which your groups work the best.

Kidz A1 Ideas

Why / Because

Topic

Reasons

Functions

Explaining why something is happening

Grammar

Why are you crying?
Because I fell off the bike.

Vocabulary

Verbs

Start

Warm up

Late for school

Tell the children to copy all your actions.

Pretend you are asleep and suddenly wake up – you are late for school. Everything you do is done on the spot but in a hurry.

...Brush your teeth, wash your face, put your clothes on - run downstairs, run back up (forgot to put trousers / skirt on) back down stairs, eat breakfast, pick up your bag, open front door, shut door, run down the street, jump over a hedge, look both ways, cross the road, etc.

Finally arrive at school slowing down panting and puffing - suddenly stop at the closed gates.

Ask students to give reasons why they were late, and continue on the **why** road.

Ex.

Teacher:

- Why were you late for school?

Students:

- Because we woke up late.

Teacher:

- Why?

Students:

- Because we were tired.

Teacher:

- Why?

Students:

- Because we played a lot.

Etc.

During

Open the book to / at page 80

Ask students to describe the pictures. Then ask them to read and find the reasons.

Explain to students that they must use *Why? for the questioning* and *Because for the giving reasons*.

Ask students to read and match.

Close

Just for fun

Write some questions on the board and ask students to help you write the answers.

You can:

- a) ask students to copy this information in their notebooks as notes (remember that they must help you:

- First **all the kids** help to find appropriate answers and write them on the board. Then **all the kids** copy them in their notebooks.

- b) ask students to interview some friends to collect ideas before copying the information in their notebooks.

Kidz A1 Ideas

Weather

Topic

Weather

Functions

Describing weather

Grammar

It's a sunny day. We
can have a picnic at the
park.

Vocabulary

Weather
Verbs

Start

Warm up

Hooping people

Prepare some plastic hoops (big enough for students to be able to go through) and some items for different types of weather – place them in a bunch.

Ex.

- sweaters
- sunglasses
- scarves
- gloves
- umbrellas
- sandals

Divide the class into teams – the teams must line up and hold hands.

One student from each team must stand apart from the line.

Explain to students that they must pass through the hoop in order to make it get to the other side where a kid is standing alone (they must be holding hands all the time).

Explain to students that you are going to say a word for a type of weather. Then students pass the hoop and the last kid to go through it must pick up an item (appropriate for the type of weather called out) and put it on the kid who is standing alone.

Continue like this until you have covered all the weather words.

During

Open the book to / at page 81

Ask students to look and write the words.

Students read and use the words to complete the sentences.

Explain that it is important to identify what activities are to be done – depending on the type of weather.

Ex.

- It's a sunny day. We can have a picnic in the park.

Close

Just for fun

Ask students to help you make a list of suggestions.

Ex.

On a sunny day, we can:

- go to the park.
- play outside.
- go to the zoo.

It is common that people wear:

- sunglasses.
- sandals.

Use all the words the same way.

Ex.

On a rainy day, we **can** / **can't**:

- **watch a movie.**
- **go to the park.**

It is common that people wear:

- a coat.
- a sweater.

Tell students that they must complete the words on page 82 as they use them for the notes.

Kidz A1 Ideas

Writing sentences

Topic

Weather

Functions

Giving contrasting information

Grammar

On Saturday, it was hot and sunny, but at night it rained.

Vocabulary

Weather
Parts of the day
Days of the week

Start

Warm up

Dancing Writing

Prepare some sentences on small pieces of paper – one word on each paper – including the commas and the ellipsis.

On Saturday, it was hot ...

Invite some students to dance – give each student a card and do some random dancing for a few seconds.

When the music stops, students have to sit in line holding the cards above their heads – the words must be in the correct order – if they do not do it correctly, ask the rest of the class to help you order it.

Add some more words – invite some more students and do random dancing again.

On Saturday, it was hot and sunny, but...

During

Open the book to / at page 83

Explain to students that they have to use the information in the boxes to write some sentences.

Draw students' attention to the example sentence and explain how to work it out.

Write the first part - all the sentences.

On Monday...

In the morning...

On Saturday...

Then walk students through finding the next part – all the sentences.

Continue the same way, but let students suggest – find options first.

Close

Just for fun

Ask students to use the questions below to interview some friends – they have to write nothing – just talk.

Ask students to share ideas with the class – then use their ideas to create appropriate answers.

Write the answers on the board – once corrected.

Students to copy the answers in their notebooks.

Kidz A1 Ideas

Prepositions

Topic

Things people always do

Functions

Talking about when people do certain (common) activities

Grammar

We help mum on Saturdays.

Vocabulary

Prepositions
Verbs
Adverbs

Start

Warm up

The hunting cats

Write on small pieces of paper the options for the prepositions on page 84.

Write on the board the words:

- in – the morning
- on / at – the weekend
- at – night

Explain what those words can be combined with.

Choose some of the children to be the cats, everyone else is a mouse and each student has a paper (with an option written on) on their back.

Each cat is given a name (in, on, at).

The mice run around and the cats try to catch them by taking the papers off their backs.

Congratulate the surviving mice and check if the papers were paired correctly.

The cat with the biggest number of correct pairs is the winner.

During

Open the book to / at page 84

Tell students to prepare the colours for the prepositions. Then ask them to circle the words to show combinations of words.

Ask students to describe the pictures.

Explain to students that they have to use the words (in, on, at) to complete the paragraphs.

Explain to students that they can use the combinations in the box above to get an idea of the word they can use for each gap.

Ex.

- We help mum ____
Sundays. – It is a day, so you need on.
- Fred likes to camp ____
the **summer.** – It is a season, so you need in.
- He watches the sky ____
night. – Check the options – the correct option is at.

Close

Just for fun

Write some sentences on the board – scrambled.

Invite some students to come to the board and write the sentences correctly.

Ask students to copy these sentences in their notebooks.

Kidz A1 Ideas

Nouns after have / has

Topic	Functions	Grammar	Vocabulary
Nouns	Talking about things people do	She is having a drink. He is having a shower.	Nouns Verbs

Start	During	Close
Warm up	Open the book to / at page 85	Just for fun
<p>Beans</p> <p>This activity helps children get rid of / use excess of energy.</p> <p>Ask students to walk calmly around the classroom.</p> <p>Call out a specific command - telling students to perform a certain action.</p> <p>Ex.</p> <ul style="list-style-type: none">Teacher shouts out – the bean is having a drink. <p>Students should do the action – the way they want. After a few seconds, use a frozen bean command.</p> <p>Ex.</p> <ul style="list-style-type: none">The bean stands still!The bean runs in place!	<p>Ask students to describe the pictures.</p> <p>Explain to students that they have to pay attention to how words can be combined.</p> <p>Ask students to identify key words.</p> <p>Ex.</p> <ul style="list-style-type: none">circle blue – is havingcircle green - a drinkcircle blue – are havingcircle green – a holiday <p>Ask students to read the sentences – they have to look for similar combinations so that they can find the answers easily.</p> <p>Walk students through example 1:</p> <ul style="list-style-type: none">We are very thirsty so we are having a drink.	<p>Write on the board some more options and ask students to help you write complete sentences.</p> <p>Ex.</p> <ul style="list-style-type: none">have a swimhave a walkhave a rest <p>Ask students to write the sentences in their notebooks.</p>

Kidz A1 Ideas

I feel sick!

Topic

Sickness

Functions

Talking about health
condition / discomforts

Grammar

He has got a...
She has got an...

Vocabulary

Health

Start

Warm up

Write on the board some words for health problems – scrambled.

Ask students to help you write the words correctly.

Every time students get a word written correctly, ask them to spell it.

Ask students to explain what the words mean.

During

Open the book to / at page 86

Ask students to look at the pictures – what seems to be the problem?

Ask students to write the words on the lines.

Ask students to explain what helped them decide on which word to use.

Ex.

- He has got a fever.

The man has got a thermometer in his mouth.

Close

Just for fun

Ask students to brainstorm - remedies for the health problems.

Ask students to interview some people around school (adult people).

You can collect and organise the information:

- in a chart.
- as a list.
- on a mind map.
- writing complete sentences.

Remedies for the cold:

- cough syrup
- chicken soup
- shots

Make some Remedy posters and display them on the walls.

Kidz A1 Ideas

Irregular plurals

Topic

Nouns

Functions

Using the appropriate plural word / form when talking about irregular nouns

Grammar

This is a man.
They are men.

Vocabulary

Nouns

Start

Warm up

Prepare some images for irregular nouns – singular and plural.

Write on the board the plural words / forms – scrambled.

Ask students to sit in a circle and play some memory.

Ask students to help you write the words correctly. Then invite one student to pick up an image and stick it next to the correct word – continue the same way until you have covered all the words.

During

Open the book to / at page 87

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

Ask students to write the words on the lines.

Close

Just for fun

Write some example sentences to show students how to use the words.

Ex.

- This **is a man**.
- They **are men**.

Ask students to help you complete some more – try to use all the words on page 87.

You can write:

- I have two _____.
- My left _____ hurts.

Ask students to write some of these sentences in their notebooks.

Kidz A1 Ideas

How about / What about?


Topic	Functions	Grammar	Vocabulary
Ideas	Making suggestions	What about that train? How about a cookie?	Not specified

Start	During	Close
<p>Warm up</p> <p>Invitation race.</p> <p>Prepare some papers with invitation / suggestion phrases:</p> <p>Ex.</p> <ul style="list-style-type: none">• a cookie• dancing• going to the beach• etc. <p>Divide the class into two teams and ask each team to think up a name for their team.</p> <p>Write the names of the teams on the board for you to keep track on the points gotten.</p> <p>Give each student a paper and tell them to keep them covered so no one can see what the suggestions are.</p> <p>Invite one student from each team to come to the front and explain to them that you are going to say a suggestion and the students at the front will have to go find the kid who has got that suggestion by making an invitation.</p> <p>Ex.</p> <ul style="list-style-type: none">• What about (suggestion called out by the teacher)? <p>Students have to say:</p> <ul style="list-style-type: none">• No, thank you.• Yes, good idea. <p>The student who finds the person first gets a point for his / her team.</p>	<p>Open the book to / at page 88</p> <p>Ask students to describe the pictures.</p> <p>Explain to students that they have to find an answer for each question and match.</p> <p>Walk students through finding the first pair and tell them to use yellow for the matching.</p> <p>Ask students to find the second pair and use a different colour for the matching.</p> <p>Let students complete the activity on their own.</p>	<p>Just for fun</p> <p>Draw a chart on the board and ask students to help you complete it.</p> <p>Ex.</p> <p>How about some ice cream?</p> <ul style="list-style-type: none">• Yes, I love ice cream!• No, not now. I am sick! <p>Ask students to copy the chart in their notebooks – you can also have it photocopied – to save time.</p>

Kidz A1 Ideas

What do they need to do?

Topic	Functions	Grammar	Vocabulary
Health	Talking about remedies / what to do when being sick	He's got a headache. He needs to drink some water.	Verbs

Start	During	Close
Warm up The nosy neighbors Divide the board into two sections and write the headings: <ul style="list-style-type: none">• Health problems / solutions Ask students to brainstorm - health problems and solutions. Write the ideas on the board – random order. Invite two students to be the nosy neighbors – tell them to stand on their chairs. Ask those students to tell you what words / options can be matched. Ex. <ul style="list-style-type: none">• Cold - take a pill The students who are standing on their chairs have to shout (very loudly) a conversation. S 1: Mary!!! S 2: Hello, Mario!!! S 1: Are you ok? S 2: No!!! I am sick!!! What should I so? S 1: You need to see the doctor!!! S 2: Thank you for the advice!!! Try 3 – 4 conversations.	Open the book to / at page 89 Ask students to look at the pictures – explain what's wrong. Walk students through matching the words – on the board: Ex. <ul style="list-style-type: none">• drink - some water• put on - a towel• eat – his lunch• go - to see the doctor• take – a shower• get – some rest Ask students to read and write the pairings.	Just for fun Make some informative posters about actions to take when being sick. Ex. The Flu - what to do <ul style="list-style-type: none">• stay home• take a pill• clear your nose• have chicken soup• have enough sleep• see the doctor 

Listening

Open the book to / at page 90

Students look at the pictures and say words for the activities that the pictures show.

Write students ideas on the board and have them decide on the most appropriate ones.

Tell students to write the words below the pictures – make sure they select the ones that appear on the audio.

Explain to students that they will hear a boy talking about the activities he did last week.

Play the audio – students listen and mark choices.

Check choices with the class – students have to explain their choices.

Play the audio – students listen, verify their choices and answer.

Check answers with the class – students have to explain their choices.

Reading

Open the book to / at page 91

Ask students to look at the picture and describe it in detail.

Make some random questions about the pictures.

Ex.

Where is the elephant?

Try some confirmation statements – True or False.

Ex.

Teacher - There are two elephants on the island.

Students – That's false. There is only one elephant.

Explain to students that it is necessary that they identify key words, and then try to find that information in the picture. It is going to be useful for them to answer the questions easily.

Ex.

Key – many / birds / flying Yes or No.

Key – all clothes / yellow Yes or No.

Help students identify key information and find the answer for question 1.

Let students complete the activity on their own.

Check answers with the class – students must explain their answers.

Listening

Open the book to / at page 92

Ask students to look at the picture and describe it in detail.

Make some questions to get details:

Ex.

- where some things are.
- what the kids are carrying.
- what they kids are wearing.
- what animals they can see and how many.
- etc.

Explain to students that they must listen for:

- what things to colour.
- what colour to use for each.

Explain to students that they must also try to identify:

- when they have to draw.
- what to draw.
- where to draw it.

Make some concept confirmation questions like:

How do you say... "Colorea la mochila de azul"?

Make sure students understand that the instructions may be:

- Can you see the...?
- Colour it
- Would you like to draw something?
- Draw a... in the...

Play the audio – students listen and mark their choices.

Check choices with the class – students must explain their choices.

Play the audio –students listen, verify their choices and colour and draw.

Check answers with the class – students must explain their answers.

Reading

Open the book to / at page 93

Explain to students that in this part of the test, they have to complete a short text using the words in the box.

Explain that sometimes two or more words seem to be appropriate for a gap. However, only one option is correct.

Help students identify key words:

Ex.

- places– preposition - in
- connect two ideas – that
- description - have
- keep – take
- quantity – Many – and there is a capital letter
- quantity – some – other
- two actions - and

Students read and share guesses – write them on the board.

Check guesses with the whole class – students must choose the correct ones and explain their choices.

Students read the text again including the completing words.

Listening

Open the book to / at page 94

Write the names on the board – try some spelling.

Students look at the picture and tell:

- where the people are.
- what they are doing.
- what they are wearing.
- how they look – happy, sad, etc.
- etc.

Explain to students that they have to pay attention to those details – match a name with an image that shows where the person is, the activity that person is doing, the clothes he is wearing or the way he looks – happy, sad, etc.

Play the audio – students listen and mark their choices.

Check choices with the class – students must explain their choices.

Play the audio – students listen, verify their choices and draw lines.

Check answers with the class – students must explain their answers.

Reading

Open the book to / at page 95 - 96

Ask students to look and describe the picture – what may the reading be about?

Ask students to brainstorm - what can have happened before and after the family got to the beach.

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).

Students read the sentences first to identify key words.

Ex.

- weather – type
- played – who
- sit – where
- slept – who

Students read the text and find the key information – underline it.

Check underlining with the class – students explain why they decided to underline that.

Ex.

- weather – type - sunny
- It was sunny at the beach.
- On the day that they family went to the beach, the weather was sunny.

Read the paragraphs and complete the ideas below.

One paragraph at the time.