

# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 01 p.41

**Topic:** Parts of the face

**Functions:** Identifying the parts of the face

**Grammar:** What's this?  
It's a nose.

**Vocabulary:** eyes, nose, ears, mouth, face, hair

**START** Sing "The parts of the face" song.

-Ask SS to put their hands up and touch the different parts of the body  
T: this is my head.  
Ss repeat.

-Introduce the new vocabulary using flashcards.

-Attach a poster of a face to the board if you don't have it, draw a big face on a cardboard.

### CLASS DEVELOPMENT

Write the names of the parts in separate papers and paste them at the bottom of the board.

Read the words, Ss repeat them.

Choose some Ss to pass and attach the names in the corresponding part.

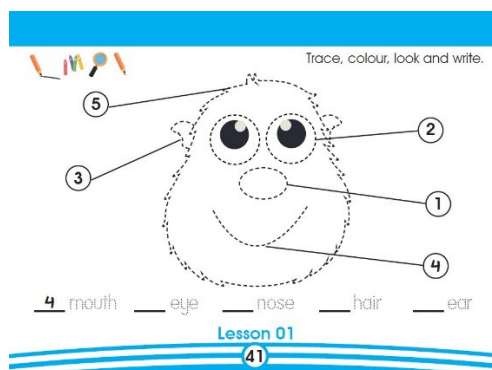
-Work on p.41 Ss trace and colour the monster's face, then they trace the names when you tell them and write the correct number on the lines.

### CLOSING

Check their work. Say a number and SS name the part of the face.

T: Four

SS: Mouth!



# AMAZING KIDZ 3 UNIT 2

## MY BODY

Lesson 02 p.42

**Topic:** Body parts

**Functions:** Identifying facial features

**Grammar:** What's this?  
It's a leg

**Vocabulary:** neck, leg, hand, arm, shoulder, knee, head, foot

**START** Sing "The body parts" song.

-Have Ss stand up, name different body parts and they have to touch them

T: Where is your arm?

T: This is my arm (pointing to it) ask SS to repeat.

Ss: This is my arm. Repeat with more body parts.

**CLASS DEVELOPMENT**

-Attach a poster of a body, ask a volunteer to stand up and point to the body part you say. Repeat with different Ss.

-Review the "reading by word cards" corresponding to the body parts.

Attach them to the board and SS help you to put them in the correct place.

**CLOSING**

Work on p.42 SS trace the words, match them to the corresponding body part and colour the boy.

Trace, match and colour.

neck

arm

shoulder

head

leg

hand

knee

foot

Lesson 02

42

**AMAZING KIDZ 3 UNIT 2**  
**MY BODY**

**Lesson 03 p.43**

**Topic:** Body parts / Numbers

**Functions:** Identifying body parts and numbers 1-5 /Counting 1-10

**Grammar:** What's this? It's a nose.

How many noses do you have? I have one nose.

**Vocabulary:** eyes, nose, ears, mouth, face, hair, neck, leg, hand, arm, shoulder, knee, head, foot

**START** Sing "The body parts" song. Ask SS to touch their body parts, first slow and then fast.

-Put the flashcards on the desk and the name cards on the board.

-Tell a S to pass to the front, take a picture, say what it is and paste it in front of its name card.

**CLASS DEVELOPMENT**

-Ask SS how many body parts they have.

T: How many eyes do you have? Let's count them! T/ Ss: One, two!

T: Yes, I have two eyes (repeat)

Ss: I have two eyes. Repeat with more body parts.

-Work on p. 43 Ss trace the words, count the monster's body parts, write the numbers and colour it.


**CLOSING**

Check their work.










T: How many eyes does the monster have?

Ss: four!

T: Repeat! He has four eyes.

 Trace, count, write and colour.

**How many?**

<input type="checkbox"/>  hands		<input type="checkbox"/>  heads
<input type="checkbox"/>  feet		<input type="checkbox"/>  arms
<input type="checkbox"/>  eyes		<input type="checkbox"/>  legs
<input type="checkbox"/>  fingers		<input type="checkbox"/>  knees

**Lesson 03**

**43**

# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 04 p.44

**Topic:** Body parts / Left-right

**Functions:** Identifying sides, following commands

**Grammar:** Raise your left hand.  
Touch your right foot.

**Vocabulary:** body, head, shoulder, arm, leg, hand, foot, feet, finger, knees, toes, left, right

#### START

Ask SS to stand up and make a line. You must be at the beginning of the line.

T: This is my left hand (raising hand)

Ss: They repeat: left

Do the same with the right hand.

-Give SS directions for jumping to the left and to the right.

-Divide the board in two sides. Give SS some body parts cards and give SS directions for pasting them on the correct side of the board.

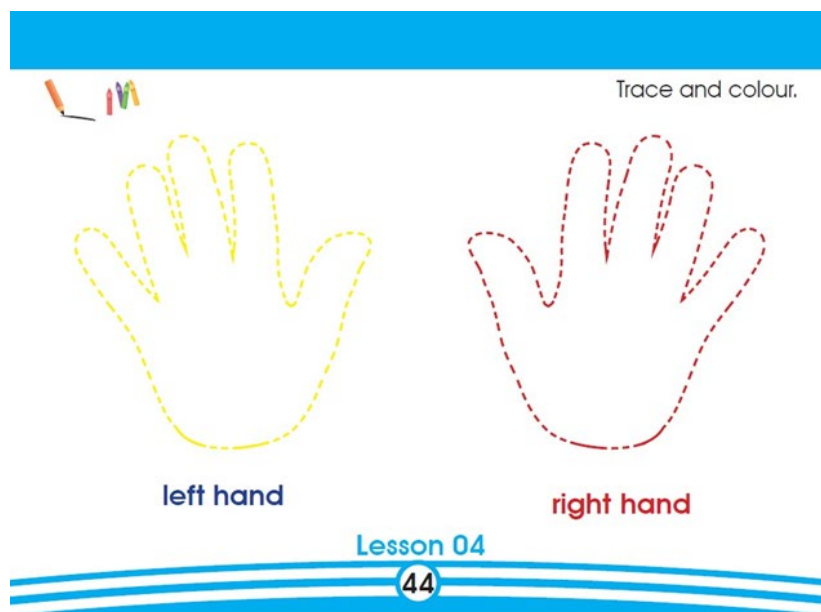
#### CLASS DEVELOPMENT

-Draw two arrows one pointing to the left and the other pointing to the right. Write left-right under them.

-Work on p.44 Ss Trace and colour the hands with the corresponding colours.

#### CLOSING

Ask Ss to stand up and perform different actions on both sides of the classroom.



# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 05 p.45

**Topic:** Body parts

**Functions:** Identifying body parts and sides

**Grammar:** What's this?  
It's a leg.

**Vocabulary:** body, head, shoulder, arm, leg, hand, foot, feet, finger knees, toes

#### START

Ask Ss to stand up and choose a classmate to work with. Say a body part and they have to touch their classmate's body part.  
Start saying the parts slow and then fast.

-Attach the body parts in different places in the classroom.  
Choose a volunteer, he/she run and touches the parts you say.

-Ask SS to point to the left side of the classroom and then to the right.  
Tell them to touch different body parts.  
T: Touch your left foot.

#### CLASS DEVELOPMENT

-Work on p. 45 Ss colour the body parts on the right, cut and paste them in the corresponding place.

#### CLOSING

Make a circle and walk to the right and then to the left.  
Repeat the action with different verbs: run, hop, swim.

Colour, cut and paste.

Lesson 05

45

# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 06 p.47

**Topic:** Left-right

**Functions:** Identifying sides

**Grammar:** This is the left hand.

**Vocabulary:** fish, left, right, swim

#### START

Ask SS to sit down in a circle and toss a ball to the right. They say right, right, right. Until you say STOP! The S who keeps the ball says a phrase:  
Ss: This is my head. Repeat the action tossing the ball to the left.

-Draw a line on the floor and make Ss jump to the left and to the right.  
Repeat with more actions (hop, run and swim)

#### CLASS DEVELOPMENT

-Work on p. 47 Ss look at the fish and colour the ones that are swimming to the left, yellow and the others swimming to the right, red.  
Then, they count them and write the number in the circles.

#### CLOSING

Pre-cut some circles of different colours.  
Attach them to the floor and play twister to practice colours and sides.

Colour, count and write.

left

right

Lesson 06

47

# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 07 p.48

**Topic:** The five senses

**Functions:** Identifying senses

**Grammar:** I use my eyes to see.

**Vocabulary:** eyes, nose, hand, ear, mouth, tongue, sight, smell, taste, touch, hearing

#### START

Blindfold some Ss give them different objects to smell, and they will try to identify them.

-Ask Ss about the things they smell ask them to tell you more examples.

-Ask them about the things they can hear (pointing to your ear).  
Do the same for the things they can see, touch and taste.

-They have to tell you the body part they use to do those actions.

T: I use my eyes to see (Ss repeat).

T: I use my nose to smell (Ss repeat).

Do the same with the other body parts.

-Explain to them that the 5 senses help us identify the colours we see, the flavours we taste, the soft sounds we hear, the hard things we touch, etc.  
Introduce them using the flashcards.

#### CLASS DEVELOPMENT

#### CLOSING

Work on p. 48. Ss trace the paths and colour the pictures as they say:

T: The sense of sight allows me to see a rainbow.

T: The sense of smell allows me to smell the flowers.

Continue with the other senses.

Trace and colour.

sight

smell

touch

hearing

Lesson 07

48

# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 08 p.49

**Topic:** The five senses

**Functions:** Identifying senses

**Grammar:** I can taste an ice cream.

**Vocabulary:** sight, smell, taste, touch, hearing

#### START

Ask Ss to close their eyes and play with some noises made by different objects or animals. They try to identify them.

-Review the five senses. Show Ss the pictures, make them repeat.  
Attach the pictures to the board.

-Give SS different pictures (a bell, a car, a teddy bear, a banana, a telephone, etc.)  
Ss go to the board and paste them under the corresponding sense.

#### CLASS DEVELOPMENT

-When they finish, tell them to name one more example that could go in each sense.

-Work on p.49 Ss Look at the pictures and draw one more item they can smell, touch, and hear.










#### CLOSING

Check their answers.

T: I can smell trash, flowers and ...

Ss: Ss give their answer. Repeat the action with the other senses.

Draw and colour.

		smell 
		taste 
		hearing 

Lesson 08

49



# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 09 p.50

**Topic:** The five senses

**Functions:** Talking about what they can see, smell, touch, taste and hear

**Grammar:** I can hear a bell.

**Vocabulary:** sight, smell, taste, touch, hearing

#### START

Hide the senses flashcards. Ss, help you find them.  
Make a circle, play some music.  
They have to pass the pictures.  
When the music stops, they name the sense they have.

-Review the five senses. Show Ss the pictures, make them repeat.  
Attach the pictures to the board.

-Choose five volunteers to pass and draw something they see, hear, touch, smell and taste.

-Mention some examples and they have to name the sense you are using.

T: a lollipop

Ss: taste

T: The sky

Ss: sight

#### CLASS DEVELOPMENT

-Work on p. 9 Ss listen to the teacher, point and colour the pictures.

T: I can smell the flowers.

Point to the flowers. Colour the picture, yellow.

#### CLOSING

Take Ss outside to observe where they can use their senses.



# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 10 p.51

**Topic:** The five senses

**Functions:** Talking about what they can touch

**Grammar:** The table is hard.

**Vocabulary:** Sense of touch, soft, smooth, rough, hard

#### START

Blindfold some Ss give them objects of different textures to touch and they will try to identify them.

-Review the senses. Make emphasis on the sense of touch.  
Talk about the things they touched previously, their texture.

#### CLASS DEVELOPMENT

-Tell Ss that all the things they touch have a different texture.  
Give some examples using realia to introduce the textures.

T: The table is hard, look! (hits the table and says ouch!)

Ss give another example of a hard object. Repeat with the other textures.

#### CLOSING

Work on p. 51. Ss colour the pictures cut them and paste them in the corresponding place.

Trace, colour, cut and paste.

soft

smooth

hard

rough

touch

Lesson 10

51

# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 11 p.53

**Topic:** The five senses

**Functions:** Talking about what they can taste

**Grammar:** I can taste a lemon

**Vocabulary:** Sense of taste, sour, sweet, salty, popcorn, lollipop, lemon, cake, ice cream, salt, chips, chocolate

**START** Bring some real food (popcorns, lollipops, a lemon) SS will try them.

-Talk about their experience trying those things.

-Introduce the flavours:

T: The lollipops are sweet T: The lemon is not sweet, it's sour.

T: The popcorns are salty. You draw them on the board and write their category.

### CLASS DEVELOPMENT

-Work on p. 53 Ss look at the pictures and circle the food items according to the Categories (salty-green, sour-orange, and sweet-blue)

### CLOSING

Check Ss answers and tell them to give more examples for each category.

Look and circle.

taste

sour

sweet

salty

Lesson 11

53

The activity page features a central illustration of a smiling mouth with the word 'taste' written above it. Below the mouth are three colored circles: an orange circle labeled 'sour', a blue circle labeled 'sweet', and a green circle labeled 'salty'. Surrounding these circles are various food items: a bucket of popcorn, a lollipop, a slice of lemon, a piece of cake, an ice cream sundae, a bag of chips, a salt shaker, and a chocolate bar. At the top left, there are two magnifying glass icons. The page is titled 'Lesson 11' and '53' at the bottom.

# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 12 p.54

**Topic:** The five senses

**Functions:** Identifying the senses

**Grammar:** I can smell perfume

**Vocabulary:** smell, taste, touch, hearing, TV, radio, book, bird, guitar, pencil, perfume, flowers, pizza, table, apple, sun, teddy bear, wheelbarrow

#### START

Make a roulette divide it into 5 Write the name of each sense in the parts. Choose a volunteer to spin it. He /She says an example to use that sense. Repeat the activity with more Ss.

-Review the senses.

-Make a horizontal line. Say some statements, if they are true Ss give a step forward, if they're false they stay in place.

T: I can smell the TV (Ss stay in place)

T: I can taste an apple (Ss give a step forward)

#### CLASS DEVELOPMENT

-Work on p. 54 Ss look at the picture and cross out the one that doesn't belong.

#### CLOSING

Ask Ss about the importance of having those senses. Make a reflection.

Look and cross out.

Lesson 12

54

# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 13 p.55

**Topic:** Additions

**Functions:** Reading and solving simple additions

**Grammar:** One plus two equals three.

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

#### START

Ask a student to say a number if he / she says "six" you choose the 6th student that is sitting. Point to a number and he / she identifies it. Repeat the action with more Ss.

-Say a number

T: seven

Ss: Clap 7 times (they count aloud)

-Point to the number cards and have Ss repeat them.

#### CLASS DEVELOPMENT

-Give Ss a circle card divided into two and ten clothespins.










Say a number (2) and put the corresponding number of clothespins on the left side of the circle.

Say another number (1) and put the corresponding number of clothespins on the right side of the circles. Then Ss count all the clothespins together.

Do it with numbers:  $2+1=3$  Repeat with more examples.

#### CLOSING

Work on p. 55 Ss solve the simple additions.

									Count and write.
		<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>			
		<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>			
		<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>			
		<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>			

Lesson 13

55

# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 14 p.56

**Topic:** Grooming items

**Functions:** Identifying grooming items

**Grammar:** What's this?

It's a toothbrush.

**Vocabulary:** sponge, toothpaste, soap, shampoo, toothbrush

#### START

Game: Move and freeze. Ask SS to stand up and perform an action.

T: Everybody run! SS run

T: Everybody freeze! (no one moves)

Repeat with more verbs.

-Hold up the grooming items and name them one by one.

-Paste the flashcards of those items on the board, point to them, and have Ss repeat after you.

-Take an item: T: What's this? Ss: It's a soap

T: We use the soap to wash our hands. (Mime the action and Ss too) Repeat with more items.

#### CLASS DEVELOPMENT

-Introduce the vocabulary about the bathroom (sink, bathtub, toilet, mirror, shower, window).

-Work on p. 56 Ss colour the items on the right with the colours you say.

Then they have to colour the items in the picture according to the colour code, count them and write the number in the circle.

#### CLOSING

Check their work. T: How many sponges are there?

Ss: There are three.

Colour, count and write.



Lesson 14

56

# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 15 p.57

**Topic:** Grooming items

**Functions:** Identifying grooming items

**Grammar:** What's this? It's a sponge

**Vocabulary:** toothpaste, toothbrush, shampoo, soap, sponge, brush the teeth, take a bath, wash the hands, wash the hair

**START** Sing "The Hello" song

-Review the grooming items.

-Give Ss the flashcards, play some music, they have to pass the items and when the music stops the Ss that keep an item, must answer a question. T: What is it?

Ss: It's a sponge

### CLASS DEVELOPMENT

-Introduce the actions with the flashcards. Name them and have SS repeat.

-Mime an action and SS mention the items you need to do it.

T: (mime brushing the teeth) What do I need?

Ss: A toothbrush and toothpaste.

Continue with more actions.

### CLOSING

Work on p.57 Ss match the grooming items to the corresponding pictures and then they colour them.

Look, colour and match.

Lesson 15

57

# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 16 p.58

**Topic:** Grooming items

**Functions:** Identifying grooming items

**Grammar:** What's this?  
It's a comb.

**Vocabulary:** toothpaste, toothbrush, shampoo, comb, towel, brush, soap, sponge

**START** Hide the grooming items in the classroom. Ss help you find them.  
Ask the ones that find an item what it is.

-Describe an item according to its use and Ss try to guess the item you described.  
T: you use it to wash your hands.  
Ss: It's a soap.  
Continue with more items.

### CLASS DEVELOPMENT









-Use the "reading cards" of the grooming items, "read them" and have Ss paste them under the corresponding item.

-Work on p. 58 Ss unscramble the letters, write them correctly and colour the items.

### CLOSING

Say some true and false statements about the actions and SS have to say yes or no.  
T: We need a sponge to comb our hair.  
Ss: No!  
T: We need soap to wash our hands  
Ss: Yes!

Unscramble, write and colour.

 c b m o	 o p a s	 g n o p e s	 o s a h o p m
 h b t o t o h r u s	 l w o t e	 s b r h u	 h p t o t o e s t a

Lesson 16

58



# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 17 p.59

**Topic:** Taking care of your body

**Functions:** Identifying healthy actions

**Grammar:** I have to do exercise

**Vocabulary:** toothpaste, toothbrush, shampoo, comb, towel, brush, soap, sponge, brush the teeth, take a shower, eat healthy food, watch TV, eat junk food, do exercise, sunbathe

**START** Do exercise with the Ss. Talk about the importance of doing it.

-Tell SS that there are some actions to keep the body strong and healthy.

-They name some good actions and explain why they think are good.  
Repeat with the bad actions.

### CLASS DEVELOPMENT

-Introduce the new vocabulary and analyze each action.  
Draw a happy face and a sad face on the board and Ss classify the flashcards.

**CLOSING** Work on p. 59 Ss colour the pictures, cut and paste them under the corresponding face.

Colour, cut and paste.

Lesson 17

59

# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 18 p.61

- Topic:** Taking care of your body
- Functions:** Identifying healthy actions  
Following a daily routine
- Grammar:** What is he doing?  
He is doing exercise.
- Vocabulary:** brushing the teeth, taking a shower, combing the hair, washing your hands, doing the homework, waking up, going to school.

**START** Do exercise with Ss.

-Review the healthy actions of the previous lesson.

-Introduce the new vocabulary using flashcards or printed pictures.  
Paste them on the board and have Ss repeat.

### CLASS DEVELOPMENT

-Ask about what the children are doing.

T: What is she doing?

Ss: She is going to school.

Mime a daily routine


-Work on p. 61 Ss listen to the teacher and number the pictures.


### CLOSING

Say SS some simple commands.

T: Wash your hair, please!

Repeat with more actions.

 Listen, look and write.



Lesson 18

61

# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 19 p.62

**Topic:** Feelings

**Functions:** Expressing emotions

**Grammar:** I'm excited

**Vocabulary:** happy, sad, angry, excited, nervous, sick

**START** Sing "The feelings" song.

-Introduce the feelings using flashcards.

-Name a feeling and Ss make a face to represent it.

### CLASS DEVELOPMENT

-Ask SS to make a circle, give a volunteer a ball. he / she chooses a student, throw him / her the ball and ask a question.

S1: How do you feel today?

S2: I'm happy

Now S2 ask the question to another volunteer and so on.

### CLOSING

Work on p. 62 Ss listen to the teacher, trace the words and colour the faces.

T: I'm sad, trace the word and colour the face-blue

Continue with the other words and faces using the colours you want.

Listen, trace and colour.

happy sad angry

excited nervous sick

Lesson 19

62

# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 20 p.63

**Topic:** Feelings

**Functions:** Identifying and describing feelings

**Grammar:** The monster is excited

**Vocabulary:** happy, sad, angry, excited, nervous, sick

**START** Sing "The feelings" song

-Show Ss the reading cards of the feelings.

-Put the cards face down on the table. Choose a S, he / she takes a card, give it to you and name the feeling it represents.

Then you attach it to the board. Repeat the action with the other feelings and write the names under each card.

### CLASS DEVELOPMENT

-Ask Ss about how they feel today and make a graph on the board.

T: How do you feel today? Ss: I'm happy

T: How many Ss are happy? Let's count! 1,2,3,4...How many? Ss: four!

-Work on p. 63 Ss colour the monsters according to the code.

### CLOSING

Check their answers.

T: How does the orange monster feel?

Ss: The monster is sick.



# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 21 p.64

**Topic:** Sickneses

**Functions:** Expressing feelings and identifying sicknesses

**Grammar:** I'm sick. I have stomachache

**Vocabulary:** fever, toothache, sore throat, flu, stomachache

#### START

Paste the feeling flashcards on the board. Choose a volunteer, he / she throws a ball to hit one of the pictures. They must name the feeling.

-Act out as if you were sick and ask Ss what you can do.

-Tell Ss that sometimes we get sick. Act out some sicknesses and Ss guess them.

-Introduce the vocabulary using pictures.

T: How does the girl feel? T: The girl is sick. She has a fever.

Repeat with the other pictures.

Write the names under each one.

#### CLASS DEVELOPMENT

-Work on p. 64 Ss Listen to the teacher, circle the pictures according to your instructions and then colour them.

#### CLOSING

Ask SS about the sicknesses they have had and how they have felt.



Listen, circle and colour.

I'm sick

Lesson 21

64

The activity page features a central green frog character with large purple eyes and a speech bubble saying "I'm sick". Surrounding the frog are six line drawings of people exhibiting various symptoms: a girl with a fever, a girl with a toothache, a boy with a sore throat, a girl with a stomachache, a boy with a headache, and a girl with a cold. At the top left, there are icons for headphones, a magnifying glass, and colored pencils. The page is titled "Lesson 21" and "64" at the bottom.

# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 22 p.65

**Topic:** Safe and unsafe actions

**Functions:** Identifying dangerous and safe actions

**Grammar:** I have to wear a seatbelt.

**Vocabulary:** safe, unsafe, wear a seatbelt, wear a helmet, play with the plugs

#### START

Take a student outside the classroom to tell him/her a feeling. He / She mimes it to the rest of the group, and they guess it.

-Take Ss to the playground and discuss about safety there.  
Give an example of safe and unsafe action and Ss say more.

-Talk about safety in the street, when you are in a car when they play in the street, to cross the street, etc.

#### CLASS DEVELOPMENT

-Go back to the classroom and show them some pictures. They have to identify what is safe and unsafe.

-Work on p. 65 Ss Match the safe actions with the like hand in blue and the unsafe actions with the hand in red.

#### CLOSING

Check their answers.

T: The boy is playing with the plugs is it safe or unsafe?

Ss: It's unsafe.

T: What could happen?

Match.

Lesson 22

65

# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 23 p.66

**Topic:** Safe and unsafe actions

**Functions:** Identifying dangerous and safe actions

**Grammar:** I have to wear a seatbelt

**Vocabulary:** safe, unsafe, wear a seatbelt, wear a helmet, play with the plugs

**START** Mime some actions in the classroom and SS clap if the action is safe or say STOP if it is unsafe

-Review the safe and unsafe actions.

-Divide the board in two parts. Write safe on one side and unsafe on the other.

### CLASS DEVELOPMENT

-Give Ss some pictures and they have to paste them on the corresponding side. Describe each action.


T: What's the boy doing? Is it safe or unsafe?

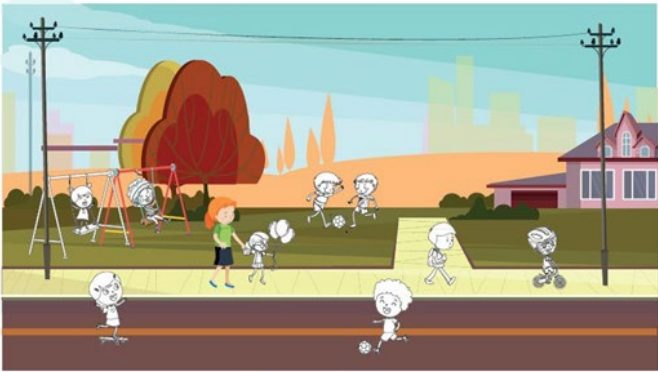
### CLOSING

Work on p. 66 Have Ss point to and identify the different scenes in the park and circle or cross out the children according to your instructions. T: What's this girl doing? Is it safe or unsafe? Ss: It's unsafe

T: Correct! Cross her out because what she is doing is unsafe.

Work two more examples together and then they work by themselves. Then they colour the pictures they circle.

 Colour, circle and cross out.



Lesson 23

66

# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 24 p.67

**Topic:** Safe / unsafe

**Functions:** Identifying dangerous and safe actions

**Grammar:** I have to wear a seatbelt.

**Vocabulary:** safe, unsafe, wear a seatbelt, wear a helmet, play with the plugs

#### START

Ss stand up and make a vertical line, you show a picture. If the action is safe, they jump to the right if it is unsafe, they jump to the left.

-Review the actions. Paste the flashcards on the board. Ss write S or U under each picture.

#### CLASS

#### DEVELOPMENT


-Work on p.67 Ss colour the pictures, cut and paste in the corresponding column.



#### CLOSING

Check their answers, choosing different Ss: to participate.

T: Mary! This boy is wearing a helmet. Is it safe or unsafe?


Continue with the other actions.





	
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Lesson 24


Colour, cut and paste.

















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# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 25 p.70

**Topic:** The five senses

**Functions:** Identifying the senses

**Grammar:** The monster is watching TV, he is using the sense of sight.

**Vocabulary:** hearing, taste, touch, sight, smell

#### START

Name a word or an action and Ss have to associate it with a sense.

-Talk about what they like to touch, see, smell, hear and taste.

-Paste some flashcards on the board, describe the actions, and choose some volunteers to draw the body part that represents that sense.

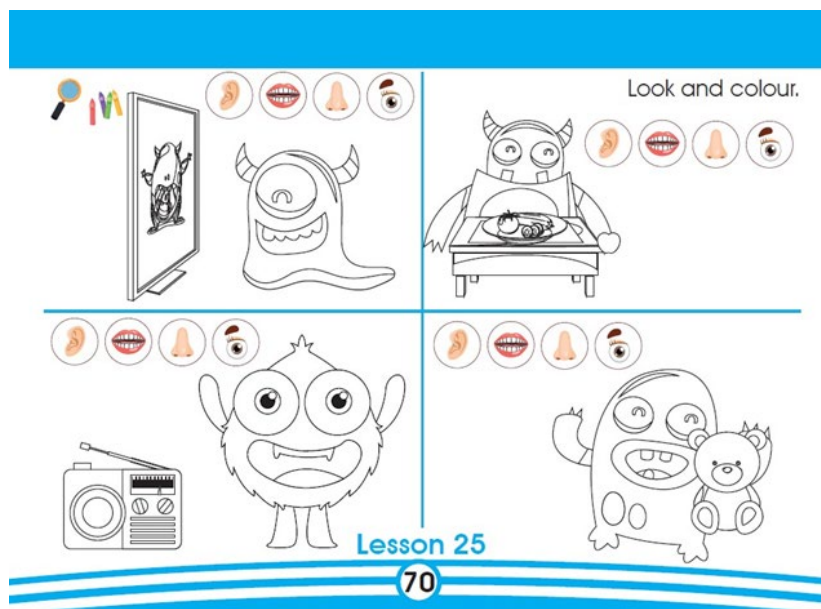
#### CLASS DEVELOPMENT

-Work on p. 70 SS look at what monsters are doing in the pictures and colour the body part that represents the sense they're using. Then they colour the pictures.

#### CLOSING

Paste the flashcards of the parts that represent the senses in different places in the classroom ask Ss to stand up. Say a sentence and Ss move to the corresponding flashcard.

T: I can smell perfumes (Ss move to the picture of the nose)



# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 26 p.71

**Topic:** Body parts

**Functions:** Identifying body parts and their written names

**Grammar:** This is the arm.

**Vocabulary:** eyes, nose, ear, mouth, hand, foot, neck, leg, arm, head

**START** Sing "The body parts" song

-Bring two sets of big body cards to play the concentration game on the board.

-Describe the actions and choose some volunteers to try to write the name parts, help them if necessary.

### CLASS DEVELOPMENT

-Work on p, 71 Ss trace the words with different colours according to your instructions. Cut and paste them in the corresponding place.

### CLOSING

Take Ss to the patio make a circle and play Teacher says (The Simon says version) with the body parts.

Trace, cut and paste.


neck  
hand  
nose  
ears  
arm  
foot  
head  
eyes

Lesson 26

71

# AMAZING KIDZ 3 UNIT 2

## MY BODY

### Lesson 27 p.73

**Topic:** Needs and Sicknesses

**Functions:** Identifying needs, sicknesses and actions that help us feel better

**Grammar:** I have fever.

**Vocabulary:** hungry, hot, fever, flu, bored

**START** Act out as if you had a stomachache ask Ss about what you can do to feel better.

-Introduce some needs and sicknesses and listen to the SS's experiences.

-Talk about the importance of taking care of our body and that we have to pay attention to its needs to avoid health problems.

### CLASS DEVELOPMENT

-Ss mention what they think we can do to feel better in each case (solutions) and discuss it all together.

-Work on p.73 SS find the solution for each problem and colour the frames with the corresponding colour.

### CLOSING

Choose some volunteers to act some needs and sicknesses and the rest of the group guess them.

Match and colour.

Lesson 27

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