

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 01 p.75

Topic: The family

Functions: Identifying family members

Grammar: This is mother.

Vocabulary: mother, father, brother, sister, baby, grandpa, grandma

START Sing the family song.

-Show Ss a picture of your father.

T: This is my father, John. Attach it to the board and write "father"

Repeat with more family members (mother, brother, sister)

CLASS DEVELOPMENT

-Ask Ss about their own family.

T: What's your mother's name?

-Show Ss the family flashcards, name them and have SS repeat the words.

CLOSING

Work on p. 75 Ss look at the picture in the middle of the page and match the family members to their matching ones around them.

Then Ss trace the names and colour the pictures.

Match, trace and colour.

brother

granama

mother

sister

grandpa

father

baby

Lesson 01

75

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 02 p.76

Topic: The family

Functions: Identifying family members

Grammar: How many people are there in this family?

Vocabulary: mother, father, brother, sister, baby, grandpa, grandma, one, two, three, four, five, six, seven, eight, nine, ten

START Sing "The family" song.

-Ask Ss to stand up and perform different actions by counting.

T: Let's clap 3. One, two, three, stop!

T: Let's give 5 jumps. One, two, three, four, five, stop!

-Review the family members using the flashcards.

CLASS DEVELOPMENT

-Tell Ss the number of people in your family. Explain to them that there are different types of families. Give them some examples.

T: Some families are big, others are small.

T: There are families integrated by mother, grandma, and baby.

-Make emphasis in telling them that all the families are great.

CLOSING

Work on p. 76 Ss count the people in each family and write the correct number on the line.

Count and write.

There are ___ monsters in my family.

There are ___ monsters in my family.

Lesson 02

76

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 03 p.77

Topic: The family

Functions: Identifying family members
Describing your family

Grammar: How many people are there in your family?

Vocabulary: mother, father, brother, sister, baby, grandpa, grandma, one, two, three, four, five, six, seven, eight, nine, ten

START Hide the family members in the classroom and Ss help you find them.

-Attach the family members in different places in the classroom.

Give individual Ss instructions for going to the correct member.

T: Mary, go with grandpa.... Now with sister.... Now with mother....Excellent! Thank you.

Repeat the action with different Ss

CLASS DEVELOPMENT

-Ask individual Ss about their family.

T: How many people are there in your family?

S: There are three people in my family.

-Work on p. 77 Ss draw and colour their family.

Then they count the family members and write the number on the line.

CLOSING

Ss go to the front and describe their family. Help if necessary.

Ss: This is my family. There are four people in my family. My mother, my father, my brother, and me.

Draw, count and write.

This is my family.

There are ____ people in my family.

Lesson 03

77

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 04 p.78

Topic: The family / numbers

Functions: Identifying family members and numbers

Grammar: How many family members are there in this family?

Vocabulary: mother, father, brother, sister, baby, one, two, three, four, five, six, seven, eight, nine, ten

START Ask Ss to sit down on the floor and do some yoga exercises.

-Ask Ss to look at your finger. Trace a number from 1 to 5 in the air and they try to guess it. Repeat the action with more numbers.

CLASS DEVELOPMENT

-Review the family members write their names on the board.

Attach the family members to the right side of the board. Choose volunteer.

T: Where's mother? Take the picture. Where is the word mother? Paste the picture.

(S paste the picture under the corresponding name)

Repeat the action with more family members.

CLOSING

Work on p. 78 Ss look at the numbers and colour the corresponding number of people.

Listen, circle and colour.

1

2

3

Lesson 04

78

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 05 p.79

Topic: The family / numbers

Functions: Identifying family members and numbers
Asking others to get personal information

Grammar: There are four people in my family.
How many people are there in your family?

Vocabulary: mother, father, brother, sister, baby, one, two, three, four, five, six, seven, eight, nine, ten

START

Ask Ss to stand up and march to the front counting from 1 to 10, then they stop, march and count backwards from 10 to 0.

-Show Ss a part of a family member card and Ss try to guess what family member it is.

-Draw yourself on the board and draw ten squares in front of your picture.

-Tell Ss how many people there are in your family and colour the corresponding number of squares. Choose two more volunteers and do the same.

CLASS DEVELOPMENT

-Work on p. 79 Ss listen to you and colour the corresponding number of squares in the first two pictures.

T: There are five people in the boy's family (Ss colour the corresponding number of squares)

There are three people in the girl's family (Ss colour the corresponding number of squares)





CLOSING

Then Ss choose a friend and interview him/her

Ss: How many people are there in your family?
(S colour the corresponding number of squares)

Finally, he/she completes the page with his/her information.

Listen and colour / Ask, draw and colour.

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Lesson 05

79

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 06 p.80

Topic: The family

Functions: Identifying family members
Describing their family

Grammar: This is mother.

Vocabulary: mother, father, brother, sister, baby, grandpa, grandma

START Ask the missing Ss to describe their family on p.77

-Write the family member's words on the board.
Choose two volunteers to go to the front, give them a flyswatter to each one.
Say a word and they have to hit the correct one. The S who hits the word first wins.
Repeat the action with more Ss.

CLASS DEVELOPMENT

-Show Ss the family members, they name them and help you attach them under the corresponding name.

-Work on p. 80 Ss will find, circle and colour the family members in the picture.

CLOSING

Ask Ss how many family members they found.
Have Ss name them.

Find, circle and colour.



Lesson 06

80

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 07 p.81

Topic: Physical descriptions

Functions: Describing people

Grammar: The girl has long hair.

Vocabulary: long, short, curly, straight, hair

START

Ask Ss to stand up and open their arms little by little while they say: Looooong. Then ask them to close it little by little while they say: shooooort.

-Show Ss two real pencils. One long and the other short.

-Show them two different colours.

T: Which one is long? The green or the blue.

Ss: The blue

-Tell Ss that some of them have long hair and some others have short hair.

-Describe your hair.

T: I have long hair. What about you? (point to one S) S: I have short hair.

Repeat the action with different Ss

-Tell Ss that some of them have curly hair (move your fingers in circles) and some others have straight hair.

Describe your hair

T: I have straight hair. What about you?

S: I have curly hair.

Ask different Ss.

CLASS DEVELOPMENT

CLOSING

Work on p. 81 Ss have to look at the pictures, trace the words and then circle the children according to the code.

long hair-yellow

short hair-green

curly hair- red

straight hair-blue

NOTE: Ss could circle the pictures twice.



AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 08 p.82

Topic: Physical descriptions / family members

Functions: Describing people

Grammar: The big sister has long, curly, brown hair.

Vocabulary: mother, father, sister, big, little, long, short, curly, straight, black, brown, blond, red, hair

START

Ask Ss to stand up and open their arms little by little while they say: Looooong. Then ask them to close it little by little while they say: shooooort. Say biig and ask them to stand in their tiptoes. Say small and they bend down holding their legs with both hands.

Alternate commands: big-small, short-long.

-Show SS the family members, they have to name them.

-Choose a family member and describe his / her hair.

Write the description under the picture.

CLASS DEVELOPMENT

-Work on p. 82 Ss trace the words, read them all together, and colour the pictures with the corresponding colour.

CLOSING


Ask Ss questions to check their answers.

T: Does the father have straight hair? Ss: Yes!

Does the mother have black hair? SS: No!

Continue in the same manner with the little and the big sister.

Trace, read and colour.



long curly brown hair

short straight black hair

long straight blond hair

short curly red hair

Lesson 08

82

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 09 p.83

Topic: Physical descriptions

Functions: Describing people

Grammar: The girl has long, curly, red hair.

Vocabulary: long, short, curly, straight, black, brown, blond, red, hair

START

Name a colour, Ss have to show you the correct one. Repeat with more colours.

-Precut different pictures of heads.

Divide the board in two parts: write "curly" on the left side and "straight" on the other side.

Put the pictures on the floor. Tell Ss that they have 10 seconds to classify the pictures.

CLASS DEVELOPMENT

-Work on p. 83 Ss cut the pictures on the right. Listen to you and paste the hair in the corresponding head.

T: One- the girl has long, curly, red hair.

Two- the girl has long, straight brown hair.

Three- the boy has short, curly, black hair.

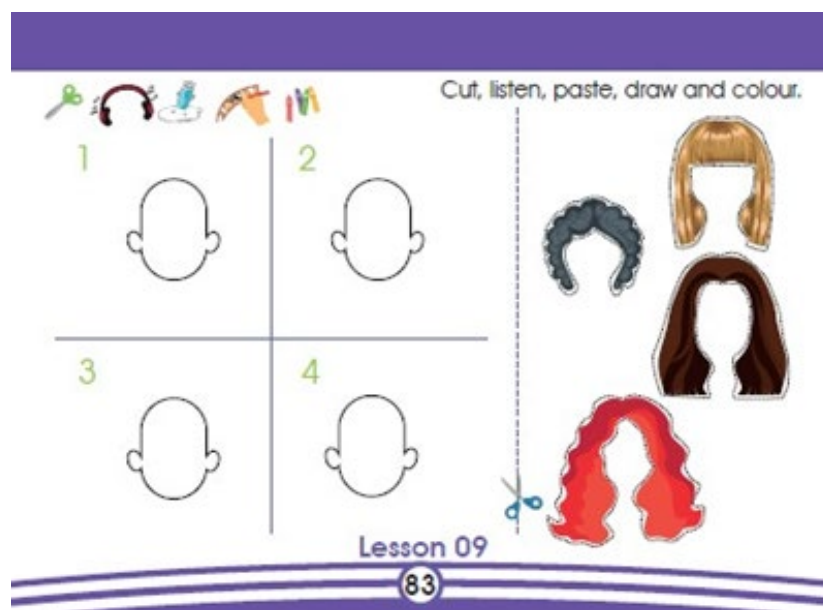
Four- the girl has long, straight, blond hair.

Ss complete and colour the faces.

CLOSING

Choose a student, he/she describes his/her hair.

S: I have short, straight, black hair. (Help if necessary)



AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 10 p.85

Topic: Physical descriptions

Functions: Describing people

Grammar: This person has short, straight, blond hair.

Vocabulary: long, short, curly, straight, black, brown, blond, red, hair

START Sing "The physical description" song.

-Show Ss different types of hair. They name them.

-Attach the family member's cards to the board and play: Guess who?
Describe a family member and Ss guess what member it is.

CLASS DEVELOPMENT

-Work on p. 85 Describe each child at random and Ss colour the circles according to your instructions.






T: This person has short, straight, blond hair. Colour the circle, blue.
Repeat with the other children using the colours you decide.

CLOSING

Describe a S of the class and Ss try to guess.
Ask a volunteer to describe you.

 Listen and colour.

Guess who?

Lesson 10

85

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 11 p.86

Topic: Physical descriptions

Functions: Describing people

Grammar: The boy has short, straight, black hair.

Vocabulary: long, short, curly, straight, black, brown, blond, red, hair

START

Have Ss sit down in a circle. Hold up a mirror, look at your reflection and describe your hair.

T: I have long, straight, red hair.

Pass the mirror to a S. Have him / her describes his / her hair.

Continue with more Ss.

-Print 5 pictures of different people. Attach them to the board and number them from 1 to 5.

-Describe one and Ss say the number of the person you described.

CLASS

DEVELOPMENT

-Work on p. 86 Ss listen to the descriptions you say and number the pictures.

T: One-the boy has short, straight, black hair.

Two-the girl has short, straight, blond hair.

Three-the boy has short, curly, brown hair.

Four-the boy has short, straight, red hair.

Five-the boy has short, straight, blond hair.

CLOSING

Give Ss some commands according to the type of hair they have.

T: If you have short hair, run!

T: If you have brown hair, walk! Etc.

  Listen and write.



Lesson 11

86

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 12 p.87

Topic: Physical descriptions

Functions: Describing people

Grammar: I have long, straight, black hair.

Vocabulary: long, short, curly, straight, black, brown, blond, red, hair

START

Greet each S when they arrive at your classroom.

T: Hello, Michelle. How are you?

-Show Ss pictures of different children from other countries.

-Explain to them that although we all have different physical traits we are all special, that's what makes us unique.

CLASS DEVELOPMENT

-Work on p. 87, project or copy the page on the board. Ask Ss to pay attention.

Draw yourself in the rectangle. Circle the words that describe your hair.


Copy them in the corresponding line according to the number.

Ss do the same in their books (monitor your Ss in case they need help).

CLOSING

Choose three volunteers to go to the front and describe their pictures.

T: This is me. I have long, straight, black hair.




I'm unique.


I have _____ hair.

1 2 3

Draw, colour, look and write.




1




short

long




2




curly


straight




3



blond



black



brown

Lesson 12

87

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 13 p.88

Topic: Physical descriptions

Functions: Describing people

Grammar: The boy has short, curly, brown hair.

Vocabulary: long, short, curly, straight, black, brown, blond, red, hair

START

Ask more volunteers to describe their pictures on p.87

-Review the types of hair using the flashcards.

-Describe your mother and have some volunteers to describe theirs.

CLASS DEVELOPMENT

-Work on p. 88 Ss listen to you, match the words and draw the hair to the characters.

T: The boy has short, straight, red hair.

The girl has long, curly, black hair.

The monster has short, straight, blond hair.

CLOSING

Game: pass the cards. Give the family members cards to some Ss.

Play some music, Ss have to pass the cards. Stop the music.

The children that have a card describe the family member.

 Listen, match and draw.

boy

girl

monster





Lesson 13

88

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 14 p.89

Topic: Physical descriptions

Functions: Describing people

Grammar: Father is tall and thin.

Vocabulary: mother, father, brother, sister, grandpa, grandma, tall, short, fat, thin

START Play giants and dwarves

-Introduce the concepts using the flashcards.

-Attach the family members to the board and describe some of them.

T: Brother is short, and father is tall.

T: Mother is thin and grandpa is fat.

Write the words under each picture.

CLASS DEVELOPMENT

-Make emphasis on the fact that every person is special because is different.

-Work on p. 89 Ss trace the words, colour the pictures, cut and paste them in the corresponding rectangle.

CLOSING

Ask Ss to stand up

T: Choose a S and tell him/her: You are special, and I love you.

Give him / her a hug.

Have Ss imitate your action with their classmates.

Trace, colour, cut, read and paste.

thin fat

short tall

Lesson 14

89

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 15 p.91

Topic: Physical descriptions

Functions: Describing people

Grammar: Mother is tall and thin.

Vocabulary: mother, father, brother, sister, grandpa, grandma, tall, short, fat, thin

START Sing "The physical descriptions" song.

-Attach the family members to the board. Describe them and Ss try to guess.

CLASS DEVELOPMENT

-Describe your father

T: My father is short and thin.

What about yours? (point to a S, he / she describes his / her father too)

Repeat the action with your mother.

CLOSING

Work on p. 91. Explain Ss that number 1 has two categories, short and tall.

The number 2 has two categories too, thin and fat.

Tell them to be careful with the colours they have to use.

T: Mother is tall and thin.

T: What colour are you going to use for number 1, red or orange?

Ss: orange

T: What colour are you going to use for number two, blue or Green?

Ss: Blue.

Work two more all together and Ss do the last one by themselves.

Lesson 15 activity page for describing family members. The page is divided into four quadrants by a vertical and a horizontal line. At the top left, there are icons for a magnifying glass, headphones, and a pencil. At the top right, it says "Look, listen and colour." Below this, there are two columns of color-coded labels: "1" with a red dot for "short" and an orange dot for "tall", and "2" with a blue dot for "thin" and a green dot for "fat".

The four quadrants contain illustrations of family members with two numbered circles (1 and 2) next to them for coloring:

- Top-left: A woman labeled "taller".
- Top-right: An older man labeled "shorter".
- Bottom-left: A young girl labeled "fatter".
- Bottom-right: A young boy labeled "thinner".

At the bottom center, it says "Lesson 15" and "91" in a circle. The page has a purple header and footer with white wavy lines.

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 16 p.92

Topic: Physical descriptions / family members

Functions: Describing people / Identifying family members

Grammar: This person is short and thin.

Vocabulary: mother, father, brother, sister, grandpa, grandma, tall, short, fat, thin

START Sing "The physical descriptions" song.

-Describe a S and the rest of the class tries to guess. T: I'm thinking of a boy. He has short, straight, brown hair and brown eyes. Who can it be?
Ss name a boy. Repeat the action with more Ss.

CLASS DEVELOPMENT

-Work on p. 92. Ss listen to you and circle the correct person.
T: One-this person is short and thin. He has short straight black hair and black eyes.
Two-this person is tall and thin. She has short, curly, gray hair and brown eyes. She is old.
Three-this person is tall and thin. She has short, straight, red hair and brown eyes.
Four-this person is short and fat, he has curly, brown hair and black eyes.

CLOSING

Ask a volunteer to go to the front and describe him / herself.
S: I'm tall and thin. I have short, curly, black hair and brown eyes.

Listen, look and circle.

1. A boy and a man. The boy is short and thin with short, straight black hair and black eyes. The man is tall and thin with short, curly gray hair and brown eyes.

2. A girl and a woman. The girl is short and thin with short, straight red hair and brown eyes. The woman is tall and thin with short, curly gray hair and brown eyes.

3. A man and a woman. The man is tall and thin with short, curly black hair and brown eyes. The woman is tall and thin with short, straight red hair and brown eyes.

4. A baby and a girl. The baby is short and fat with curly brown hair and black eyes. The girl is short and thin with short, straight red hair and brown eyes.

Lesson 16

92

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 17 p.93

Topic: Physical descriptions / family members

Functions: Describing people

Grammar: Grandpa is tall and fat. He has short, straight, white hair and black eyes.

Vocabulary: mother, father, brother, sister, grandpa, grandma, tall, short, fat, thin

START Sing "The family members" song.

-Review the family members using the flashcards.

-Ask a volunteer to choose a family member and describe him/her.
S. This is grandpa. He is tall and fat. He has short, straight, white hair and black eyes.
Repeat the action with two more volunteers.

CLASS DEVELOPMENT

-Work on p. 93 Ss listen to the descriptions and colour the circles according to your instructions.
T: Grandma is tall and thin. She has short, straight, gray hair and black eyes.
Colour the circle, orange.
Continue describing the family members and use the colors you decide for the circles.

CLOSING

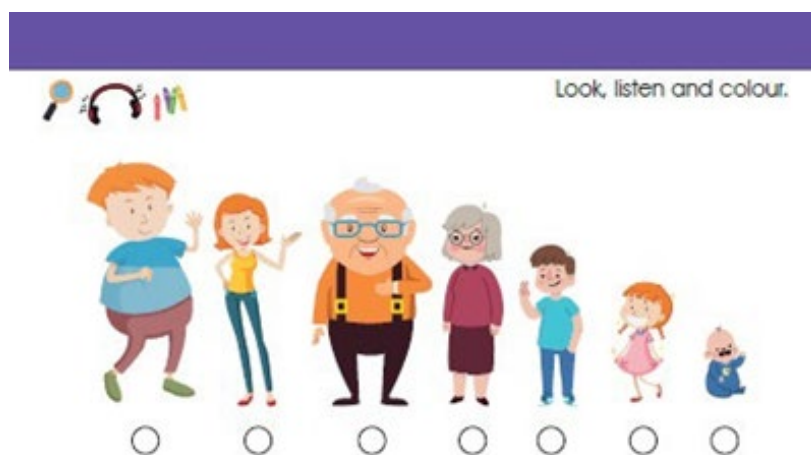
Say some statements about the family on p. 93 Ss have to say if what I say is true or false.

T: brother is tall and fat.

Ss: False!

T: Mother is tall and thin.

Ss. True



AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 18 p.94

Topic: Physical descriptions

Functions: Identifying and describing people

Grammar: Grandma is old.

Vocabulary: mother, father, brother, sister, grandpa, grandma, tall, short, fat, thin, old, young

START Ask Ss to stand up and walk as if they were old.

-Review the opposites using the flashcards (tall-short, fat-thin)

-Show Ss a picture of an old woman.

T: Grandma is old. Are you old like grandma?

Ss: No

T: Show a picture of an old man. Is grandpa old like grandma?

Ss: Yes.

CLASS DEVELOPMENT

-Divide the board in two parts.

Write "old" on one side of the board and "young" on the other side.

-Show Ss different pictures of young and old people. Ss have to classify them.

CLOSING

Work on p. 94 Ss trace the word young and circle the two people that are young as the baby.

Repeat the action with grandma.



Trace, circle and colour.

young old

Lesson 18

94

The activity page features a purple header bar. Below it, there are icons of a pencil, a magnifying glass, and a pair of scissors. The main activity consists of two blue picture frames hanging on a wall. The left frame shows a young girl in a pink dress, and the right frame shows an old woman in a blue dress sitting in a rocking chair. Below each frame are the words 'young' and 'old' respectively. Underneath these are two groups of line drawings of people: a young boy, a young girl, and a man on the left; and an old man, an old woman, and a young girl on the right. At the bottom, there is a purple footer bar with the text 'Lesson 18' and a circle containing the number '94'.

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 19 p.95

Topic: Rooms in the house / family members

Functions: Identifying rooms in the house and family members

Grammar: Brother is in the bedroom.

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

START Sing "The rooms in a 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

CLASS DEVELOPMENT

-Say a number and Ss name the family member that corresponds.
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 the mother in the corresponding room.

Repeat the action with different family members and rooms.

CLOSING

Work on p.95 Ss colour and cut the pictures, listen to and paste the family members in the corresponding room.

T: Brother is in the bedroom. Repeat with the other family members and rooms.
Mother-kitchen / sister-bathroom / father-living room.



AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 20 p.97

Topic: Rooms in the house

Functions: Identifying rooms in the house

Grammar: This is the bedroom.

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

START Sing "The parts of the house" song.

-Attach the family cutouts to the board.

T: Who's he?

Ss: Father

Do the same with the other family members.

CLASS DEVELOPMENT

-Attach the rooms of the house to the board.


Give Ss commands for putting different family members in the rooms.

-Work on p. 97. Ss Colour the rooms and copy their names on the lines.


CLOSING


Ask SS about the number of rooms they have at home.


T: How many rooms are there in your house?




Colour and write.









Lesson 20

97

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 21 p.98

Topic: Family members / actions / rooms in the house

Functions: Identifying family members and parts of the house
Describing actions

Grammar: Brother is playing in the bedroom.

Vocabulary: bedroom, bathroom, living room, kitchen, mother, father brother, sister, eating, sleeping, playing, reading

START Ask Ss to stand up and do some exercises.

-Ask Ss to mime different actions. Perform the action and let your students imitate you.

-Introduce the actions using the flashcards.

T: What is the girl doing?

Ss: Sleeping

Repeat with all the pictures.

CLASS DEVELOPMENT

-Work on p. 98 Ask Ss to trace the words and colour the family members.

CLOSING

Check Ss' answers.T: What is father doing?

Ss: He is reading. Repeat with the other members (brother-playing/ sister-eating/ mother-sleeping)



AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 22 p.99

Topic: Rooms in the house / furniture

Functions: Identifying rooms in the house and furniture

Grammar: The sofa is in the living room.

Vocabulary: bedroom, bathroom, living room, kitchen, dining room, sofa, fridge bathtub, bed, table

START Sing "The furniture" song.

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

-Introduce the furniture. Use the flashcards and write the names under each picture.

-Take a flashcard

T: This is a bed.

T: Does it go in the kitchen?

Ss: No!

T: Where does it go?

Ss: In the bedroom.

T: Puts it in the corresponding room.

Repeat the action with more furniture.

-Work on p.99 Ss trace the words and colour the furniture according to the spots of paint. Then they read the sentences and complete them with the suitable word.

CLASS DEVELOPMENT

CLOSING

Ask Ss some questions about the furniture.

T: What colour is the bathtub?

Ss: Pink

Repeat with the other furniture


table-brown

fridge-green

sofa-orange

bed-yellow

Trace, colour, read and write.



The sofa is in the _____
The fridge is in the _____
The bathtub is in the _____
The bed is in the _____
The table is in the _____

Lesson 22

99

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 23 p.100

Topic: Rooms in the house/furniture

Functions: Identifying rooms in the house and furniture

Grammar: The fridge goes in the kitchen.

Vocabulary: bedroom, bathroom, living room, kitchen, dining room, sofa, fridge bathtub, bed, table

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.

-Choose a volunteer, he / she takes an object from a box. The rest of the class asks her / him what he/she has.

Class: What do you have? S: A bed

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

Ss paste the pictures in the corresponding room card. Repeat with more objects.

CLASS DEVELOPMENT

-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)

-Work on p. 100 Ss look at the pictures and cross out the objects that don't belong to each room.

CLOSING

Check Ss' answers. T: What object goes in the kitchen?

Ss: The fridge. Repeat with the other rooms

(dining room- table/ living room- TV)

Look and cross out.

Lesson 23

100

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 24 p.101

Topic: Family members /actions

Functions: Identifying family members and actions

Grammar: Brother is reading a book.

Vocabulary: mother, father, brother, sister, run, play, sleep, read, eat

START Ask Ss to stand up and mime different actions.

-Hide the action cards in the classroom. Have Ss find them.

T: Who do you have? S: I have the mother

T: What is she doing? S: Cooking.

CLASS DEVELOPMENT

-Write the action words on the board. Ss attach the pictures under the correct word.

-Work on p. 101. Ss listen to you and circle the correct picture.

T: One-the boy is reading a book.

Two-Mother is running

Three-Sister is sleeping.

CLOSING

Ask Ss some questions to check their answers.

T: What is the boy doing?

Ss: The boy is reading.

Continue with the other pictures.

Listen and circle.

1

2

3

Lesson 24

101

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 25 p.103

Topic: The family

Functions: Identifying family members

Grammar: This is grandma

Vocabulary: mother, father, sister, brother, baby, grandma, grandpa

START Sing "The family" song.

-Ask Ss to name the family members they remember.

-Write the family words on the board.

-Show individual Ss the pictures and Ss name them.

CLASS DEVELOPMENT

-Put the cards face down on the table. Choose some volunteers to help you paste the cards under the corresponding name.

-Work on p. 103 Ss have to listen to you and colour the correct answer (yes or no)

T: She is grandma. Yes or No?

Ss colour the correct answer.

He is my brother. Yes or No? She is my sister. Yes or No?

He is the father. Yes or No? SS colour the pictures at the end.

CLOSING

Attach the family members in different places in the classroom.

Choose a volunteer, he/she has to run and touch the members you say.

Repeat with more Ss.

Listen and colour.

Yes No

Yes No

Yes No

Yes No

Lesson 25

103

AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 26 p.104

Topic: Rooms in the house

Functions: Identifying rooms in the house

Grammar: This is the kitchen.

Vocabulary: bathroom, dining room, living room, bedroom, kitchen

START Sing "The rooms in the house" song.

-Attach the rooms of the house to the board. Name them and have Ss repeat after you.

-Ask Ss to close their eyes and remove one room card.
Ask them to open their eyes.

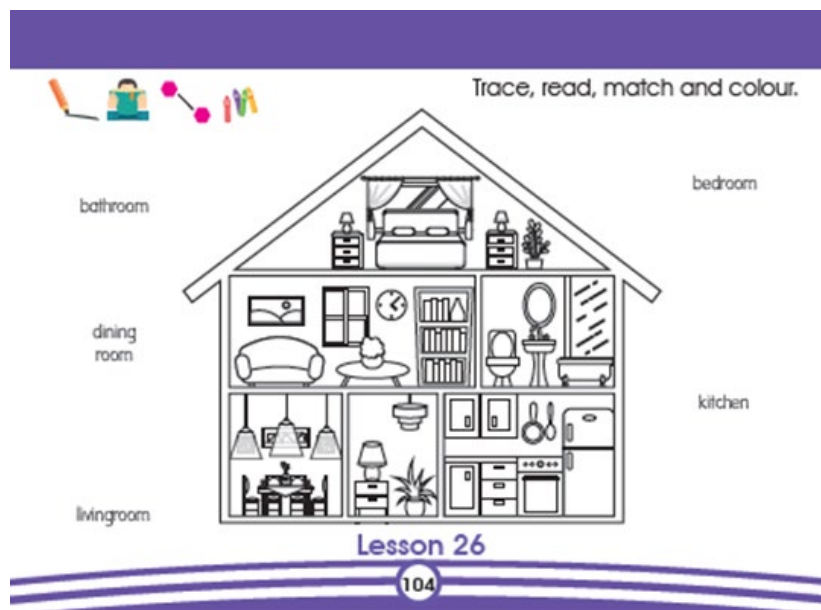
T: What's missing? Ss say: The kitchen.
Repeat the question a few times more.

-Write the rooms' names on the board and Ss help you read.
Then attach the pictures under the correct name.

CLASS DEVELOPMENT

CLOSING

Work on p. 104 Ss trace the words, read, and match them to the corresponding room. Then, they colour in the picture.



AMAZING KIDZ 3 UNIT 3

THIS IS MY FAMILY

Lesson 27 p.105

Topic: Physical descriptions

Functions: Describing people

Grammar: The girl has long, curly hair.

Vocabulary: long, short, curly, straight, hair

START Sing "The unit" songs.

-Review the opposites using the flashcards.

CLASS DEVELOPMENT

-Attach some pictures of people to the board, describe them, and play "guess who"

-Work on p. 105 Ss cut the pictures on the right, read the words and paste them in the corresponding place. Then they colour the pictures.























CLOSING

Describe a teacher of your school. Ss try to guess.

T: This teacher is tall and thin. She has long, curly, brown hair and brown eyes. Who is she?

Ask a volunteer to choose another teacher and describe him / her to his / her classmates.

Cut, read, paste and colour.

				
				
				
				
				
long and curly	short and curly	long and straight	short and straight	
				
				
				

Lesson 27

105