

AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 01 p.79

Topic: My house, my family

Functions: Identifying family members

Grammar: Do you live in a house or in an apartment?

Vocabulary: mother, father, brother, sister, baby, house

START Sing "The family members" song.

-Ask SS if they live in a house or in an apartment or in a house.
Tell them that you live in a house.

-Ask SS about the colour of their house.

CLASS DEVELOPMENT

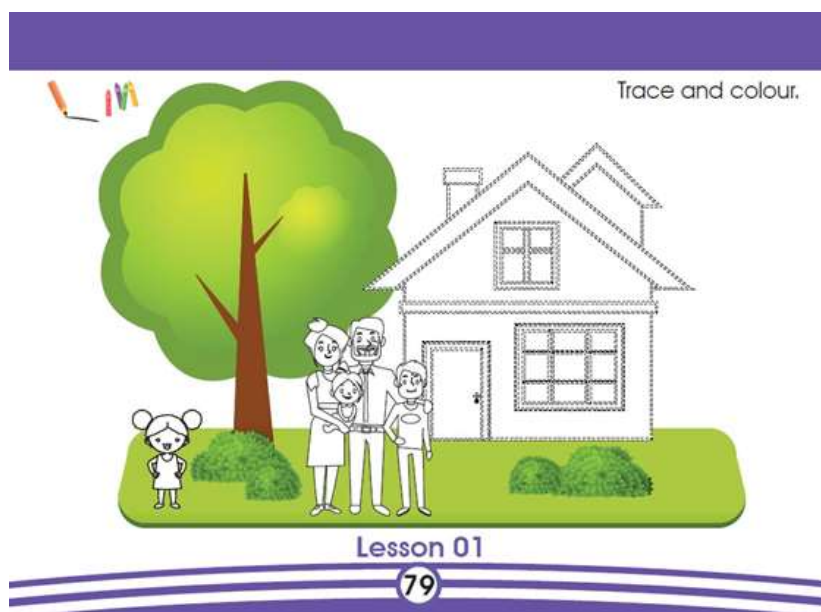
-Describe your house and tell them that you live with your family, mention your family members.

T: I live in a house; I live with my mother, my father, and my sister.

-Introduce the family members to the class. T: Who do you live with? (Ask individual Ss)

CLOSING

Work on p. 79 Ss trace the lines of the house and colour the pictures.



AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 02 p.80

Topic: Family members, rooms in a house

Functions: To identify family members and rooms in a house

Grammar: Where is mother?
Mother is in the kitchen.

Vocabulary: mother, father, brother, sister, baby, bedroom, living room, kitchen, bathroom

START Sing "The family and the rooms in the house" song.

-Show SS the family flashcards, attach them to the board and write a number under each family member.

-Name each family member and have Ss repeat after you

-Say a number and Ss name the corresponding family member.

CLASS DEVELOPMENT

-Introduce the rooms of a house. Use flashcards or printed pictures. Attach them to the board.

T: Mother is in the kitchen.

Choose a volunteer to place mother in the corresponding room.

-Repeat the action with different family members and rooms.

CLOSING

Work on p.80 Ss listen to you and match the family members to the corresponding room.

T: Take your green colour.

Father is in the bedroom. Repeat the action with the other family members and rooms:

Blue / Sister / bathroom.

Orange /mother /kitchen.

Red / brother / living room.



AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 03 p.81

Topic: Rooms in the house

Functions: Identifying rooms in the house

Grammar: The orange monster is in the living room.

Vocabulary: bedroom, kitchen, bathroom, living room

START Ask Ss to stand up and do some exercises.

-Attach the family cut-outs to the board.

T: Who's he? Ss: Father

Do the same with the other family members.

-Attach the rooms of the house to the board. Give Ss commands to place different family members in the rooms.

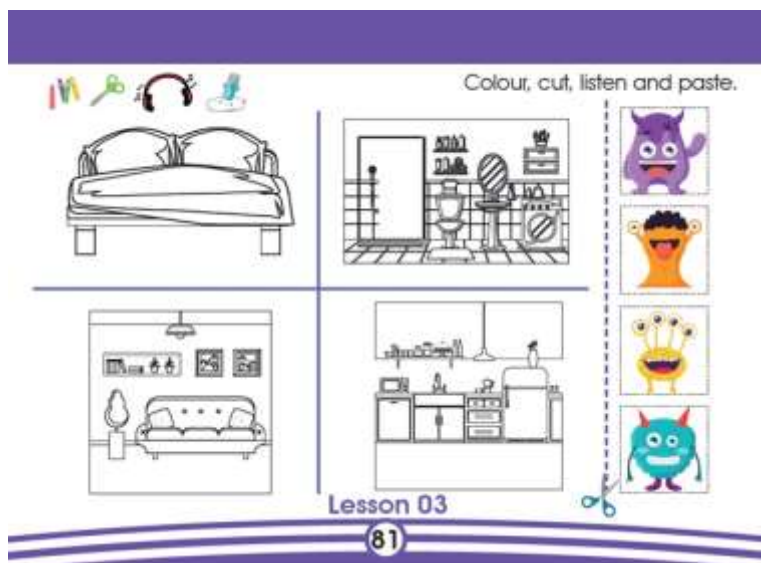
CLASS DEVELOPMENT

-Work on p. 81. Ss colour the rooms, cut the lkions and paste them in the corresponding room according to what you say.

T: One, the blue lkions is in the living room. Continue in the same manner: orange lkions/bathroom, purple lkions/ bedroom, yellow lkions/kitchen.

CLOSING

Choose two volunteers, pass them to the front one stands looking at the class and the other looking at the board. The one that is looking at the board, take the family member you mention and attach it to the room he / she wants. The S that is looking at the class tries to guess where the family member is. The class say if he / she is correct or not.



AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 04 p.83

Topic: Rooms in the house / furniture

Functions: Identifying rooms in the house
Relating furniture to the rooms

Grammar: What's this? A sink.
Where does it go? In the bathroom.

Vocabulary: bedroom, bathroom, bed, bathtub, sink, toilet, closet, lamp

START Sing "The family" song

-Tell SS that you bought some furniture for your house, but you don't know where they go.

-Introduce the furniture

-Take a flashcard

T: This is a sink. What's this?

Ss: A sink

T: Where does it go? Ss: In the bathroom.

T: Puts it in the corresponding room.

Repeat the action with more furniture.

-Work on p.83. Ss look at the two rooms in the middle of the page. Then they colour the frames of the furniture according to the code. Orange if the furniture goes in the bedroom or blue if it goes in the bathroom.

CLOSING

Choose a volunteer, he /she takes an object from a box.

The rest of the class ask her/him what he/she has. Class: What do you have?

S: A bed Class: Where does it go? S: In the bedroom.

Repeat with more objects.



AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 05 p.84

Topic: Rooms in the house / furniture

Functions: Identifying rooms in the house
Relating furniture to the rooms

Grammar: Which one doesn't belong? The bed.

Vocabulary: bedroom, bathroom, kitchen, living room, stove, fridge, oven, closet, mirror, bathtub, sink, TV, sofa, lamp

START

Ask Ss to make a circle and sit down. Give them the furniture and the rooms flashcards you have checked. Play some music, Ss pass the cutouts and when the music stops the S who keeps a flashcard will say what it is.

-Attach the flashcards to the board, Ss have to name them.

-Say some statements, if the statement is true Ss hold up their thumbs up if it is false, they put their thumbs down.

T: The bed goes in the kitchen

Ss: (Put their thumbs down)

CLASS DEVELOPMENT

-Put a picture of a room of the house and under it, put two objects we found there and one we don't. T: Which one doesn't belong?

SS: Name the object that doesn't match

T: Say goodbye to it with a cross out. (T. ask a S to cross it out)

CLOSING

Work on p. 84 SS look at the rooms of the house on the left side of the page and cross out the object that doesn't match.

Look and cross out .

Lesson 05

84

AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 06 p.85

Topic: Furniture

Functions: Identifying furniture in the house

Grammar: What's this? It's a stove.

Vocabulary: toilet, sink, fridge, bed, sofa, stove, lamp, TV

START Take SS to the patio. Attach the rooms flashcards in different places on the patio.

T: Attention, everybody run!

Ss: (Ss run)

T: Now, STOP! Everybody go to the kitchen

Ss: (Ss move where the flashcard is)

-Go back to the classroom. Show Ss the furniture cut-outs.

T: What's this? Ss: It's a fridge

T: Where does it go?

Ss: It goes in the kitchen.

CLASS DEVELOPMENT

-Work on p. 85 Ss colour the pictures, cut and paste them in the notebook.

CLOSING

Have Ss stand up in a line. Give a card to the one that is at the front of the line.

S: It's a table (he/she gives the card to the next S) Give cards to the first S as fast as you can.



AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 07 p.87

Topic: Rooms in a house

Functions: Identifying rooms in a house

Grammar: The green monster is in the living room.

Vocabulary: bedroom, bathroom, kitchen, living room, monster, yellow, orange, blue, green

START

Describe a room the house and Ss try to guess it.

T: This room is big, there is a sink and a toilet here.

You can take a shower in this room. What room is it?

Ss: The bathroom

-Attach the flashcards of the rooms to the board.

-Ask SS about the family members they remember.

-Give the family members to the Ss that say a family member first.

CLASS DEVELOPMENT

-Work on p. 87 SS listen to you and colour the monsters according to your instructions.

T: The yellow monster is in the kitchen. Colour it, please.

Repeat the action with the other monsters.

Orange/bathroom.

blue/bedroom.

green/living room.

CLOSING

Check Ss answers T: Where is the green monster? Repeat with the other monsters.



AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 08 p.88

Topic: Furniture / numbers

Functions: Identifying furniture
Counting from 1 to 5

Grammar: How many tables are there? There are three.

Vocabulary: lamp, TV, table, bed, sofa, one, two, three, four, five

START Sing: "The number" song

-Hold up a book, hide a number card inside it. Slowly start to show part of the card. Ss try to guess the number.

-Ask Ss to count from 1 to 5 and then backwards.

CLASS DEVELOPMENT -Ask the numbers to individual Ss.

-Work on p. 88 SS count the objects, write the number in the box and colour the pictures.

CLOSING Write two pairs of numbers 1-5 on the board and ask some Ss (included the lower ones) to erase the numbers you say.
T: Charles, help me erasing a number two.

Count, write and colour.

Lesson 08

88

AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 09 p.89

Topic: Rooms in the house / furniture

Functions: Identifying and associating furniture with rooms

Grammar: What's this? It's a fridge.

Where does it go? In the kitchen.

Vocabulary: bedroom, bathroom, living room, kitchen, sofa, sink, table, TV, toilet, fridge

START

Take Ss to the patio. Have them sit in a circle. Give a furniture cut-out to a S, he / she passes it around. As Ss receive the cut-out, they should describe it "This is a chair" and pass it to the S next to him / her. He / she continues in the same manner. When you shout: Run-around! The S holding the cut-out stands up and run around the outside of the circle. You try to win his / her place in order he / she takes yours. Repeat with more Ss.

-Go back to the classroom, attach the rooms flashcards in different places in the classroom. Hold up each one at a time, name it and Ss repeat after you.

CLASS DEVELOPMENT

-Hold the furniture cut-out and the first S that names it, paste it under the corresponding room.

-Work on p. 89 Ss cut the furniture cut-outs and paste them under the corresponding room.

CLOSING

Check Ss answers T: Where does the sofa go?

Ss: In the living room.

Cut and paste.

Lesson 09

89

AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 10 p.91

Topic: Furniture / sizes

Functions: Describing objects

Grammar: Is the table big, medium, or small?

Vocabulary: chair, stove, lamp, bathtub, big, medium, small

START

Give some playdough to the SS tell them to make a big circle with it, then a small one and finally a medium one. Model the action.
Tell them that a medium object is not big and is not small, is medium size.

-Draw three objects on the board (3 books) one small, one medium and one big. Write a number 1-3 under them.

T: Which book is big? Number 1,2 or 3?

Ss. Three!

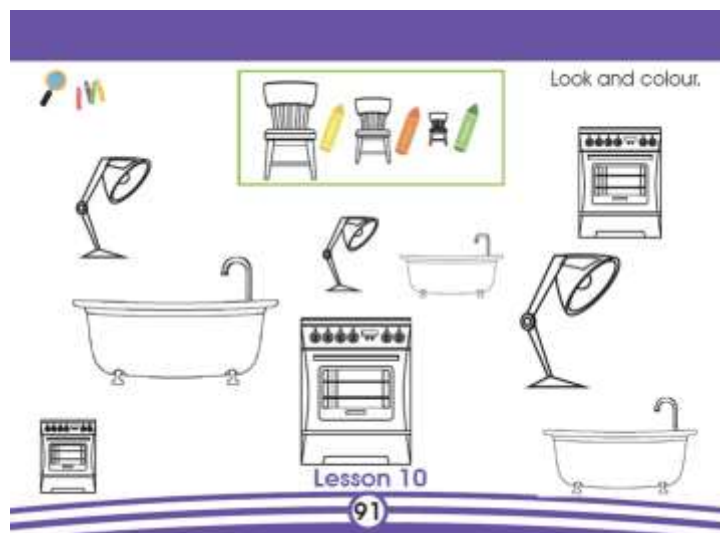
Repeat the action with the other numbers and more sets of pictures.

CLASS DEVELOPMENT

-Work on p.91 Ss colour the three chairs in the green box with the corresponding colour and then, they colour the objects according to that code: small-green, medium-orange and big-yellow.

CLOSING

Suggested activity: Read or tell Ss the story "Goldilocks and the three bears".
Ask Ss questions about it. T: Is the baby big? Ss: No
T: What colour is the medium bowl?



AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 11 p.92

Topic: Numbers

Functions: Identifying numbers

Grammar: What number is this?

Vocabulary: one, two, three, four, five, six, seven, eight, nine, ten

START

Take Ss outside divide them in teams assign them a number, they have to form it using their body. Repeat the action using different numbers

-Go back to the classroom and show Ss the number cards. They identify the numbers, count, and show you the corresponding number of fingers.

CLASS DEVELOPMENT

-Work on p.92 Ss listen to you and colour the numbers according to your instructions.

T: The number seven is green. Colour it, please.

Six-yellow/eight-blue/ten-red/nine-purple.

CLOSING

Number competition. Divide the board in two. Choose two volunteers, say a number and S who writes it first wins. Repeat with more Ss.

Listen and colour.

6 7 8

9 10

Lesson 11

92

The activity page features a purple header bar at the top. Below it, on the left, is an icon of a pair of headphones and a pencil. On the right, the text 'Listen and colour.' is written. In the center, there are five large, hollow numbers: 6, 7, 8, 9, and 10, arranged in two rows (6, 7, 8 on top; 9, 10 on bottom). At the bottom of the page, there is a purple footer bar with the text 'Lesson 11' and the page number '92' inside a small circle.

AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 12 p.93

Topic: Rooms in the house

Functions: Identifying rooms in the house

Grammar: How many rooms are there in your house?
There are eight.

Vocabulary: bedroom, living room, kitchen, bathroom

START Sing "The family members" song.

-Show Ss the family members flashcards they have to name them.

-Ask Ss to tell you the rooms of the house they remember.

CLASS DEVELOPMENT -Attach the rooms of the house to the board and give Ss. instructions for pasting the family members in the room you say.
T: mother is in the kitchen

-Work on p.93 Ss draw their house and colour it.

CLOSING Ss describe their house and the rooms.



AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 13 p.94

Topic: Toys and prepositions

Functions: Identifying toys and positions

Grammar: Where is the teddy bear?
It's on the bed.

Vocabulary: on, in, teddy bear, robot, doll, ball, car, monster

START Give Ss instructions to practice prepositions.

T: Everybody stand on the table.

T: Everybody sit down on the floor.

T: Everybody under the table.

-Introduce the toys to the Ss using the flashcards.
Show them to the Ss as fast as you can. Ss try to guess.

-Attach the pictures to the board, name them as you point to them.
Ss repeat after you.

T: This is a monster. Repeat please.

Ss: This is a monster Repeat the action with all the toys.

-Give Ss instructions for placing the toys in different positions.
T: put the teddy bear under the desk.

CLASS DEVELOPMENT

CLOSING

Work on p. 94 Ss listen to you and colour the toys according to your instructions.

T: The robot is in the box, colour it orange.

Repeat the action with different toys:

car-on-blue

teddy bear-on- yellow

doll-on- purple

ball-on- red

monster-in- green.



AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 14 p.95

Topic: toys / prepositions

Functions: Identifying toys and prepositions

Grammar: Where's the car?
It's under the table.

Vocabulary: teddy bear, ball, doll, car, robot, on, under

START

Ask ss to use their fists to practice prepositions. Tell them to put the left one in front of them and don't move it. Use the right hand to simulate a rabbit (moving the index finger and the middle finger up and down) give Ss instructions.

T: The rabbit is on (move the right hand according to the instruction, Ss follow you)

Repeat with different commands.

-Ask Ss to name the toys they remember from the previous class.

-Ask them about their favourite toy.

-Draw a table, a fridge, and a bed on the board.

CLASS DEVELOPMENT

-Tell them that some of the toys are under their chairs. They have to find them.
(prepare this activity before your Ss arrive to the classroom)

T: Jane, what do you have?

S: I have a ball

T: Give it to a friend that doesn't have a card, please.

T: Rouse, attach the ball under the fridge.

Continue in the same manner with the other toys.

CLOSING

Work on p. 95. Ss colour the toys according to your instructions.

T: The green robot is under the chair. Colour it.

Repeat with the other toys.

yellow ball- on- stove

purple doll- on- chair

orange car-under- table

pink teddy bear-on-fridge.



AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 15 p.96

Topic: Toys / prepositions

Functions: Identifying and describing positions

Grammar: Is the car under the table? No
Where is it? The car is on the table.

Vocabulary: on, under, in, boat, car, doll, monster

START

Ask Ss to line up, stand in front of them. Show Ss some printed pictures of toys in different positions. Say statements and explain Ss that if what you say is true, they have to jump to the left, if it is false, they jump to the right.
T: the monster is in the box.

-Review the prepositions using your hands like in the previous class.

-Attach your printed pictures to the board. Write: Yes/No under each picture. Choose a volunteer, he/she goes to the front. Listens to you and circle the correct option.

T: The car is under the bed S look at the picture and circle the correct word. Repeat the action with more Ss.

CLASS DEVELOPMENT

CLOSING




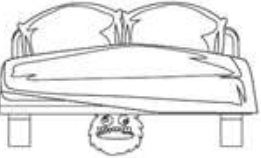
Work on p.96 Ss listen to the statements you say and circle the correct word.

T: One, the car is under the table. Two, the boat is in the bathtub.

Three, the doll is on the stove.

Four, the monster is on the bed.

Listen, circle and colour.

 <p>Yes No</p>	 <p>Yes No</p>
 <p>Yes No</p>	 <p>Yes No</p>

Lesson 15

96

AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 16 p.97

Topic: Toys / numbers

Functions: Counting 1-10
Identifying numbers

Grammar: What number is it?
It's the number seven.

Vocabulary: one, two, three, four, five, six, seven, eight, nine, ten, ball, teddy bear, monster, doll

START Give Ss some clothespins to practice counting.
Say a number and Ss put the corresponding number of clothespins together

-Show Ss the number cards, they have to identify the numbers.

CLASS DEVELOPMENT


-Attach the cards to the board and ask different volunteers to circle them according to your instructions.


T: John, circle the number two.


Repeat with all the numbers.


CLOSING Work on p. 97 Ss Look at the numbers and colour the corresponding number of toys.

Count and colour.

7 | 

8 | 

9 | 

10 | 

Lesson 16

97

AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 17 p.98

Topic: Toys

Functions: Saying the toys, they have

Grammar: What toys do you have?
I have a car.

Vocabulary: teddy bear, car, boat, doll, monster, robot, ball

START Take Ss to the patio. Ask them to make a circle and stand in the middle of it. They have to toss the ball until you say STOP! Ask the S who keeps the ball about the toys they have at home. Repeat the action several times.

-Display a real box. Put the robot card on the box.

T: Look! the robot is on the box.

Ss repeat:

Ss: on the box, on the box. The robot is on the box.

Repeat with different toys and prepositions.

CLASS DEVELOPMENT

-Work on p.98. Ss listen to you and circle the correct picture in each case.
T: The girl has a ball. Circle the corresponding picture.

-The monster has a teddy bear. Circle the corresponding picture.

-The boat has a boat. Circle the corresponding picture.

CLOSING Attach the toys to the board and have different Ss to stand up and point to some of them.

Listen, circle and colour.

Lesson 17

98

AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 18 p.99

Topic: Toys / colours

Functions: Identifying toys and colours

Grammar: The blue monster has a blue boat

Vocabulary: monster, car, boat, clown, ball, blue, green, purple, orange

START

Ask Ss to make a circle, play hot potato with a ball.

CHANT: Hot potato, hot potato, hot potato, hot! Hot potato, hot potato, hot!
hot! hot!

S who keeps the ball identify the toy you show.

-Attach the furniture cards to the board. Divide the class in two teams.

Have a member from the first team go to the front.

Give him/her a command for putting a toy in, on or under the furniture.

If he/she, does it correctly he/she wins a point for his / her team.

Repeat the action more times.

CLASS

DEVELOPMENT

-Work on p. 99 Ss listen to you, match and colour the toys according to your instructions.

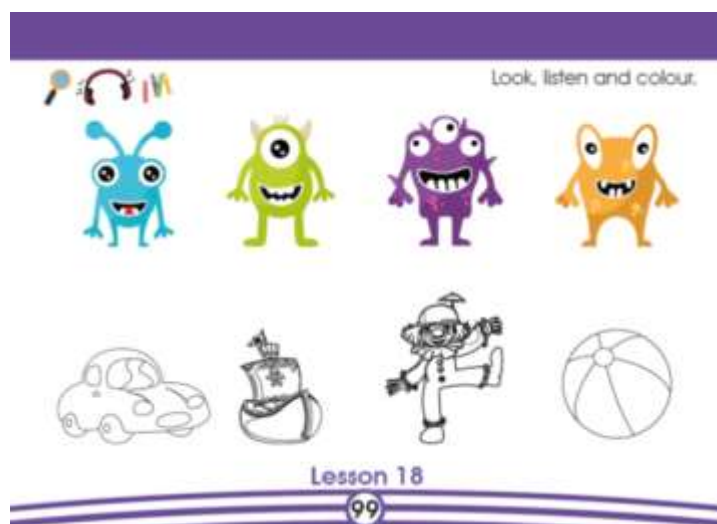
T: Take your blue. The blue monster has a blue boat. Repeat with the other toys: green monster-green clown/purple monster- purple ball/ orange monster-orange car.

CLOSING

Check their answers.

T: What does the blue monster have?

Ss: A blue boat. Repeat with the other monsters and toys.



AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 19 p.100

Topic: Family / chores

Functions: Identifying family members and chores

Grammar: Father is setting the table.

Vocabulary: making the bed, cooking the food, setting the table, washing the dishes, picking up the toys

START Sing "The family members" song.

-Talk about the importance of working together in the classroom.

-Ask a S to help you putting an object in the classroom in the corresponding place. Repeat with more objects or trash in case you need to clean the classroom.

CLASS DEVELOPMENT -Ask SS if they help at home, and how they do it.

-Introduce the chores using the flashcards or printed pictures.
T: What is father doing? T: Father is washing the dishes. Repeat.
Ss: Father is washing the dishes.

CLOSING Work on p. 100 Ss listen to you and colour the frames according to your instructions.

T: Father is setting the table, colour the frame, purple.
Repeat with the other chores and family members.
brother-washing the dishes-orange.
mother-cooking the food-yellow.
sister-picking up the toys-red.
sister- making the bed- pink.



AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 20 p.101

Topic: Family / chores

Functions: Identifying family members and chores

Grammar: Father is setting the table.

Vocabulary: making the bed, cooking the food, sweeping the floor, setting the table, washing the dishes, picking up the toys, feeding the dog

START Sing "The family members" song.

-Mime some chores and Ss have to guess them.

-Ask Ss some questions about the chores they do at home

T: Do you set the table at home?

Ss: Yes/No

CLASS DEVELOPMENT Repeat with different chores.

-Attach the flashcards to the board and number them.

Say an action and Ss say the correct number.

CLOSING

Work on p. 101 Ss cut the numbers. Listen to you and number the pictures.

T: One, the boy is feeding the dog. Two, the boy is setting the table. Three, the girl is picking up the toys.

Four, the boy is making the bed. Five, the boy is sweeping the floor

Listen, cut and paste.

Lesson 20

101

AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 21 p. 103

Topic: Chores / Actions

Functions: Identifying chores

Grammar: The boy is sweeping the floor.

Vocabulary: making the bed, cooking the food, sweeping the floor, setting the table, washing the dishes, picking up the toys, feeding the dog, sleeping, watching TV.

START Make an exercise routine with the students.

-Have Ss sit in circle and pass around the chore cards, play a song.
Stop it and ask Ss holding the cards to identify the chore. T: Who's he?
Ss: Father
T: What is he doing? Ss: Sweeping the floor.













CLASS DEVELOPMENT

-Ss listen to you and colour the corresponding hand.
T: One, the boy is sweeping the floor. Yes or No.
Two, the girl is picking up the toys. Yes or No.
Three, the boy is feeding the dog. Yes or No.
Four, the girl is watching TV. Yes or No.
Ss colour the pictures.

CLOSING

Ask Ss about the pictures.
T: What's the girl doing?
Ss: Sleeping. Repeat with the other pictures.

Colour.

			
 Yes	 Yes	 Yes	 Yes
 No	 No	 No	 No

Lesson 21

103

AMAZING KIDZ 2 UNIT 3

AT HOME

Lesson 22 p.104

Topic: Chores

Functions: Expressing actions

Grammar: I wash the dishes.

Vocabulary: making the bed, cooking the food, sweeping the floor, setting the table, washing the dishes, picking up the toys, feeding the dog, sleeping, watching TV.

START Ask Ss to help you tidy the classroom.

-Tell Ss that they are good helpers.

-Choose a class helper

-Ask SS about what would happen if nobody helped at home.

CLASS DEVELOPMENT

-Work on p. 104 Ss listen to you and match the monster to the chores he does.

T: The monster sets the table, take your green and match it to the corresponding picture.

The monster feeds the fish, take your orange and match it to the corresponding picture.

The monster washes the dishes, take your yellow and match it to the corresponding picture.

CLOSING

Attach the chores cards in different places in the classroom, ask Ss to stand up and point to them.



Listen and match.

I'm a good helper.

Lesson 22

104

The page features a central illustration of a smiling orange monster with horns and a mustache. Surrounding the monster are five small illustrations: a girl sweeping, a boy setting a table, a boy washing dishes, a boy feeding a dog, and a boy feeding a fish. At the top left, there is an icon of headphones and a pink dot. The page is framed by a purple header and footer with decorative wavy lines at the bottom.

AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 23 p.105

Topic: Chores

Functions: Identifying chores

Grammar: The girl is making the bed.

Vocabulary: making the bed, cooking the food, sweeping the floor, setting the table, washing the dishes, picking up the toys, feeding the dog

START

Ask six Ss to go to the front and hold the chores cards.
Call out a chore. The S holding the corresponding card gives a step forward, jumps and spins around.
Continue calling up the other chores.

-Remind Ss that being part of a family includes helping with chores.

CLASS DEVELOPMENT

-Attach the flashcards to the board. Point to a card and ask them to raise their hand if they do that chore at home.
Repeat with different flashcards.

CLOSING

Work on p. 105. Ss play in pairs. They cut the monsters; roll a dice to play snakes and ladders.
They have to name the chores if they fall in box 2,4,6,8 or 10.



AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 24 p.107

Topic: Chores

Functions: Identifying chores

Grammar: I set the table.

Vocabulary: make the bed, cook the food, sweep the floor, set the table, wash the dishes, pick up the toys, feed the dog

START

Divide the class into two teams. Place the chores cards face down in a pile. Invite a S from the first team to the front. Have him/her take a card and mime the action to his/her team. Repeat the action with the other team. The team with the most points at the end of the game is the winner.

-Ask Ss about the chores they do at home and create a graph on a cardboard.

T: How many of you set the table at home? Let's count, one, two, three.
How many? Ss: three.

CLASS DEVELOPMENT

-Work on p. 107. Ss draw themselves doing a chore at home. Then they colour their drawings.

CLOSING

Choose a volunteer he/she goes to the front and describe his/her picture.

S: I feed the dog at home.

T: Congratulations! You are a good helper.

Repeat with more Ss.



AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 25 p.109

Topic: The family/rooms in the house

Functions: Identifying family members and rooms in the house

Grammar: This is mother.
This is the living room.

Vocabulary: mother, father, brother, sister, baby, grandma, grandpa, kitchen, bedroom, bathroom, living room

START Hide the cards in different places in the classroom and ask Ss to help you finding them.

T: Charles, who's he? S: Grandpa!
Repeat with more Ss.

-Attach the cards to the board, choose a volunteer he/she will be the teacher. He / she points to the pictures on the board, name them and the rest of the group repeats with him/ her. Choose different volunteers.

CLASS DEVELOPMENT

-Work on p. 109 Ss listen to you and colour the frames according to your instructions.

T: Where's mother? Colour the frame, blue.

Repeat the activity with the other pictures.

Baby-red / grandpa-yellow / father-green / brother- purple / grandma-orange / sister-pink / living room- brown / bathroom-black / kitchen-white / bedroom- blue.

CLOSING

Choose a S, he/she goes to the front, and throws a ball to hit a picture, and name it.



AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 26 p.110

Topic: Prepositions / colour

Functions: Identifying prepositions and toys

Grammar: The monster is under the table.

Vocabulary: on, under, monster, red, blue, green, yellow, orange, purple

START

Ask Ss to sit down or stand up following your commands.

T: girls, sit down on the floor.

T: Boys, stand up on the table, etc.

-Give Ss some toys cards for placing them in different places in the classroom

T: Tom, take the doll and put it under your chair.

-Review the prepositions using their hands as in previous classes.

CLASS DEVELOPMENT

-Work on p. 110 Ss colour the monsters according to your instructions.

T: The yellow monster is under the chair. Colour it, please.

Continue in the same manner.

blue-under the table / red- on the bed / green-on the table / orange-under the

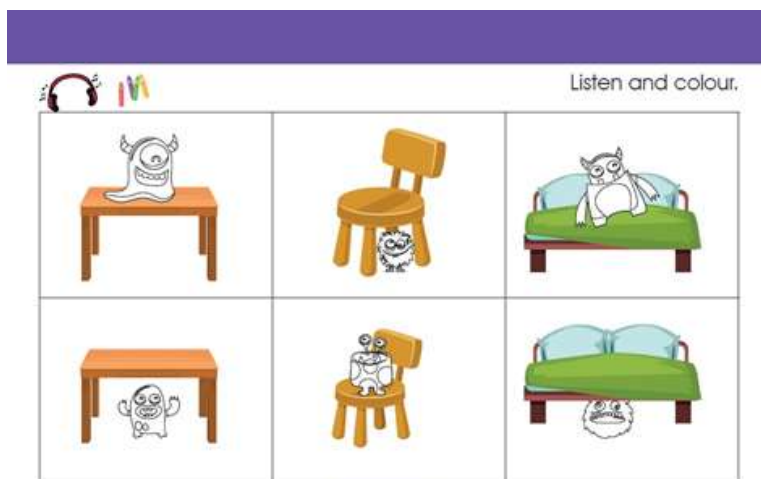
bed / purple on the chair.

CLOSING

Check Ss answers.

T: Where's the green monster?

SS: On the table.



Lesson 26

110

AMAZING KIDZ 2 UNIT 3 AT HOME

Lesson 27 p.111

Topic: Toys / sizes

Functions: Identifying toys and sizes

Grammar: The small car is red.

Vocabulary: teddy bear, doll, car, robot, monster, ball, boat, big, small

START Play giants and dwarves

-Ask Ss to find some big and small objects in the classroom.

-Put the toys cards in the real box you use in previous lessons.

CLASS DEVELOPMENT

-Ask a Ss to take a picture without looking at it. Show it to his/her classmates.

He/she tries to guess.

S: Is it a car? Ss: No

S: Is it a ball? Ss: Yes.

Repeat with more Ss.

CLOSING

Work on p. 111. Ss colour the pictures with the colours they want.

Then you give them instructions for circling or crossing out five toys.

T: Take your orange and circle the small robot.

Take your brown and cross out the big car

Take your green and circle the big monster.

Take your purple and cross out the small doll.

Take your red and circle the small teddy bear.

Colour, listen, circle and cross out.



Lesson 27

111