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4elt English for second graders

Lesson Plans

*I never teach my pupils,
I only attempt to provide the conditions
in which they can learn.*

Albert Einstein

Człowiek - najlepsza inwestycja
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

UNIA EUROPEJSKA
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Contents

1. What's your name?	Zuzanna Klimek
2. How are you today?	Zuzanna Klimek
3. Clap your hands if you like the colour green!	Zuzanna Klimek
4. Number thirteen is green!	Zuzanna Klimek
5. My circle is purple!	Zuzanna Klimek
6. The Alphabet song	Zuzanna Klimek
7. I spy with my little eye...	Zuzanna Klimek
8. Horses and hippos, spiders and snakes	Zuzanna Klimek
9. R is for rainbow	Zuzanna Klimek
10. I've got a blue pen.	Zuzanna Klimek
11. Where's the present?	Zuzanna Klimek
12. Hide and seek	Zuzanna Klimek
13. Shake your head.	Zuzanna Klimek
14. The farmer's in his den	Agnieszka Kostrzewa
15. How does a rooster go?	Agnieszka Kostrzewa
16. The pig goes oink, oink.	Agnieszka Kostrzewa
17. On the farm – a story	Agnieszka Kostrzewa
18. The duck has got a beak.	Agnieszka Kostrzewa
19. It's a monster and it's got sharp teeth – a story	Agnieszka Kostrzewa
20. Halloween – Trick or Treat!	Zuzanna Klimek
21. Let's count.	Agnieszka Kostrzewa
22. I like counting.	Agnieszka Kostrzewa
23. My hand is 12 centimeters long.	Agnieszka Kostrzewa
24. I like school.	Agnieszka Kostrzewa
25. A Christmas card.	Zuzanna Klimek
26. A Christmas carol	Zuzanna Klimek
27. Christmas dinner	Zuzanna Klimek
28. Christmas presents	Zuzanna Klimek
29. Winter, spring, summer, fall	Agnieszka Kostrzewa
30. He's wearing black boots today.	Agnieszka Kostrzewa
31. Where are my boots? – a story	Agnieszka Kostrzewa

32. At home.	<i>Agnieszka Kostrzewa</i>
33. Our house	<i>Agnieszka Kostrzewa</i>
34. Busy Mr. Bee	<i>Agnieszka Jazdon</i>
35. My house is made of ice.	<i>Agnieszka Jazdon</i>
36. The Three Little Pigs – a story	<i>Agnieszka Jazdon</i>
37. This is my family.	<i>Agnieszka Jazdon</i>
38. My mommy is very pretty and my daddy is very tall	<i>Agnieszka Jazdon</i>
39. My grandma is a firefighter.	<i>Agnieszka Jazdon</i>
40. I want to be a pilot.	<i>Agnieszka Jazdon</i>
41. Days of the week	<i>Agnieszka Jazdon</i>
42. What do you do on Tuesdays?	<i>Agnieszka Jazdon</i>
43. This is the way I fly a plane	<i>Agnieszka Jazdon</i>
44. Be my Valentine!	<i>Agnieszka Jazdon</i>
45. Yummy fruit.	<i>Agnieszka Jazdon</i>
46. Fruit is good!	<i>Agnieszka Jazdon</i>
47. I love vegetables.	<i>Agnieszka Jazdon</i>
48. What’s in the basket?	<i>Agnieszka Jazdon</i>
49. Healthy food is good for me.	<i>Agnieszka Jazdon</i>
50. I like apple juice.	<i>Joanna Haracz-Lewandowska</i>
51. Easter bunny.	<i>Joanna Haracz-Lewandowska</i>
52. There’s a bus stop next to our school	<i>Joanna Haracz-Lewandowska</i>
53. Let’s go to town.	<i>Joanna Haracz-Lewandowska</i>
54. Lost in the city – a story	<i>Joanna Haracz-Lewandowska</i>
55. We are green.	<i>Joanna Haracz-Lewandowska</i>
56. I can fly a plane.	<i>Joanna Haracz-Lewandowska</i>
57. I go by train.	<i>Joanna Haracz-Lewandowska</i>
58. I love my dog.	<i>Joanna Haracz-Lewandowska</i>
59. My dog’s got four legs and a tail.	<i>Joanna Haracz-Lewandowska</i>
60. Wild animals.	<i>Joanna Haracz-Lewandowska</i>
61. Whose footprints are they?	<i>Joanna Haracz-Lewandowska</i>
62. At the beach.	<i>Joanna Haracz-Lewandowska</i>
63. The Bear Family - a story by Frank Asher	<i>Joanna Haracz-Lewandowska</i>
64. We’ve got summer holidays!	<i>Joanna Haracz-Lewandowska</i>

- WARM-UP**
on the carpet
Greet the children and ask them to stand up and to make a big circle. Encourage them to say "Hello!" in different ways (like a mouse, like a tiger, like a dog, a parrot, etc.) Add movement if needed. Ask: "What's your name?" pointing to certain children. Then invite them to ask each other what their names are. Monitor the children's pronunciation and intonation. Ask them to sit down.
- WHOLE CLASS ACTIVITY**
on the carpet
Take the register if needed. You can encourage the children to say their favourite colour or food (to arouse their interests) instead of saying: "Present/Absent". Point to a boy in the classroom. Look at the children, not at the boy and ask: "Everybody, what's HIS name?" Make sure that the children have understood the possessive pronoun "HIS" (use gestures instead of Polish translation). Praise the children.
- WHOLE CLASS ACTIVITY**
on the carpet
Encourage the children to use the chunk: "His name is...". Follow the same action with a girl. Ask the class: "What's HER name?" Prompt the answer: "Her name is...". Then point to another boy and ask: "What's his name?" Do the same with another girl. Praise the children. Repeat the procedure to make sure that the children are familiar with "His/her name is..." phrase. Ask them to stand up.
- ACTION GAME**
around the classroom
Place small pieces of paper with the children's names around the classroom. Put them face down. Play some music and ask the children to move around the classroom. Turn the music off and say four names of the children. They have to find their names written on a small piece of paper. The rest of the class stands still. Repeat the action, music on. Finish the game when every child has their own card.
- PRE-LISTENING ACTIVITY**
on the carpet
Sit on the carpet. Point to the cut-outs of the characters but do not explain what their names are. Ask the children to describe them and use the following questions: "Is it a boy or a girl?", "What colour are her eyes?", "What is he wearing?", "What colour is his T-shirt?", etc. Pre-listening activity will help them to understand the listening text and definitely increase their level of motivation. Create a special atmosphere when listening.
- LISTENING (DIALOGUE)**
on the carpet
Ask the children "What are the characters' names?" and act out the dialogue. The children remain silent and focused. Use the cut-out characters and modulate your voice. Be engaged while acting to develop their imagination. After the first listening let the children answer your question. "What's his/her name?". Then act out the dialogue again and engage them to speak when you remain silent. Repeat the procedure and let the children speak.
- POST-LISTENING**
at their desks
Invite the children to sit at their desks and distribute the worksheets. They have to match the names with the characters and colour them according to the instructions. When they finish ask them the HOT questions (they will make the children think about the content of the lesson). Set the homework and praise them for their excellent work during the lesson. Ask them to say goodbye to their friends and to you (e.g. goodbye with a five).

HOT Questions

You can ask these in Polish

Do you like meeting new people? Why?
How do you feel when you meet someone new? What do you do?
If you were an animal, what would your name be?

Cel lekcji
wyrażony
w języku rodzica

Dziecko przedstawia siebie oraz kolegę, koleżankę z klasy.
Dziecko odtworza dialog z pamięci samodzielnie lub z nauczycielem: "Hello, what's your name? My name's Kate. Nice to meet you."
Dziecko łączy imiona z postaciami (Colin, Kate, Mr. Bee, Ted) i koloruje je wg kodu.

You will need

Cut-outs of the characters.
Small pieces of paper with children's names.
CD player.
A piece of music.
Worksheets for the lesson.
Worksheets for the homework.

1. What's your name?

Lesson:
from start
to finish

Language

Children hear and understand

Let's listen to the dialogue.
You have to find your name when the music stops.

Children hear and respond

What's your name?
What's his/her name?
What colour is his T-shirt?
Is it a boy or a girl?

Children repeat after the teacher

What's your name?
What's his name?
What's her name?

Children can say on their own

My name is...
His name is...
Her name is...

Homework

Make your own cut-out. Colour and cut it out. Put your photo on it.
*Optional: give the text of the dialogue and some children may practise it on their own.

Człowiek - najlepsza inwestycja
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Greet the children and encourage them to say "Hello!" in different ways. Check their homework and take the register (if needed). The children hold their cut-outs. Praise them for their excellent work. Encourage them to use their own cut-outs in order to ask what someone's name is. Help them if needed. Show the cut-outs from the previous lesson and act the dialogue out with the children (even if they do not remember everything).

WARM-UP
on the carpet

Stand by the board and pin up the flashcard with the happy face. Ask the children: "How are you today?" pointing to the flashcard at the same time. Elicit: "I'm happy today!" (They know this chunk from grade one). Do the same action with three other faces (sad, angry, sleepy). Praise the children as they get more interested in the topic of the lesson.

REVISION
on the carpet

Ask the children to stand up and to listen to your instructions: "Sit down! Stand up! Stamp your feet! Clap your hands! Turn around! Jump up high! Walk on your tip-toes!" The children respond with whole-body actions. (The TPR method is completely stress-free and that is why children love it!) Praise them. Repeat some actions faster and faster.

ACTION GAME
around the classroom

Attach another four flashcards with tired, scared, mad and shy faces. Ask the children to come closer to the board. Pre-teach new vocabulary, mime the actions: "I'm tired/ scared/sleepy/ shy today!" Ask the children to repeat after you, modulate your voice to increase their level of motivation. Play the "What's missing" game with all of the flashcards. Praise the children.

TEACHING VOCABULARY
by the board

Ask the children to sit down. Place the flashcards on the carpet. Say: "Girls: put your finger on the scared face!" Praise them for their excellent choice. Do the same action with the boys but with a different flashcard. Repeat the activity several times, you can say the commands faster and faster and remember to praise the children's effort, not their intelligence.

PUT YOUR FINGER ON...
on the carpet

Invite the children to sit at their desks and distribute the worksheets. They then cut out mini flashcards with faces. Volunteers or fast finishers may colour them. Then they work in pairs. Elicit: "Everybody, how are you today?" and hold up certain flashcards. Ask the children to do the same with their mini flashcards (in pairs). Monitor the activity, prompt and praise them a lot. It is good to mingle in the pairs.

INDIVIDUAL / PAIR WORK
at their desks / around the classroom

Say: "Sit on the carpet if you feel happy today!" and wait for the children to respond. If there are still children at their desks, try to guess how they feel: "Sit on the carpet if you are sad / tired / mad, etc. today!" When every child is sitting on the carpet ask the HOT questions. Set the homework and praise the children for their excellent work during the lesson. Ask them to say goodbye to their friends and to you (e.g. goodbye with a five).

SUMMARY
on the carpet

HOT Questions
You can ask these in Polish

What colour is the word happy? Why?
What colour is the word sad? Why?
When do you feel sleepy?
If you were alone in a desert, how would you feel?

Cel lekcji
wyrażony w języku rodzica

Dziecko powtarza zwroty z poprzedniej lekcji.
Dziecko mówi, jak się czuje w danym dniu: "I'm happy today, I'm sad today, I'm sleepy today"
Dziecko pyta koleżę/koleżankę o samopoczucie: "How are you today?"

You will need

Cut-outs of the characters from the previous lesson.
Flashcards with the feelings: happy/sad/sleepy/angry/tired/scared/shy.
Worksheets for the lesson with mini flashcards (feelings).

2. How are you today?

Lesson:
from start to finish

Language

Children hear and understand

Today we are going to speak about feelings.
You will get mini cards with feelings and you have to cut them out.

Children hear and respond

How are you today?
Put your finger on the...
Sit down! Stand up! Stamp your feet!
Clap your hands! Turn around! Jump up high! Walk on your tip-toes!
Sit on the carpet if you feel happy today!

Children repeat after the teacher

How are you today? I'm happy/sad/angry/sleepy/tired/scared/shy today.

Children can say on their own

I'm happy/sad/angry/sleepy/tired/scared / shy today!

Homework

Draw how you feel in your notebooks or on a piece of paper.
Write: "I'm today" under your picture.

Człowiek - najlepsza inwestycja
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WARM-UP
on the carpet

Greet the children as they arrive. Take the register. Encourage the children to say the word from the previous lesson: happy/sad/tired etc. instead of saying: "Present/Absent". Check the homework and ask volunteers to say how they feel according to their pictures (homework). Praise them for their excellent work. Encourage the children to ask a classmate on their left: "How are you today?" Help them if the need arises.

REVISION
on the carpet

Bring a paper bag with colourful handkerchiefs and ask them to guess what is inside without touching anything. They use their imagination and this is a good activity to create their interest in the lesson. Show them one handkerchief and ask: "What colour is it?" Elicit: "It's blue/black/green/orange/pink/purple/red/white/yellow." Then ask volunteers to draw lots and to say: "It's red (or a different colour). Praise the children.

COLOURS vs FEELINGS
by the board

Stand by the board and put up the feelings flashcards. Elicit: "I'm happy / tired / sad, etc. today". Repeat the action several times. Then show a blue flashcard and ask: "What colour is it? Is blue happy or sad?" The children decide where blue goes (it should cover a happy or sad face). Let a child cover one flashcard with another and prompt: "Blue is happy / sad". Repeat the action with all of the colours and feelings.

ACTION GAME
around the classroom

Say: "Clap your hands if you like red!" and wait for them to do it. If the children do not understand, explain it or mime that you like or do not like this particular colour. Change the actions and colours: "Turn around if you like blue! Stamp your feet if you like yellow!, etc." You may change the rules and ask: "Sit down if you DON'T like black! Jump up high if you DON'T like orange!, etc." You may ask volunteers to say the commands if they can.

SPELLING
on the carpet/by the board

Ask the children to sit down and to look at the board. Place on the board the word "red" and read it aloud. Ask the children to repeat after you: "Red. It's red." Then invite a child to find a corresponding colour and let him/her attach it next to the word "red". Repeat the activity with all of the words and colours but start from the easier ones (e.g. "blue", "green", "black") and finish with "white" and "yellow". They are the most difficult.

CLASSROOM SURVEY
around the classroom

Ask: "What's your favourite colour?" the children answer: "I like blue/red/green, etc." Repeat the question several times with the children: together, in groups, or individually. When they are ready, distribute worksheets with a classroom survey. Give the instructions and monitor the whole activity. Some children choose 4 classmates and ask what their favourite colour is. Then put a cross in the appropriate place. Praise them.

SUMMARY
on the carpet

Sit down on the carpet and ask: "Who likes orange?" Then the children look at their surveys and answer: "Kasia/Ola/Maciek, etc." You can elicit: "Kasia LIKES orange" if the children are ready to use it. Then change the colour: "Who likes purple/black/white, etc.?" Ask the HOT questions and set the homework. Ask what was easy and hard for them during the lesson. Praise them and say goodbye.

HOT Questions

You can ask these in Polish

What's your mum's favourite colour?
What's your brother's favourite colour?
What colour are your dreams?

Cel lekcji
wyrażony
w języku rodzica

Dziecko nazywa kolory, rozumie i odpowiednio reaguje na pytanie: "What's your favourite colour?"
Dziecko odpowiednio reaguje na komendy nauczyciela: Clap your hands if you like blue, stamp your feet if you like green, turn around if you like yellow!

You will need

Flashcards from the previous lesson
Flashcards with the colours: blue, black, green, orange, pink, purple, red, white, yellow.
A paper bag with colourful handkerchiefs inside.
Wordcards with colours.
Worksheets for the lesson (classroom survey).
Worksheets for homework.

3. Clap your hands if...

Lesson:
from start
to finish

Language

Children hear and understand

Look what I've got. It's a paper bag. You have to guess what's inside.
Please, put a cross when you find someone who likes this colour.

Children hear and respond

Turn around if you like blue! Stamp your feet if you like yellow! Sit down if you DON'T like black! Jump up high if you DON'T like orange! Stand up if you like purple, etc.

Children repeat after the teacher

What's your favourite colour?
How are you today?
It's blue/red/orange/white/green/purple/etc.

Children can say on their own

I like blue/green/black/etc.
I'm happy/sad/tired/etc. today.
* Kasia LIKES pink/white/yellow, etc.

Homework

The children match the words with their names, trace them and colour the objects appropriately. They write what their favourite colour is.

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4. Number thirteen is green!

HOT Questions

You can ask these in Polish

Is number thirteen lucky or unlucky? Why?
What is your lucky number?
If you could be any number, what number would it be?

Cel lekcji
wyrażony
w języku rodzica

Dziecko powtarza słownictwo i zwroty z poprzednich lekcji.
Dziecko liczy do dwudziestu.
Dziecko odpowiednio reaguje na komendy nauczyciela: "Blue-point to number thirteen. Yellow-point to number twelve."

You will need

Flashcards with colours.
Poster with numbers.
CD player and a piece of the children's favourite music.
Small coloured cards.
Number cards.
Worksheets for the lesson with mini flashcards. (numbers).
Small cards to cover the numbers on the poster, magnets.

Children hear and understand

Look at the numbers! Repeat after me!
Let's count.
Who would like to play "What's missing"?

Children hear and respond

How are you today?
Stamp your feet if you are happy today!
Walk on your tip-toes if you are sleepy today!
What's missing?
What colour is the number eleven?
Point to the number twenty!

Children repeat after the teacher

Number eleven is red.
Number seventeen is missing.
*What's missing? (volunteers).
*Turn around! (volunteers).

Children can say on their own

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

Language

Lesson:
from start
to finish

Homework

The children have to finish decorating their lucky number.

WARM-UP

on the carpet

Greet the children as they arrive and invite them to form a big circle on the carpet. Encourage them to say "Hello!" in different ways. Take the register. Give some commands to revise material from the previous lesson: "Stamp your feet if you are happy today! Walk on your tip-toes if you are sleepy today!, etc." Then ask each child: "How are you today?" and prompt if needed. Revise colours -use flashcards. Play the "Parrot game".

PRESENTATION

on the board

Place the poster with numbers on the board. Revise numbers from 1 to 12. Praise the children. Then pre-teach numbers from 13 to 20. Point to the numbers, one at a time, and present them. Children repeat after you. Ask the children to draw a certain number in the air, on the floor, on somebody's back.

ACTION GAME

around the classroom

Divide the children into groups of two or three. Give each child in the group a small card with a certain colour and place some number cards around the classroom (it is good to do this before the lesson). Play some music. When it stops, say: "Blue- point to the number sixteen". Only the "blue" group moves around the classroom and looks for their number. Repeat the actions with other colours. You can also mix colours, e.g.: "Purple and red..."

PRACTICE

at their desks

Invite children to sit at their desks and distribute the worksheets. They then have to cut out mini flashcards with numbers from 1 to 20. Say: "Colour number 12 red". Ask children for verification (in pairs) but remember that peer correction needs to be handled sensitively. If the children finish, ask: "What colour is number 11?" and elicit: "Number 11 is...". Repeat the action with other numbers. Praise the children for their effort.

WHAT'S MISSING?

on the board

Ask the children to look at the board (on the poster) and repeat the numbers with them (altogether, in groups: boys, girls, short-haired, etc., individually) and say: "Turn around and wait." Cover one number with a piece of paper (small cards would be handy) and say: "Turn around again and tell me, what number is missing?" Elicit: "Number ... is missing." Repeat the action with more than one number, then two, three, four or five.

CONTROLLED PRACTICE

on the board

Choose a volunteer to provide the "What's missing game?" instead of you. You stay with the children and play with them. Repeat this procedure several times. It will motivate the children and build up their confidence. At the same time monitor their language use and help them if needed. Remember to set an appropriate amount of time for this activity. If there is not much time left, carry it on into the next lesson.

SUMMARY

at their desks / on the carpet

Ask the children to sit down and to think about their lucky number. Tell them to write it in their notebooks or on a piece of paper and decorate it. They can present it at the end of the lesson or you can set the task for homework. Invite the children to sit in a circle on the carpet. Ask the HOT questions. Invite them to say what was easy and/or hard for them during the lesson. Give them their homework and say "Goodbye!".

Greet the children and encourage them to say "Hello!" in different ways. Ask: "What's your name?, How are you today?", form a big circle and sit down on the carpet. Take the register and elicit the children to say the colour instead of "Present/Absent". Brainstorm for feelings. Use proper flashcards. Play the "Parrot game".

WARM-UP
on the carpet

Invite the children to look at the board (a poster with numbers) and revise them in numerous ways ("What's missing?", "Is it a...?", "Simon says...", "Put your finger on...", etc.) Show them a flashcard with a square and ask: "What is it? Do you remember?" Revise other shapes from grade one using flashcards (a rectangle, a triangle, a circle). Praise the children for their excellent work.

REVISION
on the board

Pre-teach the shapes (an oval, a star, a heart). Show the flashcards, one at a time, and present them. The children repeat after you. Ask the children to draw a certain shape in the air, on the floor, on somebody's back (it will help them to remember the vocabulary better). Volunteers can draw their favourite shape on the board. Praise the children.

PRESENTATION
on the board

Play the action game from the previous lesson but hide the numbers around the classroom (under the carpet, on a shelf, under a desk, a chair, on a window sill, etc.). Give each group small pictures with a certain shape (you have seven shapes!). Play the music. When it stops, say: "A star - find number sixteen". Only the "star" group moves around the classroom and looks for their number. Change and mix commands. Have fun!

ACTION GAME
around the classroom

Invite the children to stand by the board. Attach the flashcards with shapes (in a row). Practise them with the children. Present the word card "a square" and ask where to put it. Attach it under the corresponding flashcard. Do the same with other wordcards but ask volunteers to help you. If you finish, ask the children to read the words aloud: altogether, in groups, individually. Ask the children to write the words down in their notebooks.

PRACTICE
on the board / at their desks

Distribute the worksheets. Ask the children to trace, colour and cut out their shapes. There are different sets of shapes. Praise the children for their work and ask: "What have you got?, What colour is it?". Put a big sheet of paper on the carpet and invite the children to glue their shapes there. They do it on their own. When it is ready, place it on the board. Ask: "What can you see? How many circles can you see?, etc."

SETTLED ACTIVITIES
at their desks / on the carpet

Revise the shapes with the children. Tell them to make some shapes with their body (in pairs, in a group of three, four, etc.) One child can guess the shapes. Ask them the HOT questions. Invite them to say what was easy and/or hard for them during the lesson. Set the homework and say: "Goodbye!".

SUMMARY
on the carpet

HOT Questions

You can ask these in Polish

What shape would you like to be if you could choose? Why?
Would you want a bike with square wheels?
Draw the sun without using a circle.

*Cel lekcji
wyrażony
w języku rodzica*

Dziecko powtarza słownictwo i zwroty z poprzednich lekcji.
Dziecko rozpoznaje kształty i wymienia je.
Dziecko przepisuje nazwy kształtów: "a circle, a square, a rectangle, a triangle, an oval, a star, a heart".

You will need

Flashcards with feelings.
Poster with numbers.
Flashcards with shapes: a rectangle, a triangle, a circle, a square, an oval, a star, a heart
a CD player and a piece of the children's favourite music.
Small cards with shapes.
Number cards.
Wordcards with shapes.
A big sheet of paper, magnets.
Worksheets for the lesson.

5. My circle is purple!

*Lesson:
from start
to finish*

Language

*Children hear
and understand*

Look what I've got. There are shapes in the pictures.
This poster is amazing! There are many shapes. You really worked hard.

*Children hear
and respond*

What is it? Do you remember?
Find number fifteen/sixteen/seventeen/ etc.
What's missing? What have you got?
What can you see? How many squares/ rectangles/triangles, etc. can you see?

*Children repeat
after the teacher*

It's a rectangle/a circle/a star/etc.
It's blue/red/yellow/etc.

*Children can say
on their own*

Numbers 1-20.
A circle, a rectangle, a square, a triangle, an oval, a heart, a star.

Homework

Children trace the shapes and write down what they are.
They can also decorate them.

Greet the children as they arrive. Invite them to sit on the carpet, choose a volunteer and let him/her ask questions: "What's your name? How are you today? What's your favourite colour?" and help if needed. Revise the shapes using proper flashcards and the poster that the children have recently prepared. Check the homework and the praise children for their excellent work.

WARM-UP
on the carpet

Pin up the poster with the English alphabet on the board. Play the alphabet song or sing it on your own pointing at the letters each time they appear in the song. Then sing it with the children. You can pause the song whenever you find any troublesome letters. Sing with the children but let them dominate. Always help them if the need arises.

PRESENTATION
by the board

Distribute some small cards with letters. Each child gets a different letter but if there are more than 26 children in the class, prepare some extra cards. Play the alphabet song and ask the children to move around the classroom and dance. Stop and say: "A is sad. F is happy" and wait for the children's actions. Repeat the actions with more letters: "L and M are tired, P and Q are sad". You can add colours: "S show me something blue".

ACTION GAME
around the classroom

Invite the children to look at the poster and say: "A is for apple, B is for banana, C is for crocodile and D? What word beginning with D do you know?" The children brainstorm and you can write their suggestions on the board. Repeat the procedure with some other letters. You can use all of them if you want but be careful not to exhaust the children. At the end sing the alphabet song and stop it from time to time to elicit the letter from children.

PRACTICE
by the board

Divide the children into two groups. Think of a word the children know and draw a dash for each letter. The children take turns to guess the letters (monitor their pronunciation which is extremely important here). Keep a record of all the letters suggested on the board. If a child's letter is not in the word, draw one element of the gallows. The children win before the whole gallows with a hanging man is drawn. Play it twice or more.

HANGMAN GAME
by the board / on the carpet

Ask the children to sit at their desks and say: "Draw your favourite letter in a funny way in your notebooks". You can give some hints on the board. While the children are drawing you can play the alphabet song but calm the music down. At the end ask the children to present their work and elicit: "My favourite letter is..." Praise them for their excellent work.

INDIVIDUAL WORK
at their desks.

Play the song for the last time and let the children sing on their own. Ask the HOT questions. Invite them to share their opinions about the easiest and the most difficult letters of the English alphabet. Divide the children into small groups and tell them to make a certain letter using their bodies. Ask them to say goodbye to their friends and to you (e.g. goodbye with a high five).

SUMMARY
on the carpet

HOT Questions
You can ask these in Polish

If you could become a letter, what would it be?
What's your favourite letter? Why?
What letter looks the way it sounds?

Cel lekcji
wyrażony w języku rodzica

Dziecko poznaje litery angielskiego alfabetu.
Dziecko śpiewa piosenkę, podczas której wymienia litery angielskiego alfabetu.

You will need

Flashcards with shapes.
A poster made by the children from the previous lesson.
A poster with the English alphabet.
A computer with Internet access to play the alphabet song:
<https://www.youtube.com/watch?v=zAIX1V3IK5s>
Small cards with letters.

6. The alphabet song.

Lesson:
from start to finish

Language

Children hear and understand

This is the English alphabet.
Look at the letters. Repeat after me!
Let's sing a song!

Children hear and respond

What's your name? How are you today?
What's your favourite colour?
A is sad. F is happy. C and D are sleepy, etc.
S, show me something blue.
A is for apple, B is for banana, etc.

Children repeat after the teacher

The letters of the English alphabet.

Children can say on their own

The letters of the English alphabet
My favourite letter is...

Homework

Children practise the alphabet song at home.

WARM-UP
on the carpet

Greet the children and ask questions individually: "What's your name? How are you today? What's your favourite letter of the English alphabet?, etc." Take the register if needed. Revise the letters of the English alphabet. Use the alphabet poster. Sing the alphabet song with the children. Revise the school object with the children but do not use any flashcards or real objects for this purpose.

PRESENTATION
by the board

Ask the children to look at the board. Attach the animal flashcards. Pre-teach the new words, the children repeat after you: a giraffe, a lion, a rattlesnake, a penguin, an elephant. Ask them to mime the actions of these animals. Say the word: "A giraffe" and ask the children to say the first letter of this animal. Write G under the flashcard. Repeat the procedure with other animals.

GUESSING GAME
on the carpet

Show your magic schoolbag and say: "Look what I've got! This is a magic schoolbag. Guess what's in my bag. There's something beginning with G. What do you think it is: a glue stick or a giraffe?" The children guess and you take out the glue stick. Praise the children. Do the same actions with other school objects and compare them with the names of the animals: a lion, a rattlesnake, a penguin, an elephant.

BINGO SONG
on the carpet / around the classroom

Place the big letters B I N G O on the board and elicit: "What are the letters?" Then ask the children to listen to the BINGO song and point to the letters as you sing. For each verse remove one letter and replace it with a hand clap. Encourage the children to clap with you. You can add different actions for each verse, for example when you remove "I" jump up high, "N" stamp your feet, "G" shake your head, etc.

BINGO SONG
on the carpet / around the classroom

Sing the BINGO song again along with the children. Do it with excitement and pleasure. Clap your hands and do the other actions to help the children remember the song better. (This song is a fantastic introduction to spelling and is appropriate for developing rhythm. The children have a lot of fun and learn simple spelling patterns effortlessly. You can also teach vowels through this song: A E I O U instead of B I N G O).

I SPY... GAME
around the classroom

Place the school objects from the magic school bag and the flashcards with the animals around the classroom. It is good to ask the children to turn around in order not to see you for a moment. Say: "I spy with my little eye something beginning with the letter G!" The children look for the items beginning with this letter. You can divide them into small groups of 5, for example, each with the letter of the word BINGO.

SUMMARY
on the carpet

Ask the children to sing the BINGO song for the last time. Invite them to say what they liked during the lesson, what was easy or hard for them. Ask the HOT questions. Tell them to say goodbye to their friends and to you (e.g. goodbye with a high five).

HOT Questions

You can ask these in Polish

Which letter is the boss of all the other letters?
Which animal from the lesson would you like to make friends with? Why?

Cel lekcji
wyrażony
w języku rodzica

Dziecko poznaje nazwy kilku zwierząt. Dziecko śpiewa piosenkę i wykonuje konkretne czynności podczas niej: wskazuje jedną z liter słowa BINGO, klaszcze w dłonie.

You will need

Flashcards with animals: a giraffe, a rattlesnake, a penguin, a lion, an elephant.
A computer with Internet access to play the alphabet song: <https://www.youtube.com/watch?v=zAIX1V3IK5s> and Bingo song: <https://www.youtube.com/watch?v=dc71UcRCS58>
A poster with the English alphabet, magnets.
A magic schoolbag with school objects inside (a pen, a glue stick, a rubber, a pencil case, etc.).
B I N G O letters.

7. I spy with my little eye...

Lesson:
from start
to finish

Language

Children hear
and understand

Look what I've got. This is a magic schoolbag. Guess what's in my bag. Let's sing a song!

Children hear
and respond

I spy with my little eye something beginning with the letter G!
What is it? Is it a pencil or a penguin? There's something beginning with R. What do you think it is: a rubber, a ruler or a rattlesnake?

Children repeat
after the teacher

There was a farmer, who had a dog. And BINGO was his name-O
B-I-N-G-O x3
And BINGO was his name-O.

Children can say
on their own

A rubber, a pencil, a pen, a ruler, a notebook, a glue stick, a giraffe, a lion, a rattlesnake, an elephant, a penguin.

Homework

Children practise the BINGO song at home.

Greet the children as they arrive and encourage them to say "Hello!" like a lion, a rattlesnake, a giraffe and an elephant and a penguin. Take the register if needed. Instead of saying: "Present/Absent" ask them to say the first letter of their names. Revise the alphabet, numbers 11-20, and vocabulary from previous lessons. Praise the children.

WARM-UP
on the carpet

Pin up the poster of the animals on the board. Point to the animals, one at a time, and say the words. The children repeat after you. Point to the animals in random order and name them. The children repeat after you (a parrot, a kangaroo, an octopus, a penguin, a tiger, a zebra, a monkey, a hippo, a polar bear, a whale, a shark, a dolphin, a lion, a crocodile, a snake). Attach appropriate word cards under each animal and read them aloud.

PRESENTATION
by the board

Play the children's favourite music and ask them to move around the classroom. Stop for a moment and say: "Move like a tiger!" and the children mime the action of this animal. Repeat the procedure with some other animals. Change the pace of the game and give the command faster and faster. Be careful about safety during the whole of the game.

ACTION GAME
around the classroom

Invite some of the children to stand by the board and look at the poster. Ask: "Which animal has got sharp teeth?" and mime the action. Praise the children each time they get it right. Ask: "Which animal has got a big tummy/a long tail/a big body?" Then point to an animal and ask: "How does it go?" and imitate the sound if the children are not eager to do this. Help them with other animals.

PRACTICE
by the board

Tell the children to sit down and distribute the worksheets. Ask the children to look carefully at the poster with wordcards on it for one minute and then remove them. The children work in pairs. They complete the missing letters from the words, then rewrite the names of the animals to practise their written forms. Monitor the activity carefully in order not to make errors in the children's writing. Help them if the need arises. Praise them.

SETTLED ACTIVITIES
at their desks

Ask the children to sit in a circle. Whisper to the child on your left: "A kangaroo". The children pass the word the same way (through whispering) and the last child from the circle says the word (you can also ask the children to mime it before saying). Repeat the actions with other names of animals. You can introduce short sentences. Remember to change places in the circle so that the same child does not reveal the word.

CHINESE WHISPERS
on the carpet

Invite the children to say what their favourite animal is. Elicit: "I like... (a kangaroo/a lion/a polar bear, etc.) Ask them what they liked during the lesson and or they did not like. Ask the HOT questions and set them their homework. At the end of the lesson ask the children to say "Goodbye!" with their partner like the animals from the lesson.

SUMMARY
on the carpet

HOT Questions

You can ask these in Polish

What animal would you like to have at home?
Which animals could be your friend? Why?
What is a dolphin's favourite colour?

Cel lekcji
wyrażony w języku rodzica

Dziecko poznaje nazwy zwierząt, wymienia je: a parrot, a kangaroo, an octopus, a penguin, a tiger, a zebra, a monkey, a hippo, a polar bear, a whale, a shark, a dolphin, a lion, a crocodile, a snake.
Dziecko określa, które zwierzę lubi.

You will need

A poster with animals, magnets.
Wordcards with animals.
A CD player and the children's favourite piece of music.
Worksheets for the lesson.

8. Horses and hippos...

Lesson:
from start to finish

Language

Children hear and understand

Look at the poster, here are the animals. Do you know them? Let's find out. Please, look at the poster very carefully.

Children hear and respond

How many animals can you see? What is this animal? How does it go? Move like a tiger/a kangaroo/a dolphin/ etc.

Children repeat after the teacher

A parrot, a kangaroo, an octopus, a penguin, a tiger, a zebra, a monkey, a hippo, a polar bear, a whale, a shark, a dolphin, a lion, a crocodile, a snake

Children can say on their own

I like kangaroo's/lion's/hippo's/zebra's, etc.

Homework

The children draw their favourite animal of the lesson in a funny way and write what it is (a happy tiger, a sleepy shark, etc).

Człowiek - najlepsza inwestycja
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Greet the children as they arrive. Ask them to say "Hello!" in many different ways, e.g. like a shark, an elephant, a crocodile, etc. Take the register if needed. Check their homework. Revise the names of the animals from the previous lesson using flashcards and different techniques: "What's missing?", "Parrot game", "Put your finger on the...", "Chinese whippers", etc. Praise the children. Generate interest in the lesson.

WARM-UP
on the carpet

HOT Questions
You can ask these in Polish

Could a giraffe and a dolphin become friends?
What does the letter B have for breakfast?
What does the letter S like to do in the evenings?

*Cel lekcji
wyrażony
w języku rodzica*

Dziecko śpiewa piosenkę o alfabecie.
Dziecko układa wyrazy z rozsypanych liter: a giraffe, a dolphin, an elephant, an octopus, a kangaroo, a penguin.

Revise the alphabet song with the children. Sing quietly and let the children carry on. Ask them what they can see in the classroom beginning with certain letters (T for the teacher, D for the door, C for the carpet, etc.) Encourage them to brainstorm as much as possible. It will help them focus on the main part of the lesson better.

ALPHABET REVISION
on the carpet

Ask the children to sit at their desks. Distribute the worksheets of mini flashcards with animals. Tell the children to cut them out. Say: "Take a blue pencil and write the letter D. What colour is the letter D? Match the letter D with a dolphin." The children glue a picture of a dolphin next to or under their letter D. Monitor their work. Say: "Now write the letter E!" Set the colour, repeat the procedure with an elephant. Do the same with K,C and O.

SPELLING ACTIVITIES
at their desks

9. R is for rainbow.

You will need

Flashcards with the animals (from the previous lesson).
A computer with Internet access to play the alphabet song:
<https://www.youtube.com/watch?v=zAIX1V3IK5s>
The children's favourite piece of music and or CD player.
Worksheets for the lesson with mini flashcards (animals).
Sets of jumbled letters.

Play the children's favourite music and ask them to dance (or move around). When the music stops, say one letter of the alphabet (for example A) and the children whose names begin with this letter have to sit down and not move. Repeat the procedure with other letters until every child is seated. You may also ask some children to say the letter instead of you.

ACTION GAME
around the classroom

*Lesson:
from start
to finish*

*Children hear
and understand*

Look at the poster.
This is the English alphabet.
Have you ever heard "The Alphabet song"? Let's sing a song!

Invite the children to sit at their desks and say: "Now write the letter P with a red pencil (crayon). What colour is the letter P? What animals have the letter P at the beginning?" The children glue a parrot and a penguin picture under/next to their letters. Repeat the same action with M,W and S. If this activity is too time consuming, set the rest of it for homework.

SPELLING ACTIVITIES
at their desks

Language

*Children hear
and respond*

Please take a blue pencil and write the letter D.
What colour is the letter D?
Match the letter D with a dolphin.

Divide the children into groups of three or four. Give each group a set of letters to create words (a giraffe, a dolphin, an elephant, an octopus, a kangaroo, a penguin). The children make their words and say: "We have got an elephant/an octopus, etc.) After revealing the words from the jumbled letters ask the children what the missing animals are (a hippo, a lion, a zebra, a shark, a whale, a tiger, a monkey, a snake, a parrot).

WORD MAKING
on the carpet

*Children repeat
after the teacher*

The letters of the English alphabet.

Invite the children to share their opinions about the lesson: what was easy, pleasurable for them and or hard or unpleasant. Ask them to say the first letter of their names. Volunteers can try to spell their names. Ask the HOT questions. Set the homework. Encourage the children to lie down and to make the word "Goodbye!" or "Bye bye!" using their bodies. Make sure that enough space is provided.

SUMMARY
on the carpet

Homework

The children finish their spelling activity in their notebooks (write a letter T, S, L and Z and glue a proper flashcard under the letter).

*Children can say
on their own*

The letters of the English alphabet.
The names of the animals.

Człowiek - najlepsza inwestycja
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Greet the children and ask them how they are. Invite them to ask each other: "What's your name? How are you today? What's your favourite colour/shape/number/letter?", etc. Take the register but instead of saying: "Present / Absent" tell the children to name the animals they know. Check their homework and praise them children for their work. Revise the school objects using flashcards. Play the "Guessing game", "Parrot game", etc.

WARM-UP
on the carpet

Show the children your magic schoolbag and say: "This is my magic schoolbag (with school objects inside). Do you know what's inside? Who'd like to guess?" and invite a volunteer to touch one object and say what it is. If for example the child chooses a brush (and guesses!), ask: "Is the brush short or long?" Mime the word short and long, modulate your voice. Repeat the procedure with other objects and praise the children.

PRESENTATION
on the carpet

Ask the children to look at the board. Pin up the poster with the school objects on the board. Ask the children what they can see. Elicit: "How many brushes can you see? How many long pencils can you see? How many rulers can you see?" Then tell the children to show their pencil cases. Elicit: "I have got... (a thin brush, a long pencil, a soft rubber, a short crayon, a blue pen, etc.). Make them feel excited and interested!"

PRACTICE
by the board / around the classroom

Prepare four cardboard boxes and mark them with the colours: red, yellow, blue, and green. Ask the children to move around the classroom, e.g. "Jump on your left leg!" or "Walk on your tip-toes!" and say: "Kasia, Marcin, Piotrek, have you got a long pencil? Put it in the green box." Repeat the procedure with all the children and their different school objects. At the end ask for verification: "What is it? Whose ruler is it?" Praise the children.

ACTION GAME
around the classroom

Invite the children to sit on the carpet. Put all the objects from the cardboard boxes in front of them (children's rulers, pens, crayons, pencils, rubbers, etc.). Say: "I spy with my little eye something soft!" and the children look for certain objects. Elicit: "I have got a soft rubber." Say: "I spy with my little eye something red and long" and again the children search for the items. Repeat the actions with other school objects.

I SPY WITH MY LITTLE EYE
on the carpet

Ask the children to sit at their desks and distribute the worksheets with bingo sets (prepare six different sets and leave two blank spaces). Tell the children to write two numbers in the blank spaces. Then play the BINGO game. The children tick or cross the object they hear. The child who has all the pictures crossed, shouts: "BINGO!". Play till everybody completes their sets. Praise the children.

BINGO GAME
at their desks

Invite the children to sit on the carpet and share their opinions about the lesson (what was easy/pleasurable/hard during the lesson, what they liked the most, etc.). Ask the HOT questions. Set the homework. Encourage the children to lie down and to make the word "Goodbye!" or "Bye bye!" using their bodies. Make sure that there is enough space provided.

SUMMARY
on the carpet

HOT Questions
You can ask these in Polish

If you were a crayon, what colour would you be? Why?
Is it better to be a pencil or an eraser?
Imagine your house is a big pencil case and the school objects are the furniture. Describe your "new" house.

Cel lekcji
wyrażony w języku rodzica

Dziecko powtarza słownictwo i zwroty z poprzednich lekcji.
Dziecko wymienia i opisuje przybory szkolne oraz mówi, co posiada: "I've got a long pencil. I've got a thin brush".
Dziecko układa swoje ciało w dane słowo: "Goodbye! Bye bye!"

You will need

Flashcards with the school objects: a glue stick, a rubber, a brush, a pencil, a school bag, a pen, a ruler, a crayon, a pencil case, a notebook.
The magic school bag with school objects inside: a rubber, a brush, a pencil, (a crayon), a pen, a ruler.
A poster with school objects, magnets.
Four cardboard boxes.
BINGO sets.
Worksheets with the homework.

10. I've got a blue pen.

Lesson:
from start to finish

Language

Children hear and understand

This is my magic schoolbag. Do you know what's inside? Who would like to guess?
Please, lie down and make yourself into a word "Goodbye!"

Children hear and respond

What is it?
Is it a brush?
Is the brush short or long?
Is it a glue stick? Is it hard or soft?
Have you got a long pencil? Put it in the green box!
Whose ruler is it?

Children repeat after the teacher

Names of the school objects.

Children can say on their own

I've got a long pencil/a thin brush/a green crayon, etc.

Homework

The children count and write the number of school objects, match them with proper adjectives and colour the pictures.

Greet the children and ask them how they are. Invite them to ask each other: "What's your name? How are you today? What's your favourite colour/shape/number/letter?", etc. Take the register but instead of saying: "Present / Absent" tell the children to name some school objects they know. Revise some vocabulary from previous lessons.

WARM-UP
on the carpet

Focus the children's attention on the flashcards. Revise vocabulary connected with family: mummy, daddy, brother, sister, grandma, grandpa. Play the "What's missing?" and "Guessing game". Tell the children they are going to listen to the story: "The title of the story is "Where's the present?" What do you think it is about?" Brainstorm for answers and praise the children. Ask them to listen to the story.

PRESENTATION
on the carpet

Present the first picture. Say: "Look at the picture. It's Tomek's birthday today. Is he happy or sad? Why is he sad?" Elicit: "Tomek hasn't got a present." Show the second picture and say: "How old is he? How many candles are there on his birthday cake?" Elicit: "There are seven candles on his birthday cake." Invite the children to sing "Happy Birthday" to make Tomek happy. The children sing along.

STORY TELLING
on the carpet

Present the third picture and say: "Look, his mummy and daddy are sitting there. Who else is sitting there?" Elicit: "It's his sister and his brother. It's his grandma and his grandpa." Say: "But where is his present?" Ask for verification and the children's ideas. Show the last picture and say: "Look. Tomek is happy. His present is in the wardrobe!" After telling the story ask the children some questions according to the pictures.

STORY TELLING
on the carpet

Distribute small pictures with a birthday cake on them. Each picture has a different number of candles. The children count their candles and remember the number. Play their favourite music and tell them to move around the classroom. When the music stops, say: "How old are you today?" (invite the children to say it with you) and point to a child. Elicit: "I'm seven today" and he/she sits down. Play until everybody is seated.

ACTION GAME
around the classroom

Invite the children to sit at their desks and tell them to draw their ideal birthday present. Monitor the activity, ask questions while they are drawing: "What is it? What colour is it? Is it big or small?, etc." Engage the children, motivate them, make them feel comfortable and relaxed.

SETTLED ACTIVITIES
at their desks

Sit down on the carpet and tell the story one more time. Use pictures. Ask the children for help, for example do not finish the sentence, let the children do this for you. In the end invite them to share their thoughts about the lesson. Revise the vocabulary from the story. Ask the HOT questions. Say "Goodbye!" and ask the children to shake hands with you.

SUMMARY
on the carpet

HOT Questions
You can ask these in Polish

What would your dad like for a birthday present? Why do you think so?
What would your sister like to get?
What will Tomek find when he opens his birthday present?

Cel lekcji
wyrażony w języku rodzica

Dziecko słucha historyjki obrazkowej i aktywnie uczestniczy w jej opowiadaniu: "It's Tomek's birthday today. But Tomek isn't happy. He is very sad..." Dziecko śpiewa piosenkę urodzinową: "Happy Birthday".

You will need

Flashcards with a family: mummy, daddy, brother, sister, grandma, grandpa. Story cards. Small pictures with birthday cakes. A CD and the children's favourite piece of music.

11. Where's the present?

Lesson:
from start to finish

Language

Children hear and understand

The title of the story is "Where's the present?"
Look at the picture. It's Tomek's birthday today.
Look, his mummy and daddy are sitting there.

Children hear and respond

What do you think it is about?
Is he happy or sad? Why is he sad?
Who else is sitting there?
What is it? What colour is it? Is it big or small?
How old is he? How many candles are there on his birthday cake?

Children repeat after the teacher

Family vocabulary.
Tomek hasn't got a present.
It's his sister and brother. It's his grandma and his grandpa.
There are 7 candles on his birthday cake.

Children can say on their own

Family vocabulary
"Happy Birthday" song
How old are you today?
*Tomek hasn't got a present.
*There are 7 candles on his birthday cake

Homework

The children finish drawing their ideal present at home.

WARM-UP
on the carpet

Greet the children as they arrive. Ask them how they are. Encourage every child to ask his/her partner: "What's your name? How are you today? What's your favourite colour/ number/shape? What have you got in your schoolbag?, etc. Monitor the activity. Ask the children to sit down in a circle and revise the story from the previous lesson. Mime it, act it out, prompt if needed. Engage the children as much as possible.

PRESENTATION
around the classroom

Show the children the Mr. Bee puppet and say: "This is Mr. Bee. He is very naughty. He likes playing HIDE AND SEEK and nobody can find him." Put it on the chair and say: "He is ON the chair. Where is he?" Children answer. Help them if needed and focus on the word ON and CHAIR. Repeat the actions with other prepositions: IN, UNDER, NEXT TO, IN FRONT OF, BEHIND. Use chalk, a bin, a chair, a sponge and a desk for this purpose.

ACTION GAME
around the classroom

Play the children's favourite music and ask them to move around the classroom. Stop the recording and say: "Put your pencil under your desk." The children do the action. Repeat the procedure with other commands. You can use different sets of vocabulary for this game and use mini flashcards from any previous lesson. Make it difficult and say: "Put your rubber on your head and a pen under your feet". Make it exciting!

PRACTICE
around the classroom

Ask a volunteer to help you during this activity. Say: "Kasia, sit down ON the chair." Kasia sits down. Ask the children: "Where's Kasia?" Elicit: "She's (sitting) on the chair". Tell Kasia to sit UNDER the desk and repeat the whole procedure. Practise other prepositions with different volunteers. You can revise different sets of vocabulary during this activity ("Kasia, sit down in front of the banana / next to a tiger, etc. Make it memorable.

HIDE AND SEEK
around the classroom

Ask the children to hide Mr. Bee somewhere in the classroom. Choose one child and tell him/her to leave for a moment. The children hide the puppet and shout: "Come here, we're ready!" and the child starts looking for Mr. Bee. Say: "Mr. Bee, where are you?" and comment on the child's actions: "Are you UNDER the desk? No, you aren't. Are you in the bin? Yes, you are!" repeat the game with some other children.

SETTLED ACTIVITIES
at their desks

Invite the children to sit at their desks. Distribute the worksheets. The children then colour the picture according to your instructions: "Colour the circle UNDER the desk blue!" and walk around the classroom to check if they do it correctly. Then say: "Colour the square NEXT TO to the chair yellow!" At the end ask volunteers to say what's in the picture, e.g.: "The square is next to the chair. The square is yellow, etc." Praise the children.

SUMMARY
on the carpet

Ask the children to sit on the carpet and to share their opinions about the lesson (what was easy/pleasurable/hard during the lesson, what they liked the most, etc.). Ask the HOT questions. Encourage the children to lie down and to make the word "Goodbye!" or "Bye bye!" using their bodies. Make sure that there is enough space for this activity.

HOT Questions

You can ask these in Polish

Imagine you lived in a tree. What would you eat and drink? How would you go to school? Is it better to be in or out? Is it better in or out?

Cel lekcji
wyrażony
w języku rodzica

Dziecko używa przymków: W, NA, POD, OBOK, ZA w odniesieniu do przedmiotów i ludzi znajdujących się w jego najbliższym otoczeniu.
Dziecko wykonuje polecenia nauczyciela i odpowiednio reaguje na jego komendy: "Put your pencil under your desk."

You will need

The Mr. Bee puppet (or any other puppet or mascot).
A CD player and the children's favourite piece of music.
Worksheets for the lesson.

12. Hide and seek.

Lesson:
from start
to finish

Language

Children hear
and understand

This is Mr. Bee. He is very naughty. He likes playing HIDE AND SEEK and nobody can find him.
Mr. Bee, where are you? Are you under the desk? No, you aren't. Are you in the bin? Yes, you are!
Let's play hide and seek.

Children hear
and respond

Where's Kasia?
She's on the chair. Where is she?
Put your pencil under the desk.

Children repeat
after the teacher

She's (sitting) on the chair.
Come here, we're ready!

Children can say
on their own

What's your name? I'm... (My name's...)
How are you today? I'm happy/sad/tired/
etc. today.
My favourite colour/number/shape is...
What have you got in your schoolbag?

Homework

Ask the children to find a picture of a room and describe it. They must use prepositions

Greet the children as they arrive and ask them how they are. Encourage them to say "Hello!" in many different ways (use animal sounds for this purpose). Get the children to chat with their partners about their favourite number or colour or shape. Praise them for their excellent work. Revise prepositions. Play the "Yes/No" game: "Is Marek next to the desk? Is Zosia behind the door?, etc." Involve as many children as possible.

WARM-UP
on the carpet

Ask the children if they remember any commands connected with body movement. If they know them well, choose one child and ask him/her to conduct this game. Play along with the children and respond to the child's commands: "Shake your head! Stamp your feet! Rub your nose! Clap your hands!, etc." Change the child if needed and praise all the children for their excellent work during this activity.

ACTION GAME
around the classroom

Ask for a volunteer to help you during this activity. Point to his/her head and say: "This is his/her head." The children repeat after you. Do the same with the neck, an arm, a hand, a leg, a foot, stomach, fingers, toes, nose, eyes, ears, mouth, and teeth. Underline the difference between singular and plural parts of the body. Then play "Put the finger on the...". Ask another child and play the "Parrot game" (point to the child's parts of the body).

BODY PARTS REVISION
around the classroom

Unfold a big piece of paper on the carpet and ask a volunteer for help. The child lies down and another child traces the silhouette of him/her with a black marker. Then all the children complete the picture: some of them draw a face, some draw the clothes and others colour. Make sure that everybody is involved. Provide enough space for this activity and encourage them to speak English all the time, e.g.: "I've got eyes. I've got a T-shirt."

SETTLED ACTIVITY
on the carpet

Pin up the children's poster on the board. Put some wordcards on the carpet and say: "Kasia, point to his head. Can you find the word HEAD on the carpet?" The child looks for the appropriate word, presents it to the class (the children nod or shake their heads if it's correct or wrong word) and puts the word on the poster. Do the same with other words. Involve the children as much as possible. Use magnets instead of glue.

PRACTICE
by the board

Ask the children to look at their poster for 30 seconds and tell them to turn around. Take off some words, put them in wrong places, e.g. A HEAD next to a hand, FINGERS next to toes, etc. Only those children who speak in English can move a word into the correct place. Elicit: "A HEAD is next to a hand. It's wrong. It goes here". Help the weaker children and prompt them if needed. Get all the children to take part.

PRACTICE
by the board

Ask the children to sit on the carpet and share their opinions about the lesson (what was easy/pleasurable/hard during the lesson, what they liked the most, etc.). Give them their homework and ask the HOT questions. At the end ask the children to say "Goodbye!" and shake hands with each other.

SUMMARY
on the carpet

HOT Questions
You can ask these in Polish

Would you run faster if you had one more leg?
Imagine you have a tail. What would be easier to do? What would be more difficult?

Cel lekcji
wyrażony w języku rodzica

Dziecko utrwała nazwy części ciała.
Dziecko wykonuje polecenia nauczyciela zgodnie z odpowiednią instrukcją.
Dziecko umieszcza napis (część ciała) w odpowiednim miejscu na obrazku.

You will need

A big piece of paper, a black marker
Wordcards with parts of the body (a head, a neck, an arm, a hand, a leg, a foot, stomach, fingers, toes, a nose, eyes, ears, a mouth, teeth)
Magnets.

13. Shake your head.

Lesson:
from start to finish

Language

Children hear and understand

Let's draw a big poster! We need somebody to help us.
Now think about parts of the body, we have to draw them.

Children hear and respond

Is Marek next to the desk? Is Zosia behind the door?
Shake your head! Stamp your feet! Rub your nose! Clap your hands!, etc.

Children repeat after the teacher

This is his head. This is her arm., etc.
A HEAD is next to a hand. It's wrong. It goes here.

Children can say on their own

Yes, he/she is. No, he/she isn't.
I've got eyes. I've got a T-shirt., etc.
Parts of the body.

Homework

The children draw themselves on a piece of paper or in their notebooks and mark the parts of the body with the proper word.

Greet the children and ask them how they are. Every child should respond in English. Help them if necessary. Say, "Let's greet each other with our hands" - the children stand up and shake each others' hands saying "Hello. How are you Hand?". Continue saying: "Let's greet each other with our knees (they touch each others' knees and say: "Hello. How are you Knee?") fingers/feet/heads etc.

WARM-UP
by their desks

Mime the animals (a dog, a mouse, a cow, a cat) or say how they go. The children guess their names. Then you say the name of the animal and the children make a sound. Next, provide them with the words on the board. Show a wordcard but show only the first letter. If they do not know the name, show the second letter etc. Write the words on the board leaving some gaps. Ask volunteers to come to the board and fill the gap

REFRESH OUR MEMORY
at their desks

Introduce new words from the song: a farmer, a wife, a nurse, a child, cheese. Put the flashcards in a row and repeat them in the following way: a farmer and a wife, a farmer and a wife, a farmer, a farmer, a farmer and a wife; a wife and a child, a wife and a child etc. Play the "Parrot game" (show a flashcard to the children and say one of the words. If it corresponds to the card, the children repeat it. If it does not, they should remain silent).

NEW WORDS
on the carpet

The children go to the carpet. "Let's make a circle; Sit down, please" "Let's play a game. Who wants to be a farmer? Kuba, will you be a farmer? (give the flashcard to the child). Who wants to be a wife? (show the picture and the children should put up their hands. Chose one volunteer). Repeat the procedure with other cards. Point to a chosen child and ask "Who is he? He's a farmer. Well done. What animal is it? Is it a cat? No, it's a dog, etc

LET'S PLAY
on the carpet

Ask "the farmer" to stand in the circle. Ask "Who is it? It's a farmer. Yes, well done". Introduce the first line of the song. Encourage the children to repeat after you. Do it with the whole song. Start singing from the very beginning every time you teach a new line.

ACTING OUT
on the carpet

Pass the worksheets on. The children should match the pictures to the sentences (the pictures present the characters from the song). Read a sentence and give them some time to find the corresponding picture. Number the sentences in the order they appear in the song.

TABLE TIME
at their desks

Choose other volunteers and give them the cards. Sing the song again. Ask the Hot Questions. Give the children their homework.

EXTRA TIME
in front of the classroom

HOT Questions

You can ask these in Polish

What else could the farmer from the song take?
What animal would you like to be?
What is the cat's favourite colour?

Cel lekcji
wyrażony w języku rodzica

Dziecko nazywa zwierzęta oraz członków rodziny.
Dziecko śpiewa piosenkę "The Farmer in the Dell".

You will need

Flashcards (a dog, a cat, a mouse, a cow, a wife, a child, cheese, a nurse).
The text of the song "The Farmer in the Dell" and the melody (or the film) from You Tube e.g. (<https://www.youtube.com/watch?v=kP9PHArRM3E>) or other site.

14. The Farmer in the Dell.

Lesson:
from start to finish

Language

Children hear and understand

Let's sing a song. Let's play a game. Everybody goes to the carpet, please. Let's make a circle. What is the word? What do you think? Can you come and fill in the missing letter? Will you be a farmer? Act it out.

Children hear and respond

How are you? What is it? Who is he/she? What animal is it? What colour is it? Is it a dog? Who wants to be a farmer?

Children repeat after the teacher

The children repeat the lines of the song;

Children can say on their own

It's a farmer, it's a dog, etc. The children can sing the song.

Homework

Get the children to make a list of animals that live on farms.
In the next class check their lists.

Greet the children and ask them how they are. Ask one child, "How are you today?" and encourage him/her to answer in English. The child asks a classmate sitting next to him/her (create a chain - the last child asks you)
Choose 9 children and give them the flashcards from the previous lesson. Sing, "The Farmer in the Dell" and act it out.

Ask the children to make a circle and sit on the carpet. Put down a sheet of paper with a farm in the middle of the circle. Ask the children: "Have you ever been on a farm? What animals live on a farm?" The children can answer in Polish, translate it every time. Put a sheet of paper with a whole on the flashcard and show it to the children. They guess the animal. Put the flashcard on the paper with the farm. Do it with every card.

Ask: "So, what animals live on the farm?" The children repeat after you. Play a game. Put the cards in a row. The children repeat after you the names one by one. Turn one card face down and ask the children to repeat all names of the animals including the one that is upturned. Continue till all cards are face down and the children are able to enumerate every animal..

Take the set of flashcards and play a game. Show a card to the children so that you can't see what animal it is and say, "Is it a rooster? The children say: Yes, it is/No, it isn't". They get a point when they say the correct name, you get a point if they haven't guessed correctly. Play until you know the children are confident with the names.

Play the miming game. One child comes to you and takes a card. The child has to mime the animal and the rest of the class has to recognise and name the animal. Let a few children play the game and change the activity. Now, a child has to say how an animal goes and the children guess the name.
As a summary ask: "How does a rooster go? etc.

Divide the children into groups of two, three and four (depending on the number of children). Each group gets a card with a farm animal. Then say: "Hello roosters. Everyone, let's count the roosters...one, two, three. How many roosters? There are three roosters." The children repeat after you "There are three roosters". Practise with every group. Then ask questions: "How many ducks are there on the farm? Help them if necessary.

The children stand in groups. Again, give each group a card with an animal. Let's count them as in the exercise above. Then do some TPR: "Ducks - jump up high. Roosters - run. Cows - turn around etc. After a few times ask: "What animal are you? Are you cows?" Repeat with every group.

REVISION
at their desks

FARM ANIMALS
on the carpet

DRILL-WORK
on the carpet

"YES or NO" GAME
on the carpet

MIMING
on the carpet

HOW MANY ...?
on the carpet

TPR
around the classroom

HOT Questions

You can ask these in Polish

What animal living on a farm would you like to take home with you?
Why have horses got four legs?
What time do roosters wake up?

Cel lekcji
wyrażony w języku rodzica

Dziecko nazywa zwierzęta gospodarskie: a horse, a dog, a cat, a cow, a pig, a sheep, a duck, a goose, a hen, a rooster. Dziecko określa liczbę zwierząt w grupie (tworzy liczbę mnogą rzeczowników)

You will need

Flashcards: a farmer, a nurse, a wife, a dog, a cat, a mouse, a child, cheese.
Flashcards: a horse, a dog, a cat, a cow, a pig, a sheep, a duck, a goose, a hen, a rooster.
A big sheet of paper with a farm.
A sheet of paper with a whole in the middle.

15. How does a rooster go?

Lesson:
from start to finish

Language

Children hear and understand

Have you ever been on a farm? Let's play. There are three roosters on the farm. Sit on the carpet. Jump up high. Turn around. Touch the floor. Clap your hands. Nod your head. Put your hands up.

Children hear and respond

What animals can you see? How many cows are there on the farm? How does a cow go? What animals are you? What animal is it? Is it a duck?

Children repeat after the teacher

There are five roosters on the farm. A cow goes...

Children can say on their own

It's a horse etc. Yes, it is./No, it isn't. The children can say the names of farm animals in singular and plural.

Homework

The children have to come up with farm animals with 2 or 4 legs. Which is their favourite animal?

Greet the children, say "Good morning/afternoon" and ask some questions: "How are you? How old are you? What's your name? What's his name?" etc. Help them and praise them each time. Revise colours. Show the children a magic bag/hat. Say: "This is a magic bag. I've got colours in it". Go to a child, ask him/her to close his/her eyes and take out a colour. The child names the colour. Then every child draws lots.

WARM-UP
Colours

Revise the names of farm animals. Prepare a set of flashcards. Ask one child to come to the front. Show him/her a flashcard and ask him/her to mime the animal. Then ask: "How does a cow/duck.....go? Repeat with all of the cards.

FARM ANIMALS
at their desks

Ask the children to go to the carpet and sit in a circle. Put a box in the middle. Place the flashcards in/on/under...the box and ask: "Where's the horse? Yes, it's in the box. Where is it now? Is it on the box?" Change the cards until you are certain they remember the prepositions.

PREPOSITIONS
on the carpet

Unfold the poster. Say: "Look, it's a farm. Hmm, it's A 'Messy Farm'. It's funny, isn't it? What is it? Yes, it's a pig. What colour is it? Where is it? It's under the car. Can you see a horse? Point to the horse. What colour is it? Where is it? Now find aRepeat the procedure with different animals. Be an actor, show them your surprise with the place where the animals are and that this is funny.

POSTER
on the carpet

Take the flashcards again and you will need a small piece of paper (from a magic hat for example). Place the cards on the carpet and tell the children that you are going to put a piece of paper under one card. They close their eyes for a moment and then they guess: "Is it under the cow/duck/rooster etc.

GUESSING GAME
on the carpet

Give one card to a volunteer and ask him/her to put the card in some place. Say: Kuba, what animal is it? Yes, it's a sheep. Could you put the sheep on the desk, please? Thank you very much." Help the children to identify the place if they do not remember the prepositions.

PUT THE HORSE UNDER....
on the carpet

When all the flashcards are placed around the classroom, do the next activity. Mime that you are doing a telescope and say: "I can spy with my little eye ...a cow. Pretend that you are looking for it and say: Oh, yes, there it is. It's on the board etc. Repeat with the other cards. Then ask the HOT Questions.

I spy...
in the middle of the classroom

HOT Questions
You can ask these in Polish

What colour are the animals on the Magic Farm?
What do ducks sing while walking on the farm?
What sounds do you hear when you think of a farm?

Cel lekcji
wyrażony w języku rodzica

Dziecko nazywa zwierzęta gospodarskie. Dziecko określa gdzie znajduje się zwierzę używając przyimków: na, pod, w, pomiędzy, za.

You will need

Flashcards: a horse, a dog, a cat, a cow, a pig, a sheep, a duck, a goose, a hen, a rooster. A box. A poster (A Messy Farm). Small pieces of coloured paper (cut up a few pieces of different coloured paper and put them in a bag or a hat).

16. The pig goes oink, oink.

Lesson:
from start to finish

Language

Children hear and understand

Have you ever been on a farm? Look at the poster. Point to the cow under the tree. Touch the cow. Is it behind the tree? Do you remember the farm animals? Can you repeat? How many ducks are under a tree? Let's go to the carpet. Look, it's a farm. Could you put a sheep under the desk, please?

Children hear and respond

What's this? What colour is the horse? What colour is the boy's hat? Where's the cow? Is it between the pig and the horse? Yes, it is./No, it isn't.

Children repeat after the teacher

The brown horse is behind the boy. The pink pig is on the car. The yellow duck is under

Children can say on their own

It's yellow. The horse is brown. It's behind the boy. It's on/in/under/between/behind the.....

Homework

Get the children to describe some farm animals. Big, small, tiny etc.

Greet the children and ask them how they are. Ask one child "How are you today?" and encourage him/her to answer in English. The child asks the child sitting next to him/her (create a chain - the last child asks you).
Choose 9 children and give them the flashcards from the previous lesson. Sing "The Farmer in the Dell" and act it out.

GREETING
at their desks

The children sit down in a circle. Put the flashcards on the carpet. Ask one child to stand up and say: "Kasia, can you jump on the cow? Now jump on the horse." The child jumps on the card that you choose. Repeat this with a few children to revise the vocabulary.

REVISION
on the carpet

Ask the children to close their eyes. In the meantime, place the animals around the classroom face down. Go back to the carpet and say: "Look who's here. It's Tomek. He goes to a farm. He goes by train. He wants to see some animals there. Do you want to go with him. Let's get on the train." Make the sound of a train and pretend the movements. Go to the first card and ask the children what animal they think it is. The children guess.

A STORY
around the classroom

When the children guess the animal, turn the card and say: "Tomek meets a cow. What colour is the cow? Is it big or small? Can the cow go with us? Okay, get in Cow. Let's move on. Ready to go by train again? So, start the engine and" Go to the rest of the animals. Go back to the carpet and sit down. Sum up the visit to the farm. Ask the children if they remember what animals Tomek has just met on the farm.

A STORY - CONTD
around the classroom

Revise animal sounds. Ask: How does a horse sound? Yes, the horse on the farm goes neigh, neigh, neigh. How does a cow sound? Yes, the cow on the farm goes moo, moo, moo." Repeat with all of the animals. Then start singing the above sentences to the rhythm of "The wheels on the bus (go round and round)"

A SONG
on the carpet

Divide the children into two groups. One group sings the beginning of the line "The cow on the farm goes...". The second group sings the rest. The division may be various: boys vs girls; odd numbers vs even numbers; those with short hair vs those with long hair. The more times you sing it, the better it is. But do not let the children get bored. This activity may be turned into a competition for the loudest singers, the best performance etc.

A SONG - PRACTICE
on the carpet

Ask them the HOT Questions. Then play "Spider's coming". The children stand on the carpet. One child turns back and stands by the board. You say: "Flies are flying". The children move pretending to be flies. Then say: "Spider's coming". The child turns back and the rest stand still. If anyone moves, he/she sits down. The game continues until the last person remains still for a long time.

SPIDER'S COMING
on the carpet

HOT Questions

You can ask these in Polish

What is your favourite fairy tale? Why?
What character would you like to travel with? Why?
If pigs ruled the farm what changes would they introduce?

Cel lekcji
wyrażony w języku rodzica

Dziecko słucha historyjki w języku angielskim.
Dziecko wymienia zwierzęta znajdujące się na farmie.
Dziecko śpiewa piosenkę do melodii "The wheels on the bus."

You will need

Flashcards: a duck, a goose, a pig, a rooster, a dog, a cat, a mouse, a horse, a cow.
A puppet (a boy).
A big inscription: "Welcome to the farm".
The melody to the song "The wheels on the bus (go round and round)" (e.g. from YouTube or another site).

17. On the farm - a story.

Lesson:
from start to finish

Language

Children hear and understand

We're going to listen to the story today. Look who's here. It's Tomek. Tomek goes to a farm. He goes by train. Tomek likes travelling. He wants to see farm animals. What animals can he see there? Are there cows on the farm? How does a cow go?

Children hear and respond

What animals are there on the farm? What's this? Is it a horse? How does a pig go? Where is the horse. Let's get onto the train. What animal is it? What colour is a cow? Is it big or small?

Children repeat after the teacher

Can the cow go with us? Yes, it can. Let's go.
The pig on the farm goes oink...(a song).

Children can say on their own

The names of animals.
The pig on the farm goes oink...etc.

Homework

Make a list of the sounds farm animals make. Help them later to spell the words correctly.
Quack, woof etc.

Człowiek - najlepsza inwestycja
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Greet the children. Ask them to come to the front of the class and stand in a circle. Join them with a ball. Throw it to a child and ask: Good morning. What's your name? The child answers: Good morning. My name's... Then the child throws the ball to another child and asks the question etc. The child who has asked and answered the question turns back. When every child stands turned back, the game is finished.

GOOD MORNING
in the middle of the classroom

Ask the children to turn back again. Ask: "Do you remember the 'head and shoulders' song? Let's sing it." Sing the song three times, each time faster. Then sing again in various ways e.g. whispering, silently, smiling etc.

HEAD AND SHOULDERS
in the middle of the classroom

Remind them of parts of the body. Ask the children to follow your instructions: shake your head, touch your toes, close your eyes, rub your nose, point to your ears, touch your shoulders, clap your hands, shake your legs, point to your knees, wave your arms. Repeat several times. Then ask them to go back to their seats.

TOUCH YOUR...
in the middle of the classroom

Say: "Let's count the parts of our bodies. What's this? Yes it's an eye. How many eyes have we got? Yes, two eyes. I've got two eyes." Point to other parts of the body and keep asking the children. Then describe yourself: "I've got one nose, I've got two ears... Each time start a sentence with I've got.... Then ask the children individually: "How many knees have you got? Help them start the sentence (I've got...) if they forget about it.

I'VE GOT...
at their desks

Take a set of flashcards with farm animals. Show one card in a flash and ask: "What animal is it? It's a cow. How many legs does it have? The cow has got four legs". Ask the children to repeat: "The cow has got...." Introduce new words: a tail or horns. Point to them on the card and mime. Continue with the other animals. When there is a duck, introduce the word: a beak. Every animal has to be depicted as in the above example.

FARM ANIMALS
at their desks

Give worksheets to the children. Ask them to colour one animal (e.g. the one they like the best). Do it yourself too. When finished, start describing: "It's a horse. It's brown and black. The horse has got four legs etc." Then some volunteers present their work to the class. Help them if necessary. Praise them giving them some faces or stickers.

COLOURING
at their desks

Say a sentence e.g. "A horse has got two legs. Yes or no? The children clap their hands if "YES" and stamp their feet if "NO". Then ask and discuss the HOT Questions.

YES OR NO
at their desks

HOT Questions
You can ask these in Polish

What do Martians look like?
How do you know a cow is a cow?
How do you know a duck is a duck?

Cel lekcji
wyrażony w języku rodzica

Dziecko opisuje zwierzę mówiąc jakie i ile ma części ciała: dziób, rogi, ogon.
Dziecko opisuje siebie mówiąc ile ma nóg/oczu/uszu itp.

You will need

Flashcards with farm animals.
Flashcards with parts of the body.
A ball or something soft to throw.
Worksheets with farm animals to colour.
Stickers to praise children (you can draw a face on their work or give a plus).

18. The duck has got a beak.

Lesson:
from start to finish

Language

Children hear and understand

Remember the 'head and shoulders' song? Let's sing it. Shake your head, touch your toes, close your eyes, rub your nose, point to your ears, touch your shoulders, clap your hands, shake your legs. Let's count the parts of a body.

Children hear and respond

What's this? What colour is the horse?
How many eyes have you got? How many ears has a cow got?

Children repeat after the teacher

The cow has got two horns. The duck has got a beak. The dog has got a tail etc.

Children can say on their own

I've got two legs etc.
The horse has got a tail. It has got two ears.

Homework

The children have to describe as many farm animals as they can. In the next class they can talk about their favourite farm animal.

Say: "Good morning to you. How are you children? How are you Kasia?" Ask every child and wait for an answer. Revise the vocabulary from the previous lesson: a beak, a tail and horns. Ask the children to stand and mime the above parts of the body. (A beak with their hands, horns with their fingers etc.) Say: "Show me horns, show me a tail". Write these parts of the body on the board. Show the word and the children have to mime it.

WARM-UP
by their desks

HOT Questions
You can ask these in Polish

Why aren't there any monsters in Poland?
Would you like a monster to be you neighbor?
How many mouths has a happy monster got?

*Cel lekcji
wyrażony
w języku rodzica*

Dziecko doskonali umiejętność słuchania ze zrozumieniem.
Dziecko opisuje potwora z historyjki.
Dziecko rysuje i opisuje swojego potwora.

Ask a few children to jump/tiptoe/hop/run to the carpet. The children sit down opposite to you so that they can see clearly. Say: "Let's listen to the story. Look! It's a monster. Is it big or small? Yes it's big, it's huge. The monster says: "I'm a scary monster and I've got long legs to run very fast. I've got seven ears to hear you. I've got five eyes to see you. I've got three noses to smell you. I've got sharp teeth to bite you.

LISTEN TO THE STORY
on the carpet

I've got sharp teeth to bite you. I've got two mouths to eat you. I've got one hand to catch you!!!" "Look at the monster again. How many eyes has the monster got? Let's count. One, two...Yes, the monster has got five eyes." Write the sentence on the board. Read it and ask the children to repeat. Ask about the other parts of the monster's body. Point to the board every time the children forget how to begin a sentence.

LISTEN TO THE STORY
on the carpet

Hand out the worksheets. The children's task is to match the pictures (puzzles) to the sentences from the story. Read the sentence if they have problems with reading it and then give them some time to match it. Check it together.
Ask: Has the monster got fingers? No. It hasn't got fingers. Has it got a tail? No. It hasn't got a tail.

MATCHING
at their desks

19. It's a monster - a story.

You will need

A blank piece of paper (one per child).
Worksheets (the monster from the story that is cut out. Each part contains some parts of the body connected to the story).
Flashcards with parts of the body.

*Lesson:
from start
to finish*

*Children hear
and understand*

Let's greet with our beaks/tails/horns.
Let's listen to the story. The monster says: "I'm a scary monster and I've got long legs to run very fast. I've got seven ears to hear you. I've got five eyes to see you. I've got three noses to smell you. I've got sharp teeth to bite you. I've got one hand to catch you! Has it got a tail?"

They sit at their desks. Give out a set of flashcards with parts of the body. Draw an outline of a body on the board. Ask one child to come and take one card. The child draws on the board the body part that has just been taken. Choose a few children until the monster has been drawn on the board. Ask: "How many eyes has our monster got?" Begin: "Our monster has got..." (the children finish the sentence. Continue with the other parts.

OUR MONSTER
on the board

Language

*Children hear
and respond*

How many ears has the monster got? Our monster has got...(the children finish a sentence). Has the monster got fingers?

The children draw their imaginary monster and name it. Give them five minutes. Volunteers present their monsters beginning with: "This is He has got..." Praise the children in English.

MY MONSTER
at their desks

*Children repeat
after the teacher*

The monster has got.....No. It hasn't got any fingers.

Divide the children into groups of three. They will have to create a monster including their bodies. Present a monster with one group (don't speak Polish!). E.g. Three children stand in a row. Cover one child's eye and say: "Look, it's my monster. It has got five eyes (count them with the children). Present the other example if needed. If the children understand the rules say: "My monster has got four hands (one child has to hide a hand).

ACTION GAME
around the classroom

Homework

The children cut out the puzzles from the worksheet, glue them on a sheet of paper. Then they have to colour them.

*Children can say
on their own*

My monster has got....

20. Halloween - Trick or treat?

HOT Questions

You can ask these in Polish

Does a skeleton eat anything? Why? Why not?
Describe a witch's house. What music does she like to listen to?
Which Halloween figure could be your friend?

Cel lekcji
wyrażony
w języku rodzica

Dziecko powtarza słownictwo i zwroty z poprzednich lekcji.
Dziecko utrwała słownictwo związane z Halloween: a ghost, a pumpkin, a black cat, a monster, a skeleton, a witch, a frog, a vampire, a fairy, a goblin, a mummy, a hat.

You will need

A witch's hat.
"pictures from magazines, the Internet or books describing Halloween.
Halloween flashcards: a monster, a ghost, a spider, a skeleton, a witch, a hat, a frog, a vampire, a fairy, a goblin, a black cat, a mummy.
Several big sheets of paper, black markers.
A sheet or a table cloth.

Children hear and understand

Do you know what Halloween is? This festival is celebrated in the UK and the USA on 31st October.

Children hear and respond

Who's the ghost?
I spy with my little eye something orange.
What is it?

Children repeat after the teacher

Happy Halloween!

Children can say on their own

My favourite word is...
Happy Halloween!
It's a skeleton, a monster, a ghost, etc.
Kasia is the ghost!

Language

Lesson:
from start
to finish

Homework

Get the children to draw some Halloween monsters. Ask them about trick or treating.

WARM-UP

on the carpet

Greet the children and ask them how they are. Tell them to greet each other with their hands, knees, toes, backs, etc. Make it funny and memorable. Take the register if needed. Revise vocabulary from the previous lesson(s). Ask the children to move around the classroom and to clap their hands, stamp their feet, shake their heads, etc. Put on a witch's hat if it is provided in order to arouse children's interests toward the lesson.

INTRODUCTION

on the carpet

Write 31st October on the board and say: "Happy Halloween!" The children repeat after you. Explain that Halloween is celebrated in the UK and the USA. Tell them how children are dressed and why they go trick or treating. You can present some pictures from magazines or books describing this custom. Ask the children if they celebrate Halloween and invite them to share their opinions about this festival.

PRESENTATION

on the carpet

Present the Halloween flashcards, one at a time and say: "It's a pumpkin". Children repeat after you. Do the same procedure with other flashcards: a monster, a ghost, a spider, a skeleton, a witch, a hat, a frog, a vampire, a fairy, a goblin, a black cat, a mummy. Play "What's missing?" and "Put your finger on the..." Praise the children for their excellent work.

GHOST GAME

around the classroom

Divide the children into two groups. One group leaves the classroom with you. Place a sheet or table cloth over one of children. Go back into the classroom (remember to help the ghost walk in as the sheet is very long). Ask the other group: "Who's the ghost?" Encourage them to say: "... is the ghost!" If they do not know, tell them to guess: "Is it Kasia? Is it Marek?, etc." Change groups and repeat the game.

I SPY WITH MY LITTLE EYE

around the classroom

Ask the children to turn around and put the Halloween flashcards in many different places around the classroom. Then say: "Let's play. I spy with my little eye something orange. What is it?". Elicit: "It's a pumpkin." The first child who guesses correctly can take the flashcard and sit down. Repeat the action with other words. You can provide more flashcards with different vocabulary to make everybody winners.

SETTLED ACTIVITIES

at their desks

Ask the children to sit down at their desks and divide them into groups of three or four. Distribute some big pieces of paper, one per a group. Tell them to do a crossword. It must be connected with Halloween. Help them if needed. Focus on accuracy. When they finish, attach the children's crosswords on the board and ask different groups to complete them. Provide black markers. Praise the children for their efforts. Think about small prizes.

SUMMARY

on the carpet

Invite the children to sit down on the carpet. Ask them what their favourite word of the lesson is. Elicit: "My favourite word is..." Ask the children to share their opinions about the lesson (what was easy/hard/funny/boring, etc.) Then ask the HOT questions. In the end revise the Halloween vocabulary for the last time. Invite everybody to say "Happy Halloween!" and shake hands with the children in the end.

Greet the children. Take some small pieces of paper with names on them. Ask a child to take one piece of paper and say: "What's your name?" Wait for the answer and say: "Hello Elizabeth!". The next child takes a piece of paper but the question "What's your name?" is asked by the previous child. This way you will create a chain of questions and answers. The last child asks you.

WARM-UP
at their desks

Say: "Let's count to 20". Count with the children. Ask them to take out a pencil and a sheet of paper. Dictate the numbers, the children are to write the one that comes next. E.g. you say: "one, two, three..." "What's the following no.?" They write the number four on their pieces of paper. Vary the activity by saying numbers like: "two, four, six..." or three, six, nine... etc". Then they check in pairs if their answers are the same.

LET'S COUNT TO 20
at their desks

Present the new words. Show them the first card, say "ten" and attach it to the board. Present the next one and say: "Twenty" "Repeat please". Then repeat from the beginning. Present the numbers in the same way: show a card, ask the children to repeat the number and go back to the beginning to repeat all the numbers.

NUMBERS 20, 30, 40...
at their desks

Place the number cards randomly on the board. Ask the children to close their eyes. Take one card. They guess what number you have taken away. Play until all of the numbers are taken.

MISSING NUMBER
at their desks

The children go to the carpet and sit down in a circle. Place the number cards around the classroom. Then say: "Look, I've got a telescope". Put your hand near one eye and pretend that you are looking for something. Ask the children to form their telescopes too. "Help me find number 30. Where is 30? Oh, yes, there it is. Now let's find number 50" etc.

I SPY...
on the carpet

The children stand on the carpet. Say: "Let's move. Can you jump? Great. Jump to twenty, please. Well done. Now, tiptoe to forty" and so on. Ask them to hop/crawl/dance/go and roll their hands/go and click their fingers/go and shake their heads/ stamp their feet to different numbers placed around the class.

LET'S MOVE
on the carpet

Sit down on the carpet. Place the number cards in the middle of the circle. Take out the word cards. Read the word (number) and ask a child to match it with the number card. While revealing the next card encourage the children to read the word and then match it. Repeat several times. Choose different children to do the task. They go back to their desks. Hand out the worksheet. They now fill in the gaps with the missing letter.

WORDS
on the carpet

HOT Questions
You can ask these in Polish

What is the highest number?
What number is difficult to say? Why?
What do numbers 30 and 80 have in common?

Cel lekcji
wyrażony w języku rodzica

Dziecko liczy od 1 do 20 po angielsku
Dziecko poznaje pełne dziesiątki do stu (10, 20, 30, 40...)

You will need

Flashcards with numbers (10, 20, 30, 40, 50, 60, 70, 80, 90, 100).
Word cards with numbers.
Small pieces of paper with names (English, Polish).
Worksheets for the children (numbers and the words - one or two letters are missing in every word).

21. Let's count.

Lesson:
from start to finish

Language

Children hear and understand

Look, I've got a telescope. Help me find number 30. Where is 30? Oh, yes, there it is. Now let's find number 50. Let's move. Can you jump? Great. Jump to twenty, please. Well done!

Children hear and respond

What number is it?
What number is missing?
What is the following number?

Children repeat after the teacher

The children repeat the numbers.

Children can say on their own

It's ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred.
What's your name? My name is...

Homework

The children should cut out the numbers from the worksheet and bring them to the next lesson in an envelope.

Say: Good morning children. Nice to see you. How are you today?" Volunteers answer the question. Ask the children to take out the numbers they were supposed to cut out at home. Revise the numbers and let the children play Memory for about five minutes. They name every number they take even if they are not a pair. Walk round the classroom and check/help the children.

REVISION & WARM-UP

at their desks

Every child takes his/her set of numbers (used in the previous exercise). Ask them to put the numbers in a given order in front of them on their desks. Give them a coloured piece of paper. The children cover the number you say e.g. "Take the paper and cover number 20. Good. Now cover nr. 50, please". It would be easy to control their work because you know the order of the numbers so just glimpse if every child covers the proper number

COVERING

at their desks

Give each pupil a handful of pasta or beans. Say: "Do you like numbers? What is your favourite number? I like 7, and you? Let's make numbers." Say the number and the children form it on their desks. Praise them every time they do it correctly and neatly.

LET'S MAKE NUMBERS

at their desks

Every child gets a number. Then say: "Let's make a line from 1 to 100. Kasia, what number are you? You are one. So you are the first. Come and stand here, please. What is the next number? Let's count...one, two. Yes, two. Who's got number two? Who comes after Rafal? etc. Yes, well done, we've got a line now. Fantastic. Now let's do some calculations.

LIVE NUMBERS

on the carpet

The children sit down on the carpet. Hand out the plus and equal signs to two children (they stand next to each other). Say: "Who's got number two? Great, Ola come here and stand next to Kasia (the one who's got a plus sign). Now, who's got number five? Ok, stand up and come here. Let's count. Two and five is ...? Seven, excellent. Who's got seven? Come to us. Let's repeat: Two and five is seven." Repeat with different numbers.

CALCULATIONS

on the carpet

Take two dices. The first has got spots from 1 to 6; the second has got spots from 7 to 12. The children throw one dice and say the number they have thrown, then they throw the other dice. Next, they can throw both dices and make a calculation on the basis of the number of spots (e.g. 6 and 8 is...).

MISSING NUMBER

at their desks

The children go back to their seats. Write some calculations on the board e.g. $11+...=20$, $13+6=...$ etc. Say "Let's count together." Prompt the answer: "Eleven and ... is twenty. Elicit the missing numbers from the children and write them on the board. Hand out the worksheets and ask the children to pass them on. The children find the calculations in the picture and write them below. Then they give the calculations and the results.

WORKSHEETS

at their desks

HOT Questions

You can ask these in Polish

What is the most beautiful number?
Why do you need to know how to count?
What is more fun: counting or reading?

Cel lekcji
wyrażony
w języku rodzica

Dziecko dodaje liczby w zakresie 1-20.
Dziecko współpracuje z rówieśnikami.

22. I like counting.

You will need

Flashcards with numbers.
Flashcard with a plus and equal sign.
A bag of pasta or beans.
Worksheets.
Two dices (1-6; 7-12 spots).

Lesson:
from start
to finish

Language

Children hear
and understand

Do you like numbers? Do you like counting. Let's make a line from 1 to 100. You're the first. You're the last. Who comes after Rafal? Let's do some calculations. Who's next? Could you say what the missing number is? What's your favourite number?

Children hear
and respond

What number is it? What number are you? Who's got number seven? Come and stand here! What's this number? What number do you like? Do you like number one? Take a coloured piece of paper and cover number 50.

Children repeat
after the teacher

Two and five is seven.
Eleven and nine is twenty.

Children can say
on their own

It's 10, 20, 30, 40 etc.)
Two and five is seven.
Eleven and nine is twenty.

Homework

The children have to do some adding tasks for homework.
 $10+5=15$ and so on.

Człowiek - najlepsza inwestycja
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Greet the children. Take out the parts of the body flashcards. Ask the children to make a line. Choose two children they stand opposite each other and hold their hands. They put up their arms which are the girders on a bridge. Play some music. The other children go under the bridge as the music is on. Stop the music and they close (arms go down). One child is captured and says the name of the body part you show. Music plays etc.

BODY PARTS - REVISION

on the carpet

Ask the children to make a circle and sit down. Show them a flashcard with a long dog. Express surprise: " what is it? Yes, you're right, it's a dog. It's a long dog. Repeat 'a loooong dog'. Ola, here are some blocks. Can you build a long line?" Help if necessary. Ask one child to stand up. Take a doll and say: "Well, the doll is short and Ola is tall. Repeat: Ola is tall." Then present the building. Build a very high tower from the blocks etc.

ADJECTIVES

on the carpet

Turn the music on. The children dance. When the music stops, you say the adjective. The children mime the adjective e.g. they stretch their arms out long; they stand on their toes for tall and put up their hands for high. Repeat several times. Then put the adjective flashcards on the carpet far from each other. Say: "The dog is long; The boy is tall; The tower is high". The children jump near the picture.

ADJECTIVES - PRACTICE

on the carpet

Take a bag. Go around the classroom and put some school objects that belong to the children in the bag. Sit down on the carpet and take out one thing. Say: "What's this? It's a pencil case. Great! Whose pencil case is it? Is it yours, Olek? No? It's Tomek's." Do it with all the objects.

WHOSE IS THIS?

on the carpet

Take out a ruler and a measuring tape. Say: "We're going to measure things today. Pawel, can you show me your hand, please? Let's measure it. It's 10 centimetres long. And now, show me your foot. How long is it? Let's see. Pawel's foot is 20 centimetres long. Zosia, can you measure my finger? It's 8 cm long. Ask them to measure parts of their bodies. Encourage them to say: It'slong. Then measure the objects from the bag.

MEASURING

on the carpet

Divide the class into pairs. Give them a piece of paper with a table. The children take their rulers and measure different objects around the classroom. They take their notes about the length and height of objects. Then they go back to the carpet. Ask: Ania, how long is the book? etc. Ask different children.

MEASURING

around the classroom

The children sit at their desks. They need rulers. Give them the worksheets. They measure the objects in the picture. Go round the classroom and control their work. Check it with the children. Teach a poem by Helen H. Moore. "Little is a kitten, big is a cat. Little is a mouse and big is a rat." Recite the poem in different ways e.g silent, loud, crying etc.

HOW TALL IS THE GIRL?

at their desks

HOT Questions

You can ask these in Polish

What is the highest object in your room?
What is the longest/shortest word you know in English?
What will you tell you parent about today's lesson?

Cel lekcji
wyrażony w języku rodzica

Dziecko mierzy długość i wysokość przedmiotów i części ciała.
Dziecko pyta o długość i wysokość przedmiotów i części ciała.
Dziecko określa przynależność przedmiotu (Kasia's hand is long).

You will need

A piece of music.
Flashcards with parts of the body.
Flashcards (a long dog, a tall boy, a high building).
A ruler.
A measuring tape.
A few blocks.
A doll, a bag.
Worksheets.

23. My hand is 12 centimeters long.

Lesson:
from start to finish

Language

Children hear and understand

Do you know what this is? This is a ruler and this is a measuring tape. Have you ever seen a measuring tape? Does your mum use it? Who can use it and what for? We'll measure some objects today. How long is it?

Children hear and respond

What's this? It's a pencil case. Great! Whose pencil case is it? Is it yours, Olek? No? It's Tomek's. Ania, how long is the book? My hand is 12 cm long and yours? Can you measure your pencil case?

Children repeat after the teacher

It's a pencil case/aruler/a doll etc. My hand is 12 centimetres long. The block is 10cm high. Ola is tall and the doll is short.

Children can say on their own

It's long/high/tall. Ola's hand is 12 centimetres long.

Homework

Ask the children to measure some objects from their bedrooms.
Toys, books, favourite things.

WARM-UP

Greet the children and ask them about their mood and the weather. Revise numbers 1-20. Say three numbers and make a pause. The children say the next number. You can say two numbers, omit one, and say the next number. The children guess what the missing number is. Ask them to take out their rulers and measure their pencils/pencil cases/rubbers etc. Then they have to compare their observations with others.

POSTER
on the carpet

Sit down on the carpet. Tell the children that you have something for them and show a poster. Put it in front of them. Say: "Look at the poster. Where are the children? etc. Talk about the poster. Ask them questions about the children in the picture, their clothes, colours, objects etc. Then present the activities saying: "Look at the boy in a red T-shirt. He is reading. Show me how you read." etc. They then repeat the sentences.

PRESENTATION/MIMING
on the carpet

The children stand up around the carpet. Show them a card with the activity and ask them to mime it. Teach them the first five activities in such a way. Then play some music, the children move. When you stop the music, show a flashcard, say e.g. "He is reading," and ask them to mime it. After some repetition, do the same exercise but say the activity, but without showing the picture.

PRESENTATION
on the carpet

The children go back to the carpet and sit in a circle. Teach the last four activities. Put a flashcard in the middle of the circle and name it. Again, the children repeat after you and mime the action. Drill the new vocabulary saying the words in a sequence. Put the first card face down and elicit its name from them. Put the other card face down, they then repeat the names including those that are turned over. Repeat with all nine flashcards.

GUESSING GAME
on the carpet

The children sit in a row on the carpet. Put four sheets of paper in front of them (one sheet next to each other at a distance of about 20cm - they are 'stones'). Make a circle from the rope and put it next to the sheets. Place a crocodile (or a picture of it) in the circle. A child stands in front of the first sheet. You take a card but do not display it to the children. They guess: "Are you reading?" Help them create the questions when needed.

GUESSING GAME-CONTD
on the carpet

If the answer is wrong, the child jumps on the first stone. Whenever the answer is incorrect, the child jumps to the next stone. When he/she reaches the circle, he/she is eaten by a crocodile. If someone guesses what you are doing, he/she saves a friend from the crocodile. You can ask a child to replace you (so he/she holds a card). In the end the child says: Yes, I am reading.

DO YOU LIKE...?
on the carpet

Arrange the children in a circle. They sit down. One child gets a card. Play some music. He/she goes behind the sitting children. When the music stops, the child stops too. He/she asks a friend behind whom he/she stopped: "Do you like colouring in?" One answers and they swap their places. Repeat the procedure several times, praise the children for their excellent work, ask the HOT Questions and set the homework.

HOT Questions

You can ask these in Polish

What do you like doing at school?
What is your dream classroom?

Cel lekcji
wyrażony w języku rodzica

Dziecko nazywa czynności wykonywane w klasie: kolorowanie, czytanie. Dziecko określa ulubione czynności szkolne.

You will need

- A poster.
- Flashcards with activities.
- Mini flashcards with activities for the children.
- Worksheets (the children find the difference Between the pictures).
- A piece of music.
- A piece of rope.
- Four blank sheets of paper.
- A crocodile (a picture or a toy).

24. I like school.

Lesson:
from start to finish

Language

Children hear and understand

Today, I've got a surprise for you. I've brought a poster. Look at it. Where are the children? Are they happy or sad? Can you tell me what this is? The are doing various things. Look at the boy in the red T-shirt. What is he doing? He is reading a book.

Children hear and respond

What is the missing number? What is it? What colour is the T-shirt? Where is the ruler?

Children repeat after the teacher

He is writing. She is colouring in. etc. Are you counting?

Children can say on their own

He/she is reading. Are you colouring in? Do you like writing?

Homework

The children find the differences between the two pictures on the worksheet. They can colour one of them.

Człowiek - najlepsza inwestycja
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Greet the children as they arrive. Encourage them to say "Hello!" in many different ways and to greet each other with their hands, legs, fingers, toes, knees, etc. Make it funny and memorable. Take the register but instead of saying: "Present / Absent" tell the children to say their favourite number. Revise vocabulary from the previous lesson(s). Praise the children for their effort.

WARM-UP
on the carpet

Tell the children you are going to talk about Christmas with them, put on Santa's hat if you have one. Pre-teach the Christmas vocabulary using flashcards: a bell/bells, a candle/candles, a bauble/baubles, a Christmas tree, an orange/oranges, a present/presents, Santa Claus. Play the "What's missing?", "Parrot game", "Guessing game". Motivate the children and praise them for their effort.

PRESENTATION
on the carpet

Say: "Today we are going to sing a Christmas carol. Do you know "We wish you a Merry Christmas?" Play the video, stop it from time to time and ask some questions: "Who is it? What is he wearing? What is it? How many reindeer can you see?", etc." Elicit as many words from them as possible. It will help them to remember the carol better. Write the words on the board. Play the video and sing along. Then sing with the children.

CAROL SINGING
on the carpet

Choose 7 children to hold 7 Christmas flashcards. They stand in a row in front of the classroom. The other children get small pictures (mini flashcards). There are 7 words so the pictures will repeat. Play "We Wish You..." and ask them to move around. Stop the recording and say: Two presents, three oranges, one Santa- BEHIND! The children with those pictures stand behind a flashcard. Repeat with other prepositions. Mix the children.

ACTION GAME
around the classroom

Play the video of "We wish you a Merry Christmas" and sing along with children. Write some difficult words on the board. Ask them what they can mean. Practise the pronunciation of the words with the children. Divide them into two groups. One of them sings the beginning of the line and the other finishes. Then sing the carol once more with the whole class. Praise the children for their effort.

PRACTICE
on the carpet

Ask children to sit down and tell them to fold a piece of coloured paper to make a Christmas card. The children design their own cards and draw anything they want. Monitor the activity. Walk around the classroom and ask questions: "What is it? What's in the card? What do you want to draw?", etc. Praise the children and help the weaker ones. You can write: "We wish you a Merry Christmas!" on the board and ask the children to copy the text.

SETTLED ACTIVITIES
at their desks

Invite the children to sit down on the carpet and to present their Christmas cards. Ask: "What have you got?" and elicit: "I have got... (a Christmas tree, Santa Claus, a present)". Praise all the children for their effort (think about a small prize: a stamp, a sticker or a sweet). Ask the HOT questions. At the end of the class sing "We Wish You A Merry Christmas" and say "Goodbye!".

SUMMARY
on the carpet

HOT Questions

You can ask these in Polish

What would you like to get for Christmas?
What would Santa Claus like to get for Christmas?
Why do people send Christmas cards?

Cel lekcji
wyrażony w języku rodzica

Dziecko powtarza świąteczne słownictwo.
Dziecko śpiewa angielską kolędę.
Dziecko wykonuje własną kartkę świąteczną i opisuje ją.

You will need

Christmas flashcards (a bell/bells, a candle/candles, a bauble/baubles, a Christmas tree, an orange/oranges, a present/presents, Santa Claus).
Santa's hat.
Internet access to watch a video:
<https://www.youtube.com/watch?v=C41q5YLnF10>

25. A Christmas card.

Lesson:
from start to finish

Language

Children hear and understand

Today we are going to sing a Christmas carol. Do you know "We wish you a Merry Christmas"?

Children hear and respond

Who is it? What is he wearing? What is it? How many Reindeer can you see? What have you got? What do you want to draw? What's in the card?

Children repeat after the teacher

"We wish you a Merry Christmas" lyrics, Christmas vocabulary.

Children can say on their own

"We wish you a Merry Christmas" lyrics I have got... (a present, Santa Claus, etc.) Christmas vocabulary.

Homework

Children practise "We wish you a Merry Christmas" at home.

Człowiek - najlepsza inwestycja
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Greet the children as they arrive. Encourage them to say "Hello!" in many different ways and to greet each other with their hands, legs, fingers, toes, knees, etc. Make it funny and memorable. Take the register but instead of saying: "Present/Absent" tell the children to say their favourite number. Revise vocabulary from the previous lesson(s). Sing "We wish you a Merry Christmas" along with the children.

WARM-UP
on the carpet

Put a Santa hat on to get the children interested in the lesson and say: "Today we are going to sing another Christmas carol. Do you know "Jingle Bells"?" The children answer. Play the video, stop it from time to time and ask some questions: "Who is it? What is he wearing? What is it?" Elicit as many words from them as possible. It will help them to remember the carol better.

PRESENTATION
on the carpet

Play the video again and sing along. Invite the children to sing with you. They will all probably know the melody and some of them the words. The lyrics will also appear on the screen to help to memorize. It is quite difficult so do not focus much on the text. Focus only on a part of the carol. Singing is very beneficial for children as they learn English quite subconsciously. They have a lot of fun and are strongly motivated!

CAROL SINGING
on the carpet

Choose two children to become Santa Claus and a Reindeer. The other children are presents (you can tie a ribbon on each child). Santa gets your hat and holds the Reindeer's hoof. Play "Jingle Bells". Children dance or move around the classroom. Santa stands still. Stop the recording and Santa with his partner catch one present. Repeat the action. They play until everybody is caught. Make sure that enough space is provided.

ACTION GAME
around the classroom

Play the video of "Jingle Bells" and sing along with the children. Write some difficult words they might not know, for example: jingle, sleigh, laughing, etc. Practice the pronunciation with the children. Drill the words, then all of the verses from the carol. Sing again. Ask the girls to sing, then the boys. Ask them to sing like little mice or like very hungry lions. Then the volunteers can try to sing on their own. Praise the children for their effort.

PRACTICE
by the board

Ask the children to sit at their desks and give them worksheets. They can work in pairs. Play the recording of "Jingle Bells" and ask them to fill in the missing words. Stop after each blank space to give them some time. It is important not to compete during this activity because it is not so easy for everyone. Play the recording twice and at the end check the activity with the whole class. Praise the children for their excellent work!

SETTLED ACTIVITIES
at their desks

Ask the children to sit in a circle and to share their opinions about the lesson. Then ask the HOT questions. Sing "Jingle Bells" for the last time. Say "Goodbye!" and invite all of the children to shake hands with you.

SUMMARY
on the carpet

HOT Questions

You can ask these in Polish

What is Santa going to eat for dinner this evening?
Why is he wearing a red hat?
What is his favourite toy?

Cel lekcji
wyrażony w języku rodzica

Dziecko śpiewa angielskie koledy. Dziecko uzupełnia tekst koledy "Jingle bells" o odpowiednie słowa w oparciu o nagranie, które słyszy.

You will need

Internet access to watch a video of ("Jingle Bells"): <https://www.youtube.com/watch?v=NJ8U6TEO-qE>
Christmas flashcards.
A Santa hat.
Worksheets for the lesson.

26. A Christmas carol.

Lesson:
from start to finish

Language

Children hear and understand

Today we are going to sing another Christmas carol. Do you know "Jingle Bells"? It's about winter, little bells. Listen to the sound the bell makes! Do you like it?

Children hear and respond

Look, who is sitting in the sleigh? Is it Santa Claus? How many Reindeer are there? Who is it? What is he wearing? What is it

Children repeat after the teacher

"Jingle Bells" lyrics.

Children can say on their own

"Jingle Bells" lyrics.
Christmas vocabulary.

Homework

The children practise singing "Jingle Bells" at home.

Greet the children as they arrive and invite them to say "Hello!" in many different ways. Sit on the carpet, take the register and revise the Christmas carols from the previous lessons. Put on a Santa hat to get the children interested in the lesson. Tell them you are going to talk about Christmas today. Revise Christmas vocabulary using flashcards and different techniques.

WARM-UP
on the carpet

Pin up the Christmas poster on the board and say: "Look at the poster. It's Lucy's family. It is Christmas. Santa Claus has brought a lot of presents. What did they get?" Point to Lucy and say: "Lucy got a beautiful doll for Christmas." Ask the children to repeat the sentence after you. Ask for verification: "What did Lucy get for Christmas?" Then point to Lucy's mum and say: "Lucy's mum got..." let the children finish: "a scarf for Christmas".

PRESENTATION
by the board

Point to Lucy's dad and say: "Lucy's dad got..." and the children finish: "a pen for Christmas". Ask the children to repeat after you: "Lucy's dad got a pen for Christmas". Then point to another person on the poster and repeat the action as above. Do the same procedure with other family members and their presents. Monitor the children's pronunciation. Praise them after every sentence.

PRACTICE
by the board

Tell the children to look at the poster carefully for about 30 seconds. Flip over the poster and ask them to move around the classroom, for example: "Stamp your feet!". Choose a volunteer and say: "Tomek, what did Lucy get for Christmas?" If the child answers correctly, he / she can sit down. Your questions can be more difficult: "What colour was Lucy's dad's sweater?" Play the game until everybody is seated.

ACTION GAME
around the classroom

Invite the children to sit on the carpet. Show them a big sack and say: "Look, I've got a big sack. It's full of presents." Explain that the children are going to draw lots and say what they have got. Choose a child and say: "Kasia, take one present and say what you've got". Elicit: "I've got... (a rubber)". The sack should be full of items children know well, for example toys, school objects, clothes, etc. Make sure that enough items are provided.

PRACTICE
on the carpet

Ask the children to put their "presents" in front of them and say: "Marek has got a truck. Ania, what has Marek got?" Elicit: "Marek has got a truck". Repeat the procedure with other children. Make sure that everybody is engaged in describing what someone else has got. Praise the children for their excellent work!

PRACTICE
on the carpet

Ask the children to share their opinions about the lesson (what was easy/difficult/funny/boring for them). Ask the HOT questions. Sing "We wish you a Merry Christmas" and say "Goodbye!". Shake hands with every child at the end of the class and wish them all "Merry Christmas!"

SUMMARY
on the carpet

HOT Questions

You can ask these in Polish

What do you eat during Christmas dinner?
What would you do if Santa Claus wanted to stay for dinner?
Why is Christmas so important to people?

Cel lekcji
wyrażony
w języku rodzica

Dziecko powtarza słownictwo i zwroty z poprzednich lekcji, śpiewa angielskie koledy.
Dziecko opowiada, co widzi na plakacie świątecznym.
Dziecko mówi, jaki wylosował przedmiot z magicznego worka.

You will need

Christmas flashcards.
A Christmas poster.
A Santa hat.
A big sack full of different items (vocabulary from the previous lessons).

27. Christmas dinner.

Lesson:
from start
to finish

Language

Children hear and understand

Look at the poster. It's Lucy's family. It is Christmas. Santa Claus has brought a lot of presents. What did they get?
Look, I've got a big sack. It's full of presents.

Children hear and respond

What did Lucy get for Christmas?
What did Lucy's mum get for Christmas?, etc.
What have you got?

Children repeat after the teacher

Lucy got a beautiful doll for Christmas.
Lucy's mum got a scarf for Christmas.
Lucy's dad got a pen for Christmas.
Lucy's sister got a ball for Christmas.
Lucy's brother got a truck for Christmas.

Children can say on their own

Family members.
Christmas vocabulary.
Marek has got a truck. Kasia has got a doll, etc.

Homework

Ask the children to think of presents they would like from Santa Claus.

Człowiek - najlepsza inwestycja
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

WARM-UP
on the carpet

Greet the children as they arrive and invite them to say "Hello!" in many different ways. Sit on the carpet, take the register and revise the Christmas carols from the previous lessons. Put on a Santa hat to generate the children's interest in the lesson. Tell them you are going to talk about Christmas today. Write "Merry Christmas" on the board and ask them to repeat it. Revise Christmas vocabulary using flashcards and different techniques.

REVISION
on the carpet / by the board

Pin up the Christmas poster on the board and say: "Look at the poster. It's Lucy's family. It is Christmas. Can you tell me what they got?" Elicit: "Lucy got a beautiful doll for Christmas, Lucy's mum got a scarf for Christmas, Lucy's dad got a pen for Christmas, etc." Tell the children to look at the poster carefully for about 30 seconds. Flip over the poster and ask a lot of questions about the situation described. Praise the children.

PRACTICE
on the carpet

Tell the children you are going to talk about different presents. Show them flashcards, one at a time and ask: "What is it?" Elicit: "It's a ball, a car, a computer game, a dinosaur, a doll, a teddy, a kite, a scooter, a robot, a toy box, a train, a monster truck." Play "What's missing?" and "Parrot game". Choose a child and ask him/her to take one flashcard. Elicit: "I've got... for Christmas." Repeat the procedure as many times as you think is necessary.

SETTLED ACTIVITIES
at their desks

Invite children to sit at their desks and distribute the worksheets with the mini flashcards. The children cut them out. Say: "Show me a doll" and the children hold up the picture of a doll. Say: "Well done. Now show me a monster truck and a teddy" and they do what they are told. Repeat the commands quicker and quicker. Next ask them to colour the pictures with your instructions: "Colour a kite blue and yellow. Colour a robot green."

PRACTICE
on the carpet

Ask the children to work in pairs. Distribute small boxes (for example plastic containers) and ask the children to put only 4 pictures inside, they are presents for Lucy's family, different than in the poster. Ask some volunteers to say what they have got. Say: "Open the toy box. Look what's inside. Here are some toys." Elicit: "Lucy has got a... Lucy's mum has got a..." Play until everybody reveals their presents. Praise the children.

SETTLED ACTIVITIES
at their desks

Ask the children to sit down at their desks. Play their favourite Christmas carol and tell them to glue their mini flashcards inside their notebooks. Write the words on the board (a ball, a car, a computer game, etc.) Ask the children to rewrite them under the appropriate picture. Go around the class as the children are working and help them if needed. Praise their nice writing. Think about a small prize for this activity (a stamp or a sticker).

SUMMARY
on the carpet

Ask the children to share their opinions about the lesson (what was easy/difficult/funny/boring for them). Revise vocabulary for the last time. Ask the HOT questions. Sing "We wish you a Merry Christmas" and say "Goodbye!". Shake hands with every child at the end of the class and wish the children "Merry Christmas!"

HOT Questions

You can ask these in Polish

Why do we get presents for Christmas?
What would you like to find under your Christmas tree?
How is Christmas celebrated in your family?

Cel lekcji
wyrażony
w języku rodzica

Dziecko powtarza słownictwo i zwroty dotyczące świąt Bożego Narodzenia. Dziecko nazywa zabawki i opowiada kto otrzymuje dany prezent. Dziecko przepisuje wyrazy do zeszytu pod odpowiednimi obrazkami: a ball, a car, a computer game, a dinosaur, a doll, a computer game, a dinosaur, a doll, a teddy.

You will need

A Santa hat.
Christmas flashcards.
Christmas poster.
Flashcards with toys: a ball, a car, a computer game, a dinosaur, a doll, a teddy, a kite, a scooter, a robot, a toy box, a train, a monster truck.
Worksheets for the lesson (mini flashcards).
Plastic containers or small boxes.

28. Christmas presents.

Lesson:
from start
to finish

Language

Children hear
and understand

Look at the poster. It's Lucy's family. It is Christmas. Can you tell me what did they get?
Open the toy box. Look what's inside. Here are some toys.

Children hear
and respond

What did Lucy get for Christmas?
What did Lucy's mum get for Christmas?
Now show me a monster truck and a teddy.
Colour a kite blue and yellow. Colour a robot green.

Children repeat
after the teacher

Merry Christmas!

Children can say
on their own

Toys: a ball, a car, a computer game, a dinosaur, a doll, a teddy, a kite, a scooter, a robot, a toy box, a train, a monster truck
I've got a... for Christmas.

Homework

Ask the children to write down what they want for Christmas from Santa Claus.

Greet the children and ask them how they are. Take the register if necessary. Display the flashcards and revise the names of clothes. Place some flashcards on the board. Ask two children to stand by the board. Give each a fly swatter or a newspaper. You say the name of the toy and they hit the corresponding flashcard with the fly swatter or a newspaper. The one who is the first gets a point.

LET'S BEGIN
at their desks

Ask them about the weather. Say: "Look through the window. What's the weather like? I think it's cold. The snow is falling and we can make a snowman. You must be wearing hats today, aren't you? What season is it? It's winter. (show them a flashcard). What other seasons are there?" Present the flashcards with the seasons. The children repeat after you several times.

SEASONS
at their desks

Attach the wordcards on the board. Volunteers may read them (correct them saying: Very good Kasia, it's summer). Show them the pictures of the seasons. Choose a child to come and match the picture to the word. Then take the wordcards and do the exercise the other way around (they match the words to the pictures)

WORDS
at their desks

Ask them some questions: "What is your favourite season? Do you like summer? I like summer. Show me summer. Yes it's hot. Uff...Do you like winter? (wait for the answer) I like winter. It's cold. Brrr. What about spring? I love spring. It's green. Wow. Do you like Autumn? I do like it. It's not green but it's colourful. I like them all". Teach them a poem by H. Moore. Repeat it but omit the last word in each line, then two words etc.

A POEM
on the carpet

Show the pictures of the seasons. Ask: "What is the boy wearing? He's wearing shorts and a T-shirt. So it must be... (prompt the answer- summer) Do it with the other seasons. Say: "Guess what season I am thinking of " Describe the picture using the adjectives hot/cold/green and clothes. The children guess what season it is.

CLOTHES
on the carpet

Show a worksheet to the children. Explain that they have to match the clothes and objects to the name of the season. Then they colour in the pictures. After they have finished, they describe their clothes e.g. My T-shirt is yellow etc. Praise the children for their excellent work.

WORKSHEETS
at their desks

Say: "I have hidden something for you. Do you remember the poem? Can we repeat it?" Say the poem. Divide the class into four groups. They seat far from each other. Each child from the group has to find one verse from the poem. One child from every group at a time. When he/she gets back to the rest of the group, the next child has to read it so that he/she knows what to look for. The first group that completes all verses is the winner.

REPEAT THE POEM
at their desks

HOT Questions

You can ask these in Polish

If you were to choose only one season for the whole year, which one would that be? What would you miss?

Cel lekcji
wyrażony w języku rodzica

Dziecko określa pory roku. Dziecko opisuje pory roku za pomocą przymiotników: cold, hot, green.

You will need

Flashcards/Pictures of the seasons.
Wordcards with the seasons.
A poem by Helen H. Moore: (winter, spring, summer, autumn...)
Two newspapers or fly swatters.
Four copies of the poem (cut out the verses and hide them somewhere in the classroom before the lesson).
Worksheets.

29. Winter, spring, summer, fall.

Lesson:
from start to finish

Language

Children hear and understand

Look at the picture! It looks like a cold day. It's windy and it's raining. She's got an umbrella. It must be autumn. And here? The sun is shining. They are wearing shorts and T-shirts. It must be summer. In this picture the boy's wearing a hat and a scarf around his neck. It's snowing. So it must be winter.

Children hear and respond

What are they wearing? Are they wearing shorts? What colour is the T-shirt? Is it hot or cold? Is it green? What season do you like? Do you like summer?

Children repeat after the teacher

A poem by H. Moore
He/she is wearing...
It must be summer...

Children can say on their own

It's winter, spring, summer, autumn
It's green/yellow etc.
Kinds of clothes.

Homework

Ask the children to describe what they like about the 4 seasons.

Greet the children. Ask what their names are, how old they are and how they are. Revise colours. The children get up from their seats. Say: "Can you see the colour red in the classroom? Go and touch it. Touch something green. Jump to something blue. Hop to something yellow" etc.

WARM-UP
at their desks

The children go back to their seats. Ask two children to stand by the board. Pin the pictures with the season from the previous lesson in a line, one under the other. One child stands on the left, the second stands on the right of the pictures. Provide them with paper lollipops. You say: "I'm wearing shorts and a T-shirt. What season is it?" They touch the correct picture. Say: "Great, it must be summer". Repeat with with some other volunteers.

SEASONS-REVISION
by the board

Tell the children that those who are wearing T-shirts/skirts/ trousers etc. today go to the carpet. When they sit in a circle, show them the flashcards. Repeat the words several times in different ways (happy, sad etc.). Ask a volunteer to come to you. Take two safety pins and pin two flashcards to the child's clothes and say: "Look at Kasia. What is she wearing today?" Prompt the answer: "She's wearing...So it must be cold/hot etc"

CLOTHES-PRESENTATION
on the carpet

Revise the poem about seasons by H.H. Moore. Ask the Children about their favourite season. Then show the pictures from the previous lesson. Ask them questions about the pictures (e.g. What clothes is he/she wearing? What colour is...? What is the season?) Then take the pictures and describe them on your own. The children have to guess the season using: "It must be...."

DESCRIBING PICTURES
on the carpet

The children stand somewhere in the classroom. Ask the children to follow your instructions (TPR activities): "Clap your hands, Stamp your feet, Put on the..., Take off the..., Run (they pretend to run do not let them run around the classroom), Tip toe, point to a T-shirt, touch your nose, point to something blue etc. Children love this game because they can move. Praise them for their participation.

TPR
around the classroom

Divide the class into four groups. Each group gets an envelope with some cut-outs. The children put the cut-outs together and create a picture which they glue on the coloured sheet of paper (they choose the colour depending on the season they have). They colour the picture. Show the pictures in the classroom.

CUT-OUTS
at their desks

The children from each group present their work to the rest of the class. They say what the season is, what the children in the picture are wearing, what colours their clothes are etc. Ask them questions that may help them: "What is the season? What are they wearing? etc. Don't forget to praise them!

Exhibition
in front of the class

HOT Questions

You can ask these in Polish

What would you wear at a birthday party?
What clothes would you pack for a school trip?
If you were to take only two things from your room, what would they be?

Cel lekcji
wyrażony w języku rodzica

Dziecko nazywa pory roku po angielsku.
Dziecko opisuje ubiór swój i kolegów.

You will need

Two cut-outs in the shape of lollipops stuck to some cardboard (or two fly swatters).
Flashcards with clothes.
Pictures with the seasons from the previous lesson.
A few safety pins.
Worksheets (the pictures of seasons but without colours). Cut them out at home into pieces and bring them to the lesson.
Four sheets of paper: yellow, green, orange, and blue.

30. He's wearing black boots today.

Lesson:
from start to finish

Language

Children hear and understand

Look at the pictures. They present four different seasons. Can you see the children playing? Let's describe the first picture. Look, the boy is playing football. Can you tell me what he is wearing. He's wearing shorts.

Children hear and respond

Can you see sth red in the classroom? Go and touch it. Touch something green. Jump to something blue. Hop to something yellow etc. What clothes is he/she wearing? What colour is...? What is the season?

Children repeat after the teacher

He's/She's wearing...
It must be...
My favourite season is...
The poem by H.H. Moore.

Children can say on their own

He's/She's wearing....
It must be cold/hot/winter/summer etc.

Homework

Ask the children to come up with words to describe the 4 seasons of the year. Winter is cold etc.

Before the lesson starts, ask the children to bring their outer jackets from the cloakroom. When they are ready, greet them and ask them how they are. Say: "Can you show me your hats? My hat is purple. And yours Antek?" Repeat the procedure with other pieces of clothing. The children go to the carpet.

WARM-UP
by their desks

The children bring their jackets, sit down and create a circle. Say: "Can you take your hats? I'm taking mine. Let's put the hats on our heads. Yes, put your hat on your head. Now, put on your jackets, scarfs, gloves etc." When the children are dressed up, say: "Now we can go outside. It's cold outside but we are wearing hats, gloves etc. so it's okay. Let's go." Stand up, go round the classroom and go back.

PUT ON/TAKE OFF YOUR...
on the carpet

Again, sit down on the carpet. Take out the story cards and say: Today, we're going to listen to a story. Listen carefully. Let's start" and start telling the story. When you finish, ask a few questions: "Do you like the story? What happened in the story?" Mix the story cards and ask a volunteer to put them in the correct order. Repeat several times so that the children feel confident with the order of events in the story.

LISTENING
on the carpet

Ask four children to come to you with some clothing. Exchange the children's clothing and give each of them a set like in the story. Assign the roles and ask the children to act out the story. Read it and help the children do the actions. Repeat with two more groups.

ACTING OUT
on the carpet

Place the story cards around the classroom. The children sit down on the carpet. Ask two or three children to stand up and listen to what you read. Read an extract from the story corresponding to one of the cards. The children go/jump/hop/tiptoe to the correct story card. Repeat the procedure with various volunteers.

ACTION GAME
around the classroom

Distribute the worksheets. The children write (trace the spots) four sentences from the story. Read them out loud and the children repeat them together. Then you read one sentence, the children repeat after you and they match it to the corresponding picture. Do it with all of the pictures. Then the children draw the missing patterns in the pictures.

WORKSHEETS
at their desks

The children sit on their chairs. Put the YES and NO cards on the floor in two different places. Read a sentence from the story and show a story card. The child goes YES if the sentence matches the story card. Ask the HOT Questions and praise the children for their hard work. Give them smiles, stickers, or pluses.

YES OR NO
at their desks

HOT Questions

You can ask these in Polish

What piece of your clothing do you like best?
What would the world be like if everyone wore black and white?
When did you learn to tie your shoelaces?

Cel lekcji
wyrażony w języku rodzica

Dziecko nazywa różne ubrania.
Dziecko odgrywa scenki z wysłuchanej historyjki
Dziecko reaguje na polecenia: put on your jumper, take off your jacket.

You will need

The children's and the teacher's outdoor clothing.
Story cards.
Yes/No cards.

31. Where are my boots? - a story

Lesson:
from start to finish

Language

Children hear and understand

Today, we're going to listen to a story. Listen carefully. Let's start. Can you show me your hats/boots/jackets etc. What's the weather like today? It's cold. Put on your jacket...Now we're ready to go outside. Let's go.

Children hear and respond

Can you take your hats? Put on your hats on your heads. What colour is your hat/jacket/scarf? What colour are your boots/gloves? Do you like the story? Let's go outside.

Children repeat after the teacher

Put on your hat/jacket etc.
Take off your hat/jacket etc.

Children can say on their own

My hat is purple.
My jacket is yellow.

Homework

Ask the children to write down the things they wear in the winter.
Hats, gloves, scarfs etc.

Greet the children and ask them to stand up. Tell them that you are going to sing a song you learned some time ago which is called "The Farmer in the Dell". Choose volunteers to mime the action of the song. After singing the song go to the carpet and sit down.

WARM-UP
in the middle of the classroom

The children sit down in a circle. Place a big sheet of paper with a drawing of a hive in the middle of the circle. Say: "Do you remember Mr. Bee? Let's say hello to Mr. Bee. Look, this is his house. It's a hive. Hmm, but where is the kitchen? Let's see." Take out a flashcard with the kitchen and place it on the paper. Put out the rest of the cards. Each time the children repeat after you.

MR BEE'S HOUSE
on the carpet

When you have all of the rooms in the hive, do the activity the other way around. Ask the children to close their eyes. Take one flashcard from the hive and ask: "What's the missing room?" Repeat the procedure with different rooms.

MISSING ROOMS
on the carpet

Divide the children into two or three groups (depending on the number of children - maximum 8 children in a group). Each group creates a circle. Sit down somewhere near the children and put the flashcards in front of you. The leader of the group comes to you. Tell them a name of the room. They go back to their groups and whisper the word to a person sitting next to him/her. The last child comes to you, say and point to the card.

CHINESE WHISPERS
on the carpet

Arrange the children in one big circle. Place the paper with the hive in the middle and put the flashcards on it. Take the Mr. Bee (cut-out) and say: "This is Mr. Bee's house. He's playing hide-and-peek with us. Now close your eyes, please." Ask one child to put Mr. Bee under a flashcard and to remain silent. The children open their eyes. Then ask: "Where's Mr. Bee?" Ask a child: "Is he in the kitchen?" Prompt the answer: "No, he isn't." etc

WHERE'S MR. BEE?
on the carpet

One volunteer stands in the middle of the circle (he/she can stay in his place if he/she doesn't want to come to the front). Show him/her a flashcard and ask him/her to mime the name of the room. The children ask you: "Is he in the bathroom?" You answer them. After a few times the children take your place and choose the card for the mime.

MIMING GAME
on the carpet

Pin the flashcards around the classroom. Choose eight children and ask them to stand next to the cards. Ask the rest: "Can you tell me where Kasia is? Yes, Kasia is in the living room. Now, where is Tomek? Tomek is in the kitchen". Repeat with all of the rooms. The children may take turns. Then ask the HOT Questions.

ACTION GAME
around the classroom

HOT Questions

You can ask these in Polish

What is your dream house?
If Mr Bee moved to your house, where would he sleep?
What would you do if your kitchen went missing?

Cel lekcji
wyrażony
w języku rodzica

Dziecko nazywa pomieszczenia w domu. Dziecko określa gdzie ktoś jest. Dziecko zadaje pytania o to, w którym pomieszczeniu znajdują się osoby np. is she in the living room?

You will need

Mr. Bee - a cut-out.
Flashcards with rooms.
A big sheet of paper with the drawing of a hive.

32. At home.

Lesson:
from start
to finish

Language

Children hear and understand

Do you remember Mr. Bee? Let's say hello to Mr. Bee. Look, this is his house. It's a hive. Have you ever seen a hive. It's Is it big or small? It's small but it is just perfect for bees Hmm, but where is the kitchen and the living room? Let's see. I will show you. He's playing hide-and-peek

Children hear and respond

Sit down in a circle. What room is it? What's the missing room? Where is Mr. Bee? Close your eyes. Open your eyes. Let's count to three to create groups. Come here. Whisper to your friend.

Children repeat after the teacher

It's a hive. Mr. Bee is in the kitchen. Is he/she in the kitchen? Yes, he/she is. No, he/she isn't. A song "The Farmer in the Dell"

Children can say on their own

Mr. Bee/Ola/Tomek is in the kitchen. Is he/she in the kitchen? Yes, he/she is. No, he/she isn't.

Homework

Ask the children to write down the names of rooms in their homes. Kitchen, bathroom, etc.

HOT Questions

You can ask these in Polish

What do you like best about your kitchen?
What is the most important piece of furniture in your house? Why?
What would you have in your dream house?

Cel lekcji
wyrażony
w języku rodzica

Dziecko nazywa obiekty znajdujące się w poszczególnych pomieszczeniach w domu.
Dziecko wymienia jakie obiekty znajdują się w pomieszczeniu używając zwrotów: There is/there are.
Dziecko pracuje w grupie.

You will need

Flashcards with places in a house.
Flashcards with objects (a sink, a fridge, a cooker, a bed, a wardrobe, a lamp, a TV-set, an armchair, a bookcase, a bathtub, a washbasin)
Dices: There is/there are; rooms in a house;
Numbers 1-6.
Worksheets.
The hive drawing from the previous lesson.

33. Our house.

Lesson:
from start
to finish

Language

Children hear
and understand

We've got a hive again. Mr.Bee will show you what furniture he has got in his house. The hive is really nice and he loves spending time there. Let's see what is in the kitchen. He's got a TV-set in his livingroom. There is a bathtub etc.

Children hear
and respond

Throw the dice please. How many objects are there in the living room? What is there in the kitchen: a sink or a bathtub? It's your turn. Come to me. Go to the group and whisper the word to Kasia. Well done Congratulations! You're right.

Children repeat
after the teacher

The names of objects.
There is a sink in the kitchen.
There are four chairs in the living room.

Children can say
on their own

There is a TV-set in the living room.
There are chairs in the kitchen etc.

Homework

Ask the children to write down the contents of rooms in their houses.

GREETING

around the classroom

Greet the children and ask them how they are. Every child should respond in English. Help them if necessary. Say "Let's greet with our hands" - the children stand up and shake each others' hands saying "Hello. How are you Hand?" Continue saying: "Let's greet with our knees (they touch each others' knees and say: "Hello. How are you Knee?") /fingers/feet/heads etc.

REVISION

at their desks

Revise the names of places in a house. Ask a child to come to the front of the classroom. Show a flashcard with some room the child mimes the place. The children guess the word. The one who guesses is the next to mime.

NEW WORDS

on the carpet

Put the hive picture on the carpet and place the flashcards on it one by one. The children say the names. Say: "What is there in the kitchen: a bed or a sink? Yes, there is a sink. What is there in the living room? A bathtub or a TV-set?" etc. When all the objects are placed, repeat the names once again using "there is a sink in the kitchen" etc. Repeat a few times.

PARROT GAME

on the carpet

The children are familiar with the expression "There is/there are..." so you can use it in the game. Show them an object and say: There is a bookcase in the bathroom. The children repeat only if the sentence is true. If not, they remain silent. Repeat several times. Then say the sentence without showing the flashcard. Praise them for their excellent work.

LET'S THROW THE DICE

on the carpet

To do this exercise you need flashcards with objects and the dices with rooms and there is/there are. Put a flashcard with an object on the carpet. Throw the dice with there is/are and the dice with the rooms. Say the sentence: e.g. "There is a TV-set in the bathroom". Express your feelings. Say that this is funny. Let the children throw the dices. There will be a lot of fun!!!

HOW MANY...?

on the carpet

Use the dice with rooms and numbers. As earlier, put the flashcard with an object on the carpet. Ask what it is. Throw the dice with numbers and the one with rooms. Say the sentence: e.g. "There are four armchairs in the bathroom" etc. The children take turns. Again, show your surprise with the arrangement in the hive. Children love absurdity.

WORKSHEETS

at their desks

Distribute the worksheets. The children match the objects to the places where they should be. There are only the names of rooms written so read them to the children so that they can match the picture to the correct place. Then ask the HOT Questions and praise them for their work.

Greet the children and Say: "I am in the..." Point to your lips and say the word eg. kitchen without making the sound. The one who guesses, comes to the board. Let the children take turns.

LIP READING
at their desks

Say: "1,2,3 stand up please, 1,2,3 come to me - join the line". Show the children you want to make a line by holding hands. Go to the carpet. Keep repeating the rhyme until everybody is here and you've made the circle. Let the children sit on the carpet. Get their attention by showing the first picture of the story. Ask: "What is it? Where is Mr.Bee?"

STORY
on the carpet

Tell and show the story. Repeat it and help the children finish the lines of the story. Let one child come to you and hold/change the cards/pictures.

CONTD.
on the carpet

Stick flashcards with rooms in a line to the board. Take the template of Mr.Bee and repeat the story again by moving the template from flashcard to flashcard. Say: "Now it's your turn. " Get some of the children to the board and let them hold the flashcards. Get a child to hold Mr Bee - one child per each flashcard so that they hand on Mr.Bee. Say with the child: "He's in the kitchen etc. He must make his bed etc. "

NARRATORS
at the board

Hand in the worksheets and explain what to do. The children have to match the pictures with the phrases and trace the single words of the phrases.

MR.BEE MUST/WORKSHEET
at their desks

Explain what their homework is. Give them strips of paper with written homework. The children can glue it to their notebooks.

HOMEWORK
at their desks

Draw the bingo chart. Say: "I want the kitchen. " Stick it in one square." Next say: "Now it's your turn. Choose and draw six rooms." Stick all the room cards to the board. The children select their own six rooms and draw. As they draw, ask them what they have chosen. Help them to say: "I've got..." Take the cards from the board, mix them up and then select, one by one. The children tick the rooms they have drawn.

BINGO ROOMS
at their desks

HOT Questions
You can ask these in Polish

What do you do at home to help your mum and dad?
Who cleans the floor, makes dinner, washes the dishes?
Where do you play/do your homework/brush your teeth?

Cel lekcji
wyrażony
w języku rodzica

Dziecko poznaje nazwy czynności wykonywanych w domu: make the bed, make dinner, lay the table, wash the dishes, clean the floor, brush your teeth. Dziecko powtarza nazwy pomieszczeń w domu po angielsku.

You will need

The story of Busy Mr.Bee.
Flashcards: rooms.
Mr Bee must...worksheets.
Cut strips of paper with homework on them.
A template of Mr.Bee glued to a stick/ crayon/pencil.

34. Busy Mr.Bee

Lesson:
from start
to finish

Language

Children hear and understand

Come to me - join the line.
Mr.Bee is busy today. He must make his bed, make dinner, clean the floor, lay the table, brush his teeth, put away the toys. He's very tired. He must brush his teeth.

Children hear and respond

What is it? Where is Mr.Bee?
Now it's your turn. Choose and draw six rooms.
1,2,3 stand up please, 1,2,3 come to me - join the line.

Children repeat after the teacher

Make the bed, make dinner, lay the table, wash your teeth. In the kitchen, garden, bedroom, living room, dining room, bathroom. I've got...

Children can say on their own

Kitchen, garden, living room, bedroom, bathroom, dining room. Brush, lay, wash, clean.

Homework

Draw and write in English what you do at home.

Człowiek - najlepsza inwestycja
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

- Let the children sit at their desks. Stick the poster to the board so that everybody can see it. Present new vocabulary. Say: "Look. These are different houses. What colour is this house? What's it made of? Who lives in this house? Look. This house is made of brick/of stone/of wood/straw. It's a tree house/a castle/ an igloo/a straw house. Repeat the vocabulary by pointing. Let volunteers come to the board and point.
- Indicate that you are going to teach the children a poem. Say: "Listen and show " Present the poem about a house by using gestures. Say: " Repeat and show." . Say the first lines of the poem. Let the children finish the lines with the last word. All repeating should be made with showing. Say all of the poem together.
- Say: "1,2,3 stand up please, 1,2,3 come to me - join the line". Show the children you want to make a line by holding hands. Go to the carpet. Keep repeating the rhyme until everybody is here and you've made the circle. Revise activities from the previous lesson by showing the cards with rooms and saying for example: "You are in the kitchen, wash the dishes.", "You are in the living room, clean the floor." Let volunteers show the cards.
- Now let one child show what's on the flashcard. Say: Show." Help the children to answer: " You must clean the dishes in the kitchen." If someone guesses, they come to you and show the next activity.
- Ask one student to come to the board. Let him/her choose one material he/she wants his/her house to be made of. Then everybody tries to guess what his/her house is made of by saying: "Your house is made of..."
- Say what's today's homework. Say: "Draw your dream house. What is it made of? Write: My dream house is made of..." Distribute the strips of paper with their written homework.
- Divide class into groups of four. Say and show with gestures: "Make houses out of your bodies." Tell them to think what house it is and what it is made of. Give them some time. Ask: "What is it? What is it made of?"

- HOUSE POSTER**
on the carpet
- HOME POEM**
at their desks
- DAILY ROUTINES TPR**
on the carpet
- CONTD.**
on the carpet
- GUESSING GAME**
at their desks
- HOMEWORK**
at their desks
- BODY HOUSES**
in the classroom

HOT Questions
You can ask these in Polish

What is your house made of?
What can a house be made of?
Close you eyes and imagine you live in a house made of ice. How do you feel?

*Cel lekcji
wyrażony
w języku rodzica*

Uczeń poznaje różne rodzaje domów i materiały z których są one zbudowane. Uczeń powtarza za nauczycielem wiersz By Helen H. Moore, 'your home can be big or your home can be small. Your home is the place that you love most of all'.

You will need

Flashcards - materials.
Poster with types of homes.
Poem by Helen H. Moore.
Cut out strips of paper with homework for each child.

35. My house is made of ice.

*Lesson:
from start
to finish*

Language

*Children hear
and understand*

Look. These are different houses. What colour is this house? What's it made of? Who lives in this house? Look. This house is made of brick/of stone/of wood/of straw. It's a tree house/ a castle/an igloo. An igloo is made of ice.

*Children hear
and respond*

What colour is this house? What's it made of? Who lives in this house? 1,2,3 stand up please, 1,2,3 come to me - join the line. Repeat and show. What is it? What is it made of?

*Children repeat
after the teacher*

Your home can be big or your home can be small. Your home is the place that you love most of all.

*Children can say
on their own*

an igloo, ice, a castle, stone, a house, a brick, straw.

Homework

Draw your dream house. What is it made of? Write: My dream house is made of...

Show the picture or turn on the sound of a pig. Ask: "What is it?" Ask them if they know the story of The Three Little Pigs. Keep asking questions about the houses, the wicked wolf. Point to the pictures and read aloud the story. Repeat the story by showing eg. numbers on your fingers when it comes to the pigs and wait for children's response. Let the children read parts of the story.

THE THREE LITTLE PIGS

on the carpet

Help the children to memorize the story. Go to the text written before the lesson on the board and read it with the children. Rub some words out or place a white sheet of paper over the words or phrases. Words can disappear from the screen if you've got it written on a computer.

VANISHING TEXT

at their desks

As the children have made an effort to memorize the story, go with them to the carpet. Say: "Walk/jump/fly/swim etc. You are happy/angry/sad - show me." Say the roles of the pigs and wicked wolf in a happy, angry and sad way with the children. You may divide the class into groups: happy/angry/sad pigs/wicked wolves.

DRAMA PRACTICE

on the carpet

Demonstrate matching. Take two strips of paper and match them. Tell the children that they will get one strip and they need to find a pair, for example igloo - ice. Hand out the cut strips of paper with vocabulary from the previous lesson. Say: "Find a pair." The children should find a pair and both sit on one chair. Encourage them to ask questions: "Have you got?". Watch to see if everybody finds a pair.

MATERIAL MATCHING

in the classroom

Whisper: "1,2,3 stand up please, 1,2,3 come to me - join the line." When all the children are on the carpet, start to whisper the poem from the previous lesson. Invite the children to say it with you only with the gesture of your hands. Put your hand to your ear to show that you want them to say the poem loudly. Then repeat saying the poem quietly.

SILENT HOUSE POEM

on the carpet

Tell the children that they are going to draw their favourite pig house and glue a template of a pig on it. Demonstrate what to do with the templates of pigs. Say: "Colour, cat and glue. Then draw where your pig is and write." Write on the board first/second. The third pig lives in a straw/stick/brick house. The children then write their own sentences.

PIGS HOUSE ARTCRAFT

at their desks

The children stick their work to the board. Pick up some pictures and ask questions: "Is it the first, second, or third pig? Where is the pig?"

CONTD.

at the board

HOT Questions

You can ask these in Polish

Is it difficult to build a house?
Why do people need houses?
If you could describe your house with just one word, what word would it be?

Cel lekcji
wyrażony w języku rodzica

Uczeń doskonali umiejętność słuchania ze zrozumieniem i odgrywa scenki historyjki. Uczeń wymienia nazwy pomieszczeń w domu i materiały z których można go zbudować: a brick, straw, ice, wood.

You will need

The Three Little Pigs story.
Flashcards with rooms.
Flashcards with materials.
Cut out strips of paper with written or printed pairs: igloo - ice, house - wood, tree - house, castle - brick, straw - house.
Text of the story written on the board or on a computer. White sheets of paper and a template of a pig to cut.

36. The Three Little Pigs.

Lesson:
from start to finish

Language

Children hear and understand

The story of The Three Little Pigs.

Children hear and respond

Find your pair.
What is it?
Walk/jump/fly/swim etc.
You are happy/angry/sad - show me.

Children repeat after the teacher

Rooms in a house, Materials: stone, brick, etc. Have you got? Let me in! Let me in!
"No! Go away!"

Children can say on their own

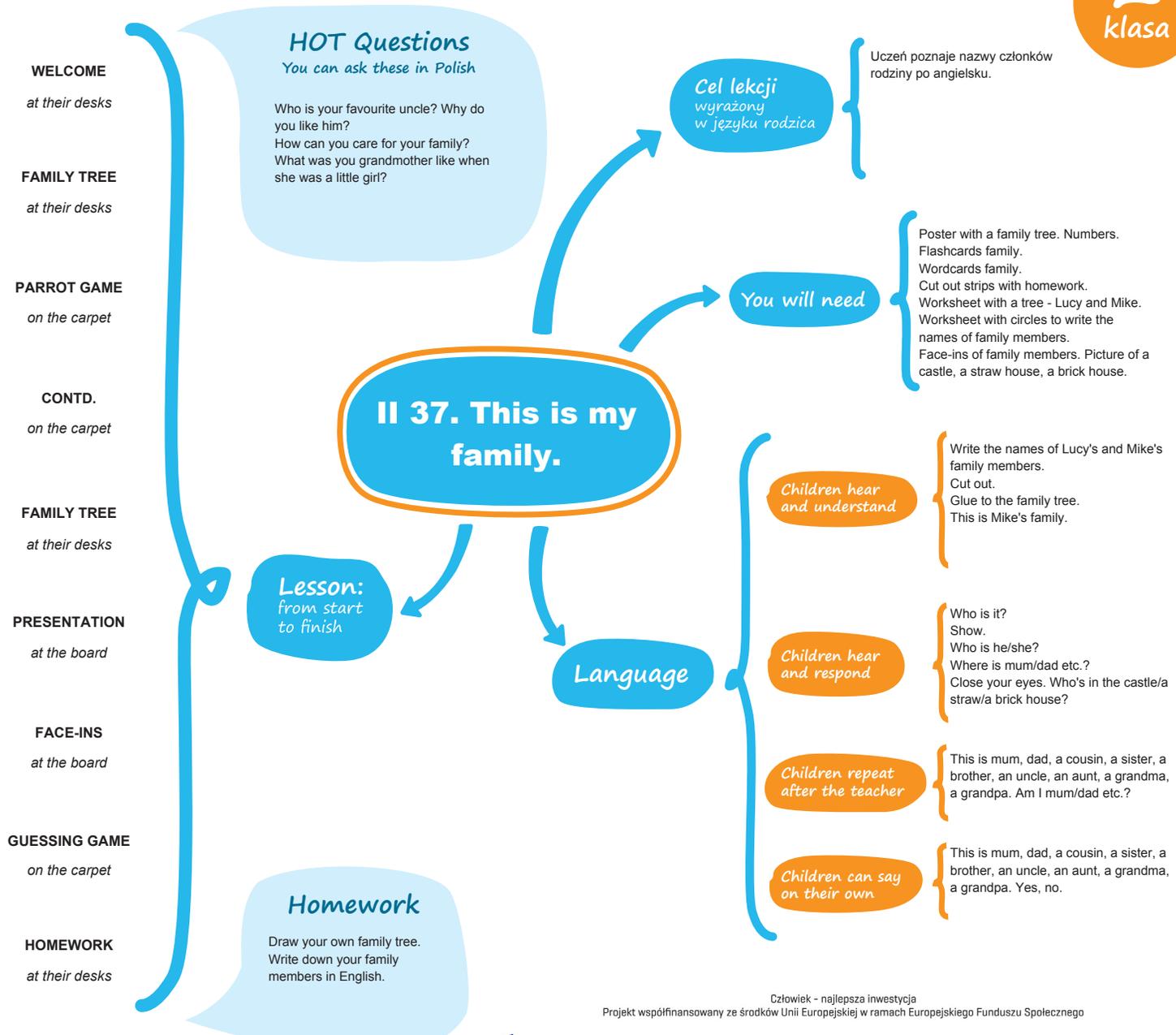
First, second, third, house.
Brick, stone, straw.

Homework

Ask the children to read the story of The Three Little Pigs at home with their parents.

Człowiek - najlepsza inwestycja
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

- Ask children how they are. "Are you ok? Happy? Is everything ok?" Take the register. Help the children to respond in English "present, absent". If anybody is absent, express your concern in English. Check their homework, praise the children and show their work to the rest of class, speak English all the time.
- Stick the poster of a family tree to the board and ask the Hot Questions. Point to family members and ask questions: "Who is it?" Say the English equivalents for each family member. Point to the pictures and let the children repeat after you. Say the word and let the children say the number of the family member. Do the same the other way round.
- Once you pre-teach new vocabulary play the game. Hold each flashcard with family members up and name them. The whole class repeats the word. From time to time say the wrong word.
- If they repeat after you, the whole class loses and you score a point. If - on the contrary - you say the wrong word but the whole class remains silent, you lose a point.
- Demonstrate what the children should do with the worksheet of a Family tree. Say: "Write the names of Lucy's and Mike's family members. Cut and then Glue them to the family tree."
- Volunteers come with their family trees of Lucy and Mike and present them. Help the children to, Say: " This is...". Praise them for their effort.
- Play face-ins. Say: "Show. Who is he/she? "
- Stick a castle, a straw house, a brick house to the board. Pre - teach the expressions in the castle/brick/straw house. Take the family wordcards. Say: "Close your eyes. Who's in the castle/ straw/brick house?" Show it to one child. He/she says to the class: "Yes/no." Second version - say: "Where is mum/dad etc.?"
- Explain what the homework is. Let one child distribute the strips of paper the with exercise. The children can do it in their notebooks or on separate sheets of paper.



Człowiek - najlepsza inwestycja
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Enter the classroom wearing something unusual, eg. sunglasses, a funny hat. Say: "I've got blue/black sunglasses/a hat." Take a volunteer and give him/her some clothes. Say: "He's/She's got...". Let the children repeat. Change volunteers. Take the register. Help the children to respond in English "present, absent". If anybody is absent, express your concern in English.

DRESSING UP
at their desks

Make a circle with the children and sit on the carpet. Let one child go to the middle. Say: "Stand in the middle." Ask: "What does he/she look like? Is he/she tall or short? Has he/she got long legs/brown eyes, etc." Take some more volunteers to practice the adjectives.

DESCRIBING A CLASS
on the carpet

Give each child a card with descriptions of people. Take a set for you. Say: "Read and listen. Stand up if you hear your description." Read the descriptions. The one who stands up, reads the description again.

PEOPLE CARDS
at their desks

Say: "1,2,3 stand up please, 1,2,3 come to me - join the line". Show the children you want to make a line by holding hands. Go to the carpet. Keep repeating the rhyme until all the children are there and you've made a circle. Let the children sit on the carpet. Say: "And now..." Sing the song "Head and shoulders..." - do it with gestures.

SONG
on the carpet

Before distributing the worksheets, say and show on an example of what is the aim of the exercise. Say: "Read and circle the correct description." Let some of the children read the correct sentences.

DESCRIPTIONS READING
at their desks

The volunteers put on the face-ins and the rest describe them. Ask: "What does he/she look like?" Help the children to say the whole sentences: "He/she's got..."

FACE-INS TO DESCRIBE
on the carpet

Say: "Listen to the description and draw." Let the children take use their notebooks or distribute some sheets of paper. You may read the descriptions yourself, let one child read it or the children can do the activity in pairs; one child describes and the other draws the picture. Stick the pictures to the board. Praise the children for their good work.

PEOPLE CARDS DRAWING
at the board

HOT Questions

You can ask these in Polish

What makes a person pretty?
Is it better to be tall or short? Why?
Everybody looks different. Is it good? Why?

Cel lekcji
wyrażony w języku rodzica

Uczeń poznaje zwroty opisujące ludzi: tall/short, thin/fat, brown/blue eyes, short/long hair, pink/red mouth, blue/black.
Uczeń używa zwrotów typu: "He's got short, black hair".

You will need

Sunglasses or something you don't wear often.
Flashcards family.
Wordcards family.
Big cards with a family.
Descriptions worksheet.
People cards - two sets: one for you, one for the children.
Face-ins: people to describe.
Some white sheets of paper or notebooks.

38. Pretty mum and tall dad.

Lesson:
from start to finish

Language

Children hear and understand

I've got blue/black sunglasses/a hat.
He/she has got blue/brown eyes.
He/she has got short/long hair.
He/she has got a pink/red mouth, etc.
He/she is tall and slim.
Listen to the description and draw.

Children hear and respond

Stand in the middle.
Make a circle.
What does he look like?
Head and shoulders song.

Children repeat after the teacher

He/she has got blue/brown eyes.
He/she has got short/long hair.
He/she has got a pink/red mouth, etc.
He/she is tall and slim.
Listen to the description and draw.

Children can say on their own

He/she's got...

Homework

Ask the children to bring to the next class a photo of themselves.

Greet the children. Stick the poster to the board. Point to the children, ask questions. Slowly say the phrases. Point again and say: "Repeat.". Pin up small circles to the people in the poster. Say: "What colour is the pilot/nurse etc." Then change circles to numbers. Say: "A fireman puts out fires. What number is it?"

JOB POSTER
at their desks

Ask the children how they are. "Are you ok? Happy? Is everything ok?" Before the lesson write on small pieces of paper the titles of jobs. Give them to the children. Take the register. Ask: "Is Asia here?" Help the children to respond in English "present, absent". Ask: "Who are you?" Help the children to say: "I'm..."

WELCOME WITH JOBS
at their desks

Take the jobs face-ins. Play. One child puts on the face-in and the rest guesses who he/she is. Ask: "Who is he/she?" Help the children to respond in English: "He/she is..." the children could turn to the board and the rest have to guess: "Are you...?"

FACE-INS
at the board

Write on the board numbers and jobs, for example : "1. pilot." Say: "Listen to the riddles and guess who it is. Write the number in your notebooks/on the sheets of paper." Say the riddles, eg. : "He cures people." Write the results on the board. The children check if they did it well - they exchange their sheets of paper or notebooks and mark their peers results.

RIDDLES
in the classroom

Demonstrate art crafts with photos. Say: "Cut, glue, draw." The children cut out the heads from the photos, glue them to the paper and draw who they want to be. Write on the board : "I am a..."
Turn on some music

ART CRAFTS
at their desks

Show the flashcard and say: "A pilot..." and wait till the children finish the sentence. Encourage the children by saying: "Finish the sentence."

JOB MATCHING
on the carpet

Explain what their homework is. Praise the children for being active during the lesson and say: "Goodbye".

HOMEWORK
at their desks

HOT Questions

You can ask these in Polish

What does your mother do?
What does your father do?
Who would you like to be when you grow up?

Cel lekcji
wyrażony w języku rodzica

Uczeń powtarza nazwy członków rodziny po angielsku.
Uczeń poznaje zawody: a fireman, a taxi driver, a pilot, a shop assistant, a teacher, a doctor.

You will need

A track of some music.
A job poster.
Small circles in colour with numbers on one side.
Face-ins - jobs.
Some sheets of paper or childrens' notebooks.

39. My grandpa is a fireman.

Lesson:
from start to finish

Language

Children hear and understand

Listen to the riddles and guess who it is. Write the number in your notebooks/on the sheets of paper. Be quiet please. Finish the sentence. Repeat. Cut out, glue, draw.

Children hear and respond

What colour is the pilot/nurse etc." A fireman puts out fires, a postman brings letters, a doctor cures people, a taxi driver drives a taxi, a teacher works at school, a nurse works in a hospital, a shop assistant works in a shop, a pilot flies an aeroplane. Who are you?

Children repeat after the teacher

A fireman puts out fires, a postman brings letter, a doctor cures people, a taxi driver drives a taxi, a teacher works at school, a nurse works in a hospital, a shop assistant works in a shop etc. Are you...?

Children can say on their own

I'm, he/she is a fireman, a taxi driver, a pilot, a shop assistant, a teacher, a doctor.

Homework

Ask the children to come up with 5-10 jobs. Then they choose the job they would like to do.

Put a chair in front of the children sit on it and show them that you can drive a car. Say: "I can drive a car." Ask: "Can you drive a car? Show me." Do the same with: "I can ride a bike/drive a car/walk on a tightrope/sing/draw a horse/skate/etc."

'CAN' WELCOME
at their desks

Say: "This is John. Listen and say who he wants to be?" Read the text. Ask questions about the boy's family members. Ask: "Who wants to be a stuntman etc."

I WANT...TEXT LISTENING
at their desks

Say: "Read and match." Distribute worksheets with the text. Let the children do the exercise. Check the answers. Ask: "What can John's brother do? etc."

I WANT...TEXT READING
on the carpet

Play something like Simon says but tell the children to do the activities when they hear "can" eg. You can put out fire. - You put out fire.

SIMON CAN...

Distribute envelopes with puzzles. Say to the children that they are going to make puzzles on time. Say: "Ready, steady go! Open the envelopes. Make puzzles." When the children realize they've got one "wrong" puzzle tell them that they have to find their missing part and give their "wrong" part to someone who needs it. Encourage them to say: "Have you got a pilot/doctor part etc"

JOB PUZZLES
at their desks

Play a version of Simon says. Instead of Simon, say your name, for example: "Mrs Aga says. you can write on the board/walk on a tightrope."

TEACHER SAYS
on the carpet

Explain what the homework is going to be. Ask the children to write what their homework is in their notebooks.

HOMEWORK
at their desks

HOT Questions

You can ask these in Polish

What can you do very well?
Are you proud of it?
How would you feel if you could fly?

*Cel lekcji
wyrażony
w języku rodzica*

Uczeń poznaje zwroty: He/she can/can't ride a bike/drive a car/walk on a tightrope/sing/draw a horse/skate/etc. i wymienia co potrafi lub nie potrafi zrobić, co potrafią lub nie potrafią robić członkowie jego rodziny.

You will need

Text about a boy on the worksheet. Printed and cut out pictures (4-5 parts) of a fireman, a postman, a taxi driver, a teacher, a stuntman, a nurse, a shop assistant, an artist in envelopes per pair with one "wrong" part.

40. I want to be a pilot.

*Lesson:
from start
to finish*

Language

*Children hear
and understand*

My brother can walk on a tightrope. He wants to be a stuntman. My sister can draw very well. She wants to be an artist. My friend can sing very well. He wants to be a pop star. I can't fly an aeroplane yet but I want to be a pilot. I can drive a car.

*Children hear
and respond*

Tell me what you can do!
Can you ride a bike/drive a car/walk on a tightrope/sing/draw a horse/skate/etc.?
Who do you want to be?
What can your mum/dad/brother/sister do very well?

*Children repeat
after the teacher*

He wants to be a fireman, a postman etc.
He/she can put out fire/ ride a bike/drive a car/walk on a tightrope/sing/draw a horse/skate.

*Children can say
on their own*

A fireman, a postman, a taxi driver, a teacher, a stuntman, a nurse, a shop assistant.

Homework

What can you do? Draw and write:
"I can...."

Go to the calendar or stick one to the board. Ask someone to come and show what day it is today. Say: "What day is it today? Find in your calendars. It's Monday/Tuesday etc. What day is marked red? Why?" Take the register. Help the children to respond in English "present, absent". If anybody is absent, express your concern in English.

CALENDAR
at their desks

Say: "1,2,3 stand up please, 1,2,3 come to me - join the line". Show them that you want to make a line by holding hands. Go to the carpet. Keep repeating the rhyme until everybody is there and you've made the circle. They make two rows - you are in the middle with "a senses bag". The children close their eyes. One child picks up things from the bag. You say for example: "Feel. What is it? A feather. Smell. What is it? Yes, a lemon"

SESES GUESSING GAME.
on the carpet

Stick Flashcards to the board. Repeat the phrases (from the poem) Don't say the days of the week yet. Repeat the days of the week with wordcards. Stick flashcards under the wordcards. Say: "When do I watch monkeys jumping in the zoo?" The children guess the days of the week.

GUESSING GAME
at their desks

Read out the poem. Show gestures. Put the poster with monkeys on the carpet to use it. Let the children repeat the gestures. Repeat the poem once again. When the words appear: "Play with me"- the children turn to each other and imitate playing with a ball."

POEM BY A. G. S.
on the carpet

The children make their own calendar with days of the week. It should be big enough to draw activities for the next lesson. Say "Take, cut, glue. Draw." They cut the calendars they brought from home and draw. They write: "This calendar belongs to..." Keep the calendars for the next lesson.

ART CRAFT
at their desks

Divide them into groups of seven. Say: "Count to 7." One group shows their wordcards with days of the week to the other group, and the other group use gestures to help the first group say the second parts of the poem. Then split the class into two groups. One group says the days of the week. The other group the second parts of the poem. Show the days on fingers.

POEM
on the carpet

Take one child and cover his/her eyes with a scarf. He/she puts a hand into the bag and takes out something. He/she needs to say what can you do with it, for example: "smell, watch, hear..."

A BAG WITH SENSES
at the board

HOT Questions

You can ask these in Polish

What is your favourite day of the week?
Why do you like it?
What do you like doing on Saturdays and Sundays?

Cel lekcji
wyrażony w języku rodzica

Uczeń poznaje nazwy dni tygodnia po angielsku: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

You will need

A calendar.
A poem by A. Gębka-Suska.
A poster/picture with monkeys jumping in the zoo, lemon, sugar, a feather or something fluffy, a bottle filled with beans or something that makes the sound - everything put into the bag.
A scarf.
Days of the week wordcards.
Flashcards - monkeys in the zoo, tulips, ice cream, "I hear you", "I play with you", "I feel free."

41. Days of the week.

Lesson:
from start to finish

Language

Children hear and understand

1,2,3 stand up please, 1,2,3 come to me - join the line. Feel the feather, taste the sugar, hear the sound, watch monkeys. When do I watch monkeys jumping in the zoo?

Children hear and respond

Make a line. The poem. Watch, call, smell etc. Count to seven. Take, cut, glue, draw.

Children repeat after the teacher

On Mondays I watch monkeys. jumping in the zoo. On Tuesdays I smell tulips. On Wednesdays I call you. On Thursdays I throw snowballs. On Fridays I taste ice-cream. On Saturdays and Sundays...

Children can say on their own

Days of the week. Some names of the senses.

Homework

The children write down the days of the week. What day is their birthday on this year?

Człowiek - najlepsza inwestycja
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Get into the classroom. Take a chair and put it in front of the board. Sit on the chair and show with your hand that you're holding a remote control and turning on the TV. Ask: "What do I do on Monday?" I watch a movie." Do the same with the rest of the phrases.

MOVIEWATCHER
at their desks

Stand in a circle with children. Say: "If you watch a movie/go shopping on Mondays/Tuesdays clap your hands twice/jump/touch the floor etc."

IF YOU...
on the carpet

Stick wordcards of the week on the board. Repeat the words with the children. Say: "On..." and point to the card. Then finish: I watch a movie. Do the same with the rest of the days of the week. Stick flashcards with daily activities and help the children to create sentences: "I watch a movie on Mondays." Then replace the flashcards with wordcards and repeat.

WHAT DO I DO?
at the board

Say and show: "Choose one day of the week. Write it at the top. Draw what do you do?" When the children finish let them present their pictures and encourage them to say whole sentences.

MY DAY
at their desks

Show the flashcards first, then place them face down. Above put the wordcards with days of the week. Get the children (in groups or individually) to indicate where a particular card is. Say: "When do I watch a movie?" etc. Elicit from the children the answer: "On Monday etc." You may give points to each group, but children are usually equally happy if they just indicate the right card.

CLASS MEMO GAME
at the board

Sit with the children on the carpet. Say a sentence about you: "I'm watching a movie." Let the children repeat it one by one silently. The last child says the sentence loudly. If it is correct the children get a point, if not you get a point. Let some of the children start the game. With stronger class you may add a day of the week.

CHINESE WHISPERS
on the carpet

Divide the children into groups of six players - they will be involved at the same time. Play kinect activities with whole teams thus making the lesson more dynamic, it also helps to foster team spirit.

KINECT 4ELT ACTIVITIES
at the board

HOT Questions
You can ask these in Polish

What do you do on Mondays?
How often do you visit/see your Grandma?
Do you go shopping with your parents? Do you like it? Why?

*Cel lekcji
wyrażony
w języku rodzica*

Uczeń wymienia po angielsku czynności, które wykonuje w ciągu tygodnia: go shopping, do my homework, play football/ computer games/tennis, watch a movie, go to church, visit Grandma, go for a walk in the park.

You will need

Flashcards and wordcards with daily activities.
Wordcards with days of the week.
White sheets of paper for the children.

42. What do you do on Tuesdays?

*Lesson:
from start
to finish*

Language

*Children hear
and understand*

If you watch a movie on Mondays clap your hands twice. Choose one day of the week. Write it at the top. Draw what you do?

*Children hear
and respond*

What do I do on Monday?" I watch a movie/go shopping/visit grandma/go for a walk in the park etc. When do I watch a movie?

*Children repeat
after the teacher*

I watch a movie/go shopping/play football/ tennis etc. on Mondays/Tuesdays/ Fridays etc.

*Children can say
on their own*

On Monday, Tuesday etc.

Homework

Ask your mum and dad what they do on Tuesdays?

FLYING WELCOME
at their desks

Pick up one child to show a flying plane. Let him/her fly all around the classroom and whisper to the ears of classmates to sit down quietly. You show with gestures what the children should do. When everybody is ready let the child take a seat as well and say hello. Take the register. Help the children respond in English "present, absent". If anybody is absent, express your concern in English.

SONG
on the carpet

Say: "I'm going to teach you a new song. Look! This is the way I brush my teeth. "Demonstrate the action! Show me the way you brush your teeth!"- they do this. This is the way I fly a plane. Show me the way you fly a plane - this can be done with ALL the actions the children know. Sing it two or three times if the children are really having fun.

SHOWING GAMES
at their desks

Show the wordcard with activities and the children do the actions. Take some volunteers and they show the wordcards. Give the wordcards to some volunteers. One child comes to the board, shows an activity and the child with the appropriate wordcard comes to you and repeats the phrase with the action and gives it back to you.

PASS ON THE DAY!
in the classroom

Divide the class into two groups. Say: "1, 2, 3 stand in a line please." Say: "Pass the wordcard on to the back. Everyone who's got the wordcard says what's on it. The last child runs to the front, gives the wordcard to you and says what it is." You can give points. The children can pass the wordcards above their heads or close to the floor.

WORKSHEETS
at their desks

Explain the aim of the activity. Say: "Read and match. Then Say": " I go for..." and wait for the children's response. Let the children say the phrases in pairs. One child says the first part and the second child says the second part of the phrase. Demonstrate to a pair the oral activity first.

FAMILY-PASS IT ON!
in the classroom

Play the same game as before but with family member wordcards. Change the place of the given wordcard. Say: "Give the wordcard quickly, slowly."

SONG
on the carpet

Say: "1,2,3 stand up please, 1,2,3 come to me - join the line". Show the children that you want to make a line by holding hands. Go to the carpet. Keep repeating the rhyme until everybody is there and you've made a circle". Sing the song with showing and walking all around the classroom.

HOT Questions

You can ask these in Polish

What do you do in your free time?
What is the most boring thing you do everyday?
What is the most exciting thing you can do at the weekend?

Cel lekcji wyrażony w języku rodzica

Uczeń utrwala nazwy czynności, które wykonuje w wolnym czasie i na co dzień: go shopping, do my homework, play football/computer games/tennis, watch a movie, go to church, go for a walk in the park, walk on a tightrope. Uczeń poznaje piosenkę: "This is the way I..."

You will need

Washcards or real objects: a plane, a toothbrush, a toy car, a short piece of some string/some rope.
Text of a song.
Wordcards with days of the week.
Wordcards with activities: fly a plane, watch a movie, play football, drive a car, play tennis, go for a walk, walk on a tightrope, do my homework.
Worksheet with everyday activities.

43. This is the way I fly a plane.

Lesson: from start to finish

Language

Children hear and understand

I'm going to teach you a new song. Look! This is the way I brush my teeth. Show me the way you brush your teeth! 1, 2, 3 stand in a line please.

Children hear and respond

This is the way I brush my teeth etc. 1,2,3 stand up please, 1,2,3 come to me - join the line. Give the wordcard quickly, slowly. I go for/ I walk on etc.

Children repeat after the teacher

This is the way I brush my teeth, drive a car, walk on a tightrope, read a book.

Children can say on their own

This is the way I ...

Homework

Ask the children to make a list of five things that they do everyday.

Człowiek - najlepsza inwestycja
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Welcome the children with the song: 'Be my Valentine' by Tim McMorris. Let children watch the videoclip on YouTube. Get the children's attention and ask questions, for example: What is it? How many hearts can you see? Point to the pictures.

CLIP WITH LOVE
at their desks

Take the register. Help the children to respond in English "present, absent". If anybody is absent, express your concern in English.

FUN WITH THE CALENDAR
at their desks

Ask: "What day is it today?" "Point to the calendar. Say: "It's 14th February. It's St. Valentine's Day. Let each child stand next to the calendar and point to the date. Say: "Come to the calendar, point, say 14th February and sit on the carpet.

Let the children sit in a circle. Ask the Hot questions. Say: "On this day we send people we love special cards. Let a volunteer come to you. Say: "Close your eyes. Put your hand in the bag. What is it? A Valentine's card? Show it to the class. What's in it? How many flowers, angels, hearts, and chocolates can you see?"

SECRET BAG
on the carpet

Say you will teach children the poem. Say: "Stand up. Listen and show." Repeat the lines. Say: "Repeat and show." Go to the written version of the poem. Read it with the children pointing to the words. Erase some words such as: "cutting, squeezing, writing." Read the poem. Stop before each erased word and wait for the children's response. If the children have fun read the poem once more with showing.

ST. VALENTINE'S POEM TP
at their desks

Say: "Let's make Valentine's cards." Write wishes on the board: "I love you." Say: "Cut, glue, write" Draw flowers or hearts or angels on your card.

ART CRAFT- A CARD
at their desks

Invite the children with their Valentine's cards to the carpet. Say: "You can give your card to your mum or dad, sister or brother. Think, who is it for? Is it for your mum? Is it for your dad? For a friend?" Praise children for their work.

CARD PRESENTATIONS
on the carpet

Let the children put their cards in front of them. Modulate your voice. Say quietly: "I'm..." and show you're cutting. The children should respond immediately. Continue saying the beginning of the lines of the poem. Let the children respond quietly as you do so. At the end say the poem loudly overexpressing the gestures. Say: Happy Valentine's Day. "Let the children put their cards into their bags and say goodbye.

VANISHING POEM
on the carpet

HOT Questions

You can ask these in Polish

What do people do on St.Valentine's Day?
What do you do when you really like someone?
What is love?

Cel lekcji
wyrażony w języku rodzica

Uczeń utrwala używanie rzeczowników w liczbie pojedynczej i mnogiej.
Uczeń doskonali umiejętność słuchania ze zrozumieniem.

You will need

Internet access to <https://www.youtube.com/watch?v=J2w8Gubp3X0>
A poem "Making a Valentine" by Pamela Chanko written on the board.
Valentine cards with hearts, angels, chocolates and flowers.
A calendar.
A bag to put the cards in.

44. Be my Valentine!

Lesson:
from start to finish

Language

Children hear and understand

What is it? How many hearts/angels/flowers can you see? What day is it today? What is it? A Valentine's card? Show it to the class. What's in it? How many? You can give your card to your mum, dad, sister or brother. Think, who is it for?

Children hear and respond

Stand up. Listen and show. Repeat and show. Close your eyes. Put your hand in the bag. Come to the calendar, point, say 14th February and sit on the carpet. Let's make Valentine's cards. Cut, glue, write. Draw flowers/hearts/angels on your card.

Children repeat after the teacher

I'm cutting out a great big heart, I'm squeezing out some glue. I'm writing out a message – It's a Valentine for you. "I love you" says my Valentine. But words can't say how much.

Children can say on their own

Heart/hearts, angel/angels, flower/flowers, chocolate/chocolates.

Homework

Give your Valentine's card to someone you love. Say: "I love you."

Człowiek - najlepsza inwestycja
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Get the children's interest. Come with a bag full of fruit. Say: "Put your hand in the bag. Take something out. Smell. (show how you smell) What is it? " Choose a child and blindfold him/her with a scarf. Let him/her do the action. Change the child. Ask: What fruit do you know? What kinds of fruit do you like? Where does fruit grow?

SECRET BAG
on the carpet

Welcome the children. Take the register. Help the children to reply in English "present, absent". If anybody is absent, express your concern in English. Ask: What fruit do you know? What kinds of fruit do you like? Where does fruit grow?

WELCOME
at their desks

The children sit in a circle. Place some fruit or flashcards of fruit in the middle and name them. Let the children repeat the names. Say: "Jacek, put your finger on..." Show the gesture. Let some children say instead of you: "Put your finger on..." so that more children are engaged in the activity.

PUT YOUR FINGER ON...
on the carpet

Pre-teach "left and right" using your hands. Divide the carpet into two halves and say: "If you hear one and only one stand on the left." Say the fruit in - singular and plural form interchangeably. The children stand behind their chairs and move to the carpet.

SINGULAR/PLURAL TPR
in the classroom

Say: "1, 2, 3 take your seats, please." Stick the poster to the board. Ask: "What is it/What are these? How many apples/oranges/pears can you see? What colour is it? What is red/green/purple/yellow? Let one child come to the board and say the colour the rest need to say to give the name the fruit. You may do it the other way round.

COLOURFUL POSTER
at their desks

Show an apple once more. Ask: "Do you like apples? Apples are delicious. Yummy! Where do apples grow? Say: "Let's learn the poem!" Say it and show. Repeat with the children. Form a circle, walk and say the poem with showing.

FRUIT POEM
on the carpet

Practice the plurals. Say: "Stand up." Say the names of fruit, in singular and plural form interchangeably. the children clap their hands once or twice.

FRUIT-TPR AT THE END
at their desks

HOT Questions

You can ask these in Polish

What is the colour of your favourite fruit?
What could a lemon say to an orange?
Are vegetables and fruit friends?

Cel lekcji
wyrażony w języku rodzica

Uczeń nazywa owoce.
Uczeń odróżnia liczbę pojedynczą od liczby mnogiej poznanych rzeczowników.

You will need

Flashcards - fruit.
3 apples, 2 bananas, 4 lemons, 2 pears, 5 plums, some strawberries, a watermelon - real if possible.
A scarf for blindfolding, a bag.
A poster with fruit on it.

45. Yummy fruit.

Lesson:
from start to finish

Language

Children hear and understand

What is it? What fruit do you know? What fruit do you like? Where does fruit grow? What are these? How many apples/oranges/pears can you see? What is red/green/yellow?

Children hear and respond

Put your hand in the bag. Take something out. Smell it. Put your finger on it. If you hear one and only one stand on the left.
1, 2, 3 take your seats please. Stand up.

Children repeat after the teacher

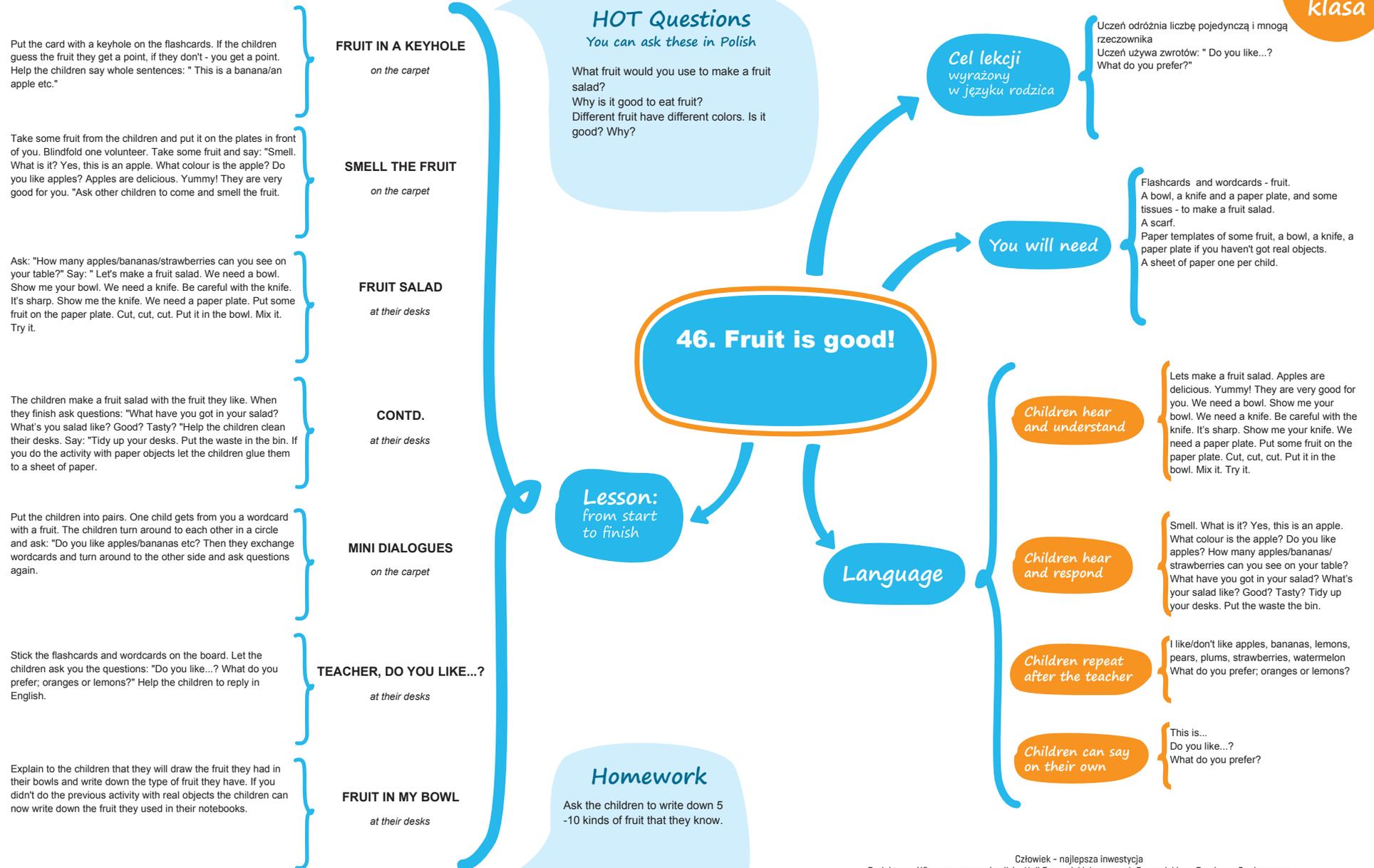
Apples, apples, what a treat!
Sweet and sour and good to eat. Apples green and apples red, Hang from branches overhead.

Children can say on their own

an apple, apples, a banana, bananas, a pear, pears, an orange, oranges, a lemon, lemons, a grape, grapes, a lime, limes.

Homework

Draw and colour your favourite fruit.



Człowiek - najlepsza inwestycja
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Come to the class with quite a big basket full of vegetables. Get the children's attention. Say: "Look what I've got in the basket. A lot of vegetables. Do you know any? What are these? They are tomatoes? What colour are tomatoes?"

HEALTHY BASKET

on the carpet

HOT Questions

You can ask these in Polish

What do vegetables do in winter?
What is your favourite vegetable?
Is there a vegetable you really don't like?
What is it?

*Cel lekcji
wyrażony
w języku rodzica*

Uczeń nazywa wybrane owoce i warzywa, odróżnia liczbę pojedynczą i mnogą wybranych rzeczowników.
Uczeń śpiewa piosenkę: "One potatoe, two potatoes...".
Uczeń odpowiada na pytanie czy lubi jabłko/ banana itp.

Prepare three pictures of a pot, a basket and a fridge. Pre-teach the expressions. Revise the vegetables vocab on the flashcards. Stick the pictures of a pot, a basket and a fridge on the board. Place a picture of a lettuce under the picture of a pot and say: "Where is the lettuce? Is it in the basket? No, it isn't. Is it in the fridge? Pretend that you are looking under the picture of the fridge and say: "No, it isn't. Is it in the pot? Yes, it is.

GUESSING GAME

at their desks

You will need

Flashcards and real vegetables in a basket: beans, broccoli, a cabbage, a lettuce, potatoes, tomatoes, radish.
Three big pictures of a pot, a basket and a fridge.
Wordcards with fruit and vegetables.

Repeat the procedure with different vegetable items until you are sure the children understand the structure: Is it in the...Ask one child to come to the board. Give him/her a picture of a lettuce and ask him/her to hide it under one of the three containers. The other children must close their eyes or turn around so that they cannot see where the lettuce is hidden. You also close your eyes. Then everybody says: "Is it in the..."

CONTD.

at their desks

47. I love vegetables.

Tell the children that you will teach them 'The Potato Song'. Sing and show with your fingers: "One potato, two potatoes, three potatoes, four, Five potatoes, six potatoes, seven potatoes, more! Say: "Repeat and count on your fingers."

THE POTATO SONG

on the carpet

Children hear and understand

Look what I've got in the basket. A lot of vegetables. Do you know any? Change places if you like apples, a banana, a lemon, an orange, a pear etc. Repeat and count on your fingers. Read and say. A lettuce/tomatoes etc. come to me. Stand up.

Pre-teach the written form of vegetables with wordcards. Say: "Read and say." Pre-teach the verbs. Say and show: "Come, fly, swim, jump, run." Give the flashcards and wordcards to the children and tell them what the vegetables are: "A lettuce/ tomatoes/ etc. come to me." Children in pairs come to the board, say what they've got on the flash/wordcards and go back.

VEGETABLE MATCHING

at their desks

Language

Children hear and respond

What's this? They are tomatoes? What colour are tomatoes? Where is the banana? Is it in the basket? No, it isn't. Is it in the fridge? In the basket/in the pot. Come, fly, swim, jump, run to me. Do you like

Pre-teach answers to the question: Do you like? by showing a thumb up or down. Give all the word and flashcards with fruit and vegetables to the children. The children with appropriate flash and wordcards stand up and answer question: "Yes, I do, no I don't" Say: "Do you like tomatoes/apples etc?"

YES/NO PAIRS

at their desks

Children repeat after the teacher

Names of fruit and vegetables, a pot, a fridge, a basket. 'The Potato Song'.

Play a game. Everyone stands in a circle. Say: "Change places if you like an apple, a banana, a lemon, an orange, a pear, a plum, a strawberry, a watermelon, beans, broccoli, a cabbage, a lettuce, potatoes, tomatoes, radishes." If you like call the lead game and say the names.

CHANGE PLACES IF..

on the carpet

Homework

Draw and write what is your healthy basket choice.

Children can say on their own

Is it in the fridge/pot/basket. Yes I do, no I don't.

Put fruit and vegetables in a bag. Say and show: "Put your hand in the bag. Hold something. Say what it is? Take it out. Is it correct?" Ask volunteers to come to you and guess. The rest of the class say if the volunteer has guessed correctly.

A HEALTHY BAG

on the carpet

Welcome children happily. Take the register. Help the children to reply in English "present, absent". If anybody is absent, express your concern in English. Check their homework. Praise the children for their work.

WELCOME

at the table

Put two baskets on the table. Say: "I've got two baskets. This is a fruit basket and that is a vegetable basket. Let's put fruit into the fruit basket and vegetables into the vegetable basket. What's this? Is a banana fruit or a vegetable? It's fruit so let's put it into the fruit basket. etc." Do the exercise so that all of the children come to the basket.

TWO BASKETS

at the table

Take sheets of paper and let them come to the carpet with one crayon. Say: "1,2,3 take the crayon, please, 1,2,3 stand up please, 1,2,3 come to me - join the line." Make a circle with them. Say and show: "When you hear the music draw some fruit or a vegetable. When the music stops pass on the picture."

ONE WORD

on the carpet

At the end of the activity a child holds a sheet of paper full of drawings. Say: "Count. How many apples/lettuce etc. have you got?" The children say how many there are.

CONTD.

on the carpet

Explain the aim of the activity. Say: "Put some fruit and vegetables in the right basket. Match. Look at the table. Write the words next to the pictures."

WORKSHEET MATCHING

at their desks

Sing the song with the children. Put your hands up high and: "Sing the song loudly." Put your hand in the middle of your stomach and say: "Sing the song normally." Put your hand next to your knee and say: "Sing the song quietly."

'THE POTATO SONG'

on the carpet

HOT Questions

You can ask these in Polish

Do vegetables like to be cooked?
Why is there a cherry on top of a fruit cake?
Is it proud to be there?
Could a banana replace the cherry?

Cel lekcji
wyrażony w języku rodzica

Uczeń utrwala nazwy owoców i warzyw.
Uczeń powtarza liczebniki.
Uczeń powtarza nazwy kolorów.

You will need

Fruit and vegetables - flashcards or real objects and two baskets. A bag to put fruit and vegetables in.
Worksheet - baskets.
Sheets of paper.
Some music.

48. What's in the basket?

Lesson:
from start to finish

Language

Children hear and understand

Put your hand in the bag. Hold something. Say what it is? Take it out. Is it correct? 1,2,3 take the crayon, please, 1,2,3 stand up please, 1,2,3 come to me - join the line. Let's put fruit into the fruit basket and vegetables into the vegetable basket.

Children hear and respond

I've got two baskets. This is a fruit basket and that is a vegetable basket. It's a vegetable so let's put it into the vegetable basket. Put it in the fruit basket. Put it in the vegetable basket. Count. How many apples have you got? When you hear the music draw some fruit or a vegetable.

Children repeat after the teacher

The Potato Song.
Kinds of fruit and vegetables.

Children can say on their own

Numbers.
Kinds of fruit and vegetables.

Homework

Ask the children to write down in their notebooks as many fruit and vegetables as they can.

Welcome the children. Come to the classroom with two bags filled with flashcards or real products. Say: "What colour is it? It's white. This bag contains some milk products. Let's see what's in this white, dairy bag? Dairy products are good for me." Do the same with the red bag.

Put the bags on some chairs. All the products are on the carpet. Divide the children into two groups. Name the groups, for example the green's, the red's etc. You say: "Ready steady go." one member of the group runs to the products, picks up one flashcard/wordcard or real product and puts it into the right bag. The group helps. Help the children to say: "Milk is a dairy product. Give the children points for correct answers.

Put on the sunglasses and ask: "What have I got?" Say: "Let's play a game." Say that the one with sunglasses is a crook and can cheat. Revise all food items. Ask: "What is?" The children answer, the crook (someone who already knows the vocabulary) needs to say a different word. Change the crook.

Show the flashcard/real product and ask: "Do you like yoghurt/cheese etc?" Show two pieces of paper and say: "Draw the answers: I like/I don't like. Show the products and ask the question: "Do you like...?" the children say and show the answer.

Revise some actions such as jump, stamp your feet, clap your hands etc. Ask: "Do you like milk? Clap your hands if you like milk. Do you like yoghurt? Stamp your feet if you like yoghurt." Do the activity with food vocabulary the children know from the lessons.

Before distributing the worksheets say and show: "There are two bags on your worksheets. The white bag is the dairy bag and the red bag is the fish and meat bag. Draw a line and put the products in the bag. Where will you put the cheese? In the dairy bag? Good." Ask questions and monitor the childrens' work.

Point to your stomach. Say: "I'm very hungry." Say to children; "You are in the fridge." Show the flashcard. Give each child a small card with a written food item. Say: "You are..." Wait till a child finishes the sentence. Say you will eat them. Say and sing the song: "Touch your neck, touch your ear an apple/cheese etc. in my tummy disappear." The child that disappears - sits on the carpet.

HEALTHY BAGS

on the carpet

FILLING THE BAGS

on the carpet

CROOK WITH...

at the board

DO YOU LIKE?

at their desks

TPR WITH FOOD

on the carpet

BAGS WORKSHEET

at their desks

DISAPPEARING FOOD

on the carpet

HOT Questions

You can ask these in Polish

Why is milk white?
Would it taste the same if it were orange?
What food would you pack for a school picnic?

Cel lekcji
wyrażony w języku rodzica

Uczeń nazywa produkty spożywcze takie jak: fish, meat, chicken, hot-dog dairy, milk, yoghurt, cheese.
Uczeń mówi co lubi a czego nie lubi.
Uczeń utrwała nazwy produktów spożywczych poznanych wcześniej.

You will need

A white and red bag.
Wordcards and flashcards: fish and meat, chicken, a hot dog, dairy, milk, yoghurt, cheese.
Worksheet - bags of food.
Small sheets of paper with written names of food items the children already know.
Sellotape.
A flashcard - a fridge.
Sunglasses.
A sheet of paper divided into halves for each child.

49. Healthy food is good for me.

Lesson:
from start to finish

Language

Children hear and understand

I've got two bags for you. Let's see what's in this white, dairy bag? And this bag, the red bag has got fish and meat.
Fish and meat are good for me.
I'm very hungry. You are in the fridge.

Children hear and respond

What colour is it?
Ready steady go.
What have I got?
What is is?
Draw a line and put the products in the bag. Draw the answers.

Children repeat after the teacher

Fish and meat, chicken, a hot dog dairy, milk, yoghurt, cheese
I like... /I don't like...
Touch your....

Children can say on their own

I like/I don't like...

Homework

Ask the children to write down as many Dairy products that they can think of in their notebooks.

50. I like apple juice

HOT Questions

You can ask these in Polish

- Why is an ice lolly hard?
- Why do we put food in a fridge?
- Why is eating pleasant?

Cel lekcji
wyrażony
w języku rodzica

- Dziecko powtarza słownictwo z poprzednich lekcji - jedzenie, przyimki, liczbę pojedynczą i mnogą.
- Dziecko odpowiada na pytanie: "Is there any...?"
- Dziecko wykonuje własny rysunek i opisuje co znajduje się w lodówce.

You will need

- Big fridge poster
- Flashcards: food group cards - meat, fish, dairy, fruit, vegetables.
- Plus other food flashcards: eggs, ice-cream, orange/apple juice, bananas, pizza, a sandwich etc.
- Worksheet with outline of a fridge for free drawing.

Children hear and understand

- Eggs are good for you. There are some eggs in the fridge. It's delicious. It's horrible. There isn't any ice-cream. I love cheese and tomato pizza. It's my favourite. I'm going to put a pizza in my fridge.
- Draw ... and an arrow, like this.

Children hear and respond

- What can you see in the fridge? Is there any milk? Do you like milk? Is milk dairy or meat or fish? Are there any bananas/eggs? Is there any milk? Who can help me? What's in the fridge? What's next to the milk? What's on the bottom shelf?

Children repeat after the teacher

- There is a...in the fridge.
- There are some...in the fridge.
- There isn't a ...
- There aren't any ...

Children can say on their own

- I like... I don't like...
- Can I have ... I've got...
- Singular/plural food items and colours e.g. I've got three green apples.

Language

Lesson:
from start
to finish

Homework

Ask the children to think of the best things they like to have in their fridges.

WARM-UP

at their desks

YES/NO flashcard quiz. Write 1-10 on the board, ask the children to do the same in their notebooks. Hold up a food flashcard, make a true statement "I can see three yellow bananas. Yes? No?" Mark a "tick" for yes, next to number 1. "Now number 2. This is a green orange." Mark an "x" next to number 2 and continue.

REVISION

around the room

Hand out the flashcards to the children. As you do this, ask individually "Do you like cheese/eggs/oranges?" Place the food group headings around the room, and model putting the correct item in the correct group. "Are bananas fruit or vegetables?" Give the children a time limit to place their cards in the right group. Count down to the finish. Check together.

FRIDGE PRESENTATION

on the carpet

Sing: "Make a circle" to get everyone on the carpet. Show the big fridge poster. Say: "I'm hungry. Let's see what's in the fridge. Gosh, it's cold in the fridge... What can you see?" Get the children to collect the flashcards, mime putting the food in the fridge, say: "Kasia, can I have some eggs, please?" Kasia fetches the eggs flashcard.

PICTURE DICTATION

at their desks

Move the children back to their places. Say: "If you like cheese, go and sit down on your chair." Draw an open fridge with some shelves on the board. Say: "Who can help me? What's in the fridge?" Encourage the children to say: "There's a in the fridge." Draw the food items. Revise prepositions: "What's next to the milk? What's on the bottom shelf, here?"

FREE DRAWING-DEMO

at their desks

Show the worksheet with the fridge outline. Say: "This is my fridge and this is my favourite food." Demonstrate drawing food in the space around the fridge, describe it as you go. "I like vegetables. They're delicious. I've got ... in my fridge." etc. Draw an arrow from each item to the fridge to indicate it's inside.

FREE DRAWING

at their desks

Say: "I love pizza, cheese and tomato pizza. It's my favourite. I'm going to put a pizza in my fridge." Repeat a few times and then hand out the worksheet. Say: "What's your favourite food/fruit? Draw ... and an arrow, like this." Set a time limit. Monitor. Countdown to the end of the activity. Feedback with the students. Show a student's work to the class.

SONG TIME-FILLER

at their desks

To the tune of " XXX "
On the board draw: milk, chocolate, love heart, Yum (write), person with a fat tummy.
"Milk & chocolate, milk & chocolate, yum yum yum" (gesture: rub tummy)
"I like milk & chocolate, I like milk and chocolate, in my tum, in my tum." (point to your tummy).

Do the "Yes or No" game. Stand up for yes. Sit down for no. Use some flashcards from the previous lessons to review some vocabulary. Extend the sentences to make it more difficult. e.g. There are five black dogs sitting under the tree.

WARM-UP
at their desks

Present vocab using picture A, elicit vocab and describe. "There's a chick on the grass. Can you see it? What's in the basket? Where's the lamb? Next to the tree?" etc. Show picture B. Look at the two pictures and spot the differences. Say true/false sentences to check. The children repeat: "There's a ... there are ..."

TOPIC INTRODUCTION
on the carpet

Show me a lamb, a chick, a rabbit... how does a ...go? (revise previous animal vocab). The left side of the room has Picture A, the right has Picture B. The children move from side A to B in respond to the sentences, depending on which picture you are describing.

TPR
moving around

Say, "Let's make Easter cards to give." Show the ready made cards to give the children some ideas. Demonstrate colouring in, put the wishes on the board for children to copy later. Say: "We celebrate Easter by sending cards with wishes. We say "Happy Easter!" Show how to cut out and colour, glue.

DEMONSTRATION
at their desks

Make sure everyone has scissors, glue and their colours ready. Hand out the copies. Before the children colour and cut up their cards, say: "Point to the ...". Monitor - ask questions, get them to describe their cards. You can write labels for the different animals etc. on the board.

CARD MAKING
at their desks

Copy the Easter wishes on the reverse sides. Have extra copies for fast finishers. Set a time limit and countdown.

CARD MAKING
at their desks

Make a display of the cards that are ready. Play a memory game. Hold the big picture close to your chest, don't let anyone see. Ask: "Who can remember? Is the rabbit white or brown?" etc.

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

Why are hen chicks a symbol of spring?
What colours do you associate with spring and Easter?
Do you prefer Easter or Christmas? Why?

Cel lekcji
wyrażony
w języku rodzica

Dziecko poznaje słownictwo związane z wiosną i Wielkanocą. Wykonuje własną kartkę świąteczną z życzeniami po angielsku.

You will need

Big Easter pictures A and B for spot the difference.
Copies of the worksheet to make the cards.
Scissors, glue, coloured pens/crayons.

51. Easter bunny

Lesson:
from start
to finish

Language

Children hear and understand

Look at the pictures and spot the differences.
In this picture there are five chicks, but in this picture there are seven. This side is for Picture A, this is for Picture B. Run to the right side!
We celebrate Easter by sending cards with wishes. We say "Happy Easter!"

Children hear and respond

How does a rabbit move? How does a lamb go?
How many chicks are there in this picture? In the basket/in the garden?
The brown rabbit is in picture A. True or false?

Children repeat after the teacher

A chick, a rabbit, the Easter Bunny, an egg, a little lamb, on the green grass,
There's a ... there are ...

Children can say on their own

Happy Easter!
A bunny, a chick, an egg, a lamb, in the basket, next to the tree, under the flower.

Homework

Ask the children to write down the things they get as Easter gifts.

Play a word game "Last letter. First letter" e.g. write "tomato" on the board, underline the letter "o", and think of a word that begins with "o" = "orange", then "e" = "elephant", "t" = "table" etc. Elicit vocab from the children.

WARM-UP
at their desks

Show the poster of a street scene. Talk about the places, ask questions: "What can you see? Is the car green? How many children are there? There is/isn't a ... next to the ..." etc. Focus on the names of the places, repeat the new words with the children. And practice prepositions, ask: "What's next to the bookshop?" etc. Give definitions: "Point to the place: I'm hungry. I want to eat a hot dog." to elicit the answers.

TOPIC PRESENTATION
on the carpet

Show the flashcards, repeat the vocab again, place the cards together e.g. stick them on the board. Split the class into groups for Chinese Whispers. Check the place names, but also other picture details, such as "A red door".

LET'S CHECK
in teams, whole room

Draw a simple map on the board and put four place flashcards in different locations. Ask the children "What's next to the post office?" Give clues: "You can watch a film here." until all the flashcards are on the map. Elicit phrases from the children. "There's a ... in front of the ..."

STREET SCENE 1
at their desks

Handout the worksheet. Review the places already on it. Ask: "Can you see the train station? Is it in front of the church?" Then fill in the missing gaps, like a picture dictation. You can decide or the whole class can decide what should be where. "There's a church next to the park." Complete your own worksheet at the same time, to show those who need help.

WORKSHEET-PART 1
at their desks

If time allows, you can continue and using a range of phrases and vocab tell the children to colour specific places. Say: "You can see a doctor's clinic here. It's next to the ... Colour it red."

WORKSHEET-PART 2
at their desks

Flashcard or poster review.

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

What is the most exciting place in your village/town/city?
When was the last time you went to the train station? What did you see there?
What would you do if you found a treasure map?

Cel lekcji
wyrażony
w języku rodzica

Dziecko nazywa różne miejsca w mieście.
Dziecko powtarza przymyki: in, at, on.
Dziecko wykonuje własną mapę miasta według poleceń.

You will need

Poster: street scene.
Flashcards of places in the city: bookshop, bank, chemist, swimming pool, post office, shop, church, hospital, train station, bus stop, park, cinema, restaurant, cafe.
Sticky Tack for the board, coloured pencils.
Copies of the worksheet.

52. There's a bus stop...

Lesson:
from start
to finish

Language

Children hear
and understand

Look at this street. There's a shop, a cafe, a hospital... You can see a doctor's clinic there. It's next to the ... Colour it red. Point to the place: I'm hungry. I want to eat a hot dog.

Children hear
and respond

What can you see? Is the car green? How many children are there? What's next to the post office? You can watch a film here.

Children repeat
after the teacher

The names of places in a city.

Children can say
on their own

(I can see) four red cars. It's next to/in front of the park.

Homework

Children can add details to their maps - cars on the road, people in the park etc.

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Using the flashcards from the last lesson, revise the places in the city.
"Who can remember what this place is called? Is it a hospital?" etc. As you go through the set, stick them on the board.

WARM-UP
at their desks

Present the activities flashcards, get the children to repeat the phrases after you. "Buy a book/go swimming/see a doctor etc. Go through the set a number of times.
Then match up the activities to the place flashcards.

ACTIVITIES-PRESENTATION
at their desks

Put the place flashcards around the room. Hold up an activity card and say the corresponding phrase eg. "I'm hungry, where can I have a pizza?" The children move to the restaurant/cafe cards. Ask: "Where are you?" to elicit the place.

TPR
around the room

Demonstrate cutting up the activities symbols, asking the children "Who can tell me this one? I want to watch a Hollywood film!" As you go, encourage the children to tell you which place it is connected with. "Go to the ... /At the ..."
And then glue the activity cards in the right place on the A4 worksheet.

WORKSHEET PRACTICE
at their desks

Hand out the A5 sheets for the children.
First, check the phrases, say "Show me, see a doctor/go to the hospital".
Now let the children cut up the sheet.

WORKSHEET-CUT UP
at their desks

Now hand out the A4 worksheets and tell them to match the activities to the places and glue.
Set a time limit and countdown.
For fast finishers - draw other places in town and activities to match on the the reverse.

WORKSHEET-MATCH/GLUE
at their desks

Play "disappearing flashcards".
Arrange the cards you want on the board. Set up a chant as you point to each card in turn. Every so often remove a card, but continue the chant as if the card was still there.

FILLER
at their desks

HOT Questions

You can ask these in Polish

What can you do in a city that you can't do in village?
What can you do in the countryside that you can't do in a city?
Would you prefer to live in a city/village?
Why?

Cel lekcji
wyrażony
w języku rodzica

Dziecko powtarza słownictwo związane z miastem.
Dziecko dopasowuje czynności do miejsc w mieście: see a doctor - go to hospital, eat a pizza - in a restaurant.

You will need

Flashcard set: places in a city.
Flashcard set: Activities in the city.
A5 activities symbols to cut up - one per child.
A4 worksheet copies - one per child.
scissors, glue, coloured pens/crayons.

53. Let's go to town

Lesson:
from start
to finish

Language

Children hear and understand

I'm hungry, where can I have a pizza?
I want to watch a Hollywood movie.
My head hurts, ouch...I need a tablet.
etc.

Show me, 'see a doctor'
Match the activity to the place.
Glue the activity in the right space.

Children hear and respond

Where can I buy a book?
I want to go swimming. Where should I go?
Can I get some tomatoes here?
Can I play football here?
Where are you?

Children repeat after the teacher

Basic collocations: buy a book/some milk/ medicine, eat a pizza, watch a film, see a doctor, get some money, go swimming, play football, go to church, travel by train, catch a bus, send a letter.

Children can say on their own

Go to the...hospital, cafe, etc.
in/at the... cinema, shop, hospital, park...

Homework

Complete the worksheet, draw extra places and activities on the reverse. Colour.

Using the flashcards from lessons 52 and 53 - find the pairs. Memo match on the board. Match the activity to the place. Encourage the children to say eg: "I want to go swimming ...to the swimming pool." "I'm hungry. let's go to a cafe." etc.

WARM-UP
at their desks

HOT Questions

You can ask these in Polish

Have you ever got lost? How did you feel?
What did you do?
Who would you ask for help if you got lost?

Cel lekcji
wyrażony
w języku rodzica

Dziecko powtarza słownictwo.
Dziecko słucha i rozumie historię o wycieczce do dużego miasta.
Dziecko składa własną książeczkę według historijki.

Start the story by asking questions about the first page. "Who's this? Where are they? What can you see? Is John wearing a white t-shirt?" etc etc. Elicit as much vocab as you can. Tell the story, each time you show a new page, ask the children questions, or give true/false statements they can respond to.

STORY TIME
on the carpet

Repeat the story - encourage the children to join in the key phrases. "Oh no!/Where's Molly!/There she is! Quick, run!"

STORYTIME
on the carpet

**54. Lost in the city
- a story**

You will need

The story cards & printed story text.
The story labels for children to match to the cards after listening to the story.
(Make additional labels if you like).
Mini booklet worksheet and scissors, coloured pens, crayons.

Put the story cards in order on the board. Number them. Read out the labels - key phrases from the story. The children shout out the number of the corresponding card.

READ THE LABELS
at their desks

Lesson:
from start
to finish

**Children hear
and understand**

Let's all sit down on the carpet.
Are you ready? Let's start.
See the printed story text.

Show the labels, read together and invite a child to match it to the correct story card.

LABELS MATCH
at their desks

Language

**Children hear
and respond**

Who's this? Where are they? What can you see? Is John wearing a white t-shirt? What's the number of the bus?
What does it say? Can you read it?

Demonstrate first. Cut the A4 worksheet and fold to make the pages. Tell the children to follow you. Insert pages 3 and 4 inside, to make a 6 page booklet. Number pages 2 & 5. Write the title and your name on the cover page. Demonstrate each step and give the children time to copy you.

MINI BOOKLET1
at their places

**Children repeat
after the teacher**

Oh no! Where's Molly? There she is... behind the tree! Next to the bank! Opposite.../In front of ... Key phrases from the story as appropriate to the group.

Page 1: read and sketch on page 2. Page 3 & 4: draw the picture for the texts. Page 5: draw the picture for the text on page 6. Write "The End." on the the back cover page. Give the children clear time limits for each section, countdown as necessary. Tell the children they will decorate and colour it later. Get them to focus on the task in the set time.

MINI BOOKLET 2
at their places

Homework

Colour the booklet.
Decorate the cover.

**Children can say
on their own**

The places in the city - a hospital, a park, a shop etc. Relevant phrases connected to the places and pictures. eg. "A bird in the tree! A blue car. Behind the tree." etc.

Revise classroom/everyday objects and colours. Play the anagram game. Demonstrate the idea first. Write: "der" on the board and show how to rearrange the letters to make "red". Repeat with "naroge = orange" etc.
On the board: 1. enp 2. ncepli 3. ulerr 4. ahcir 5. ablte 6. barod etc. and work together. Practise the alphabet.

WARM-UP
at their desks

Show the objects in your bag one by one. Ask about the objects and group them according to material as you go.
"Do you know what this is in English? It's a bottle. This is a glass bottle. It's made of glass." Encourage the children to repeat the words for the materials.

TOPIC INTRO
on the carpet

Place all the objects (and any additional pictures you may have) on one table. It's important that the children can see what they are made of, they don't necessarily need to know the names of all the objects in English. Each child in the group has a number. Model with one group first: "Number one. Can you find ONE thing made of glass? Put it in the green bin. Put it in the green group."

FIND THE OBJECT-INTRO
around the room in teams

Play the game with the children. Make sure each child knows their number. Check this: "Hands up number four!" etc. Vary your instructions. "Number threes. It's your turn. Listen carefully. It's made of plastic. It's in your pencil case:(a ruler), Mummy uses it in the kitchen. It's made of wood: (a wooden spoon)" etc. Back to their places: "Number ones! Sit down now, Number twos, off you go."

FIND THE OBJECT GAME
around the room in teams

Demonstrate first. On the board, write a central heading "We are green." Draw four sections each with a heading: "It's made of glass/paper/plastic/wood." Elicit objects to draw in each section. Identify the groups. Make sure they have the space and the materials they need to make their posters.

POSTER INFO
at their desks

Hand out the larger sheets. Each group writes the central heading "We are green" and the section headings: "It's made of glass...etc." The children can either draw directly on the posters or on small pieces of paper to stick on when ready. Set a time limit. Monitor. Ask questions: "Can you tell what this is made of? What's this? Is it made of plastic?"

POSTER TIME
in groups, at their desks

Review of posters.

NOTE: instead of group posters, each child can make their own on an A4 sheet divided into 4 sections.

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

Why is it important to recycle?
What can you make from plastic bottles?
Why is the symbol for recycling green?
Could it be blue? Could it be black?

*Cel lekcji
wyrażony
w języku rodzica*

Dziecko uczy się o recyklingu.
Dziecko określa z czego dany przedmiot jest zrobiony.
Dziecko pracuje wspólnie z grupą przy tworzeniu plakatu.

You will need

Realia: objects made of paper, glass, plastic, wood e.g. classroom objects, a paper boat, a wooden spoon, a plastic cup. etc.
Large pieces of paper for group posters.
Scissors, glue, coloured pencils/crayons.
If you don't have coloured bins, then coloured paper will do ("Put it in the green group.")
Optional: cut out objects from magazines to add to the posters.

55. We are green.

*Lesson:
from start
to finish*

Language

*Children hear
and understand*

Look at this bag/bottle/pencil/ruler ...
It's made of plastic. It's a glass bottle.
It's made of plastic.
It's in your pencil case.
Mum uses it in the kitchen. It's made of...
Put it in the green/yellow/blue/black bin over there.

*Children hear
and respond*

Have you got a
Can you see a ...
What's it made of?
Is it a glass ruler?

*Children repeat
after the teacher*

It's made of...plastic/paper/wood/glass.
Put it in the green/red ... bin/group.

*Children can say
on their own*

The classroom objects they already know.
- It's a pen/a pencil/a book/paper.
It's a plastic pen.

Homework

Ideas: each child collects an additional 4 pictures to add to their group posters.
Create a mini-poster in their notebooks.

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Guessing game. Lots of everyday objects and include the target language objects too. Method:
Draw part of a bike on the board. Say: "Hands up if you know what this is!" Add a bit to the drawing until the children guess correctly. The aim is to have about 15 different objects on the board - don't wipe them off!

WARM-UP
at their places

HOT Questions
You can ask these in Polish

Would you like to sail/fly around the world on a ship or plane? What would you see?
Do cars get tired?
How old were you when you learnt to ride a bike?

*Cel lekcji
wyrażony
w języku rodzica*

Dziecko nazywa pojazdy: a bus, a bike, a boat, a plane, a scooter, a train, a truck, a ship, a car.
Dziecko recytuje krótki wierszyk.

Using the flashcards, go through the target words. As you go ask questions about colours, make true/false statements, deliberately misleading statements so the children correct you.

PRESENTATION: VOCAB
on the carpet

Get the children to show you the mimes and gestures for the vehicles. Then play the miming game with individual children demonstrating or with the whole group, if there's space.
Say: "Let's go by train. Who wants to be the driver? Let's go faster and faster. Can you drive a car/fly a plane/ride a bike?" etc.

MIMING
on the carpet / around the room

56. I can fly a plane.

You will need

Written labels to flash: a bus, a bike, a boat, a plane, a scooter, a train, a truck, a ship, a car.
The set of picture cards for the poem (4 pictures).
Sticky tack to put the labels on the board.
Copies of the gap fill poem worksheet for the children to complete.

Settle everyone back down on the carpet.
"Flash" the label cards. Vary the speed of the flash. Reveal the label slowly, letter by letter.
Help the children recognise the start or the end of the word so they can predict what's on the label.

LABEL CARDS-FLASH
on the carpet

*Lesson:
from start
to finish*

Using the vehicle picture flashcards, say the poem.
Make a hand gesture for the verbs and the vehicles.
"Ships sail over the water, planes fly through the air, cars and trains go over land. And take us everywhere!"
Practise a number of times, louder, faster, slower...leave gaps for the children to fill in themselves. Give groups a line each of the poem to say (You're the ships, you're the planes...)

POEM
on the carpet

Language

*Children hear
and understand*

Let's go by train. Who wants to be the driver? Let's go faster and faster.
Ships sail over the water, planes fly through the air, cars and trains go over land. And take us everywhere.

*Children hear
and respond*

Can you drive a car/fly a plane/ride a bike...?

*Children repeat
after the teacher*

Ships sail over the water, planes fly through the air, cars and trains go over land and take us everywhere.

*Children can say
on their own*

A (blue) bus, a bike, a boat, a plane, a scooter, a train, a truck, a ship, a car.

Stick the label cards on the board next to the pictures already there. Read and check as you go.
Hand out the poem worksheet and fill the gaps together as you say the poem once more. Model on your own version.

WORKSHEET
at their desks

Homework

Idea: Draw any other means of transport you can think of in your notebooks. e.g. taxi, tram, rollerblades, skateboard, skis etc.

Say the poem together.
Colour the pictures (you may dictate the colours of the vehicles).
Play the "Disappearing pictures" memo game.
Chant the pictures on the board and wipe one out every so often but chant as if it were still there. Aim to have no pictures on the board but all the words still chanting. Spot check individuals!

TO FINISH
at their desks

- WARM-UP**
at their desks
Start with the poem from lesson 56. "Ships sail over water..."
Use the picture cards from the lesson to jog the children's memories.
Use hand gestures to go with the poem.
- INTRODUCTION**
on the carpet
To introduce today's topic, use the flashcards of the different vehicles to revise the vocabulary. Then show the picture card set with Sue and Tom etc. Ask questions about each picture in general: "Where is Sue going? She wants to go to the shops. She goes by bus." etc. The children repeat the key phrases: "She wants to go to the shops. She goes by bus." etc.
- TPR**
around the classroom
Ask the children to stand up, say "Let's do the actions."
Say: "I want to go to the shops. I go by ...". The children can show the actions for "by bus/by car/I walk." All are good responses. Say: "I want to go to America. I go by ...". Do the actions with them, and you can extend your language as you continue eg. "I want to go to Australia to see a kangaroo!"
- BOARD MEMO**
at their desks
To settle the children, put the picture cards on the board and play memo. Chant the phrases/transport vocabulary and reverse the cards as you go. Then ask questions: "Who remembers this one? Where is 'I go by train'?"
- WORKSHEET-INTRO**
at their desks
Before handing out the worksheet, review the key phrases once more. "Sue wants to go to the shops. She goes ...? Tom wants to go to his grandpa's house. He goes ...? Michał wants to go to his uncle. His uncle lives in America. He goes ...? Kasia wants to go to Sweden across the Baltic sea. She goes ...? Alice wants to go to Berlin. She goes ...?"
- WORKSHEET**
at their desks
Hand out the worksheet. You can fold it over so only the left hand column is visible. Repeat the phrases: "What's number 1? He want to go to America!" etc. Then unfold and number the pictures to match.
The children add their own idea in the empty spaces.
Cut up the cards. Set a time limit and countdown.
- WORKSHEET CARDS-GAME**
in pairs, at their desks
Show the children how to play. Shuffle all your cards. Hold one up and ask: "Ahh, I've got 'Go to America'. How do you go to America?" Response: "By plane." Repeat: "I've got 'By bike!' " Elicit possible responses: "Go to see grandpa/go to the shops/go to school." etc. The children play in pairs/small groups and test each other.

HOT Questions

You can ask these in Polish

- How can you go to the moon?
- How would you like to travel from Cracow to Gdansk?
- What vehicle is the easiest to draw?

Cel lekcji
wyrażony
w języku rodzica

Dziecko używa zwrotów zwoty: I go by train / he goes by bus / she goes by tram.
Powtarza słownictwo z poprzedniej lekcji i tworzy własne karty do zabawy.

INTRODUCTION

on the carpet

TPR

around the classroom

BOARD MEMO

at their desks

WORKSHEET-INTRO

at their desks

WORKSHEET

at their desks

WORKSHEET CARDS-GAME

in pairs, at their desks

57. I go by train

Lesson:
from start
to finish

Language

You will need

- The "Ships sail over water" picture cards (lesson 56).
- The 5 picture cards for lesson 57.
- Transport flashcards.
- Copies of the worksheet for the children to cut up.
- Scissors. Coloured pens/crayons.

Children hear and understand

Sue wants to go to the shops. She goes by bus. Tom wants to go to his grandpa's house. He goes by bike. Michał wants to visit his uncle. His uncle lives in America. He goes by plane. Kasia wants to go to Sweden across the Baltic Sea. She goes by boat. Alice wants to go to Berlin. She goes by train.

Children hear and respond

What number is the bus?
Is it a big plane?
How does Kasia go to Sweden? By car?
If you want to go to...Berlin...how do you go? By bike?
Where can you go by scooter? etc.

Children repeat after the teacher

She goes by boat. He goes by bike. She goes by bus. He goes by plane.

Children can say on their own

A bus, a bike, a boat, a plane, a scooter, a train by boat, by bus etc.
Go to America, go to the shops etc.

Homework

Colour the cards. The children can stick them as matching pairs in their copybooks.

Człowiek - najlepsza inwestycja
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Revise the alphabet. Chant /sing the song.
Play a hangman game, tell the children the word is from the "animals" category.

WARM-UP
at their desks

Show the pictures of the children with their pets. Talk about the pictures and elicit as much information from the children as you can. Make false statements so the children can correct you. You can play 'mime the animals' if you need to activate the class before they go back to their places.

PRESENTATION
on the carpet

Stick the pictures to the board and label them A/B/C/D/E...

LISTENING QUIZ
at their desks

Give statements about a picture so the children have to guess which one it is. Speak from the perspective of the pet owner eg: "I love my pet. He's so beautiful. He can catch a mouse and he likes milk. He sleeps a lot in the day, but he goes outside at night."

The labels have gaps so the children can learn to recognise the letters, predict the word and say what the missing letters are.

LABELS FLASH
at their desks

Vary the speed, repeat a number of times.
Ask the children to dictate how to spell the words, and write them on the board, for reference later.

Bring in 2 pictures of your pet/2 soft toys. One 'pet' should be a normal house pet, the second something unusual, eg. a crocodile.
Speak about it to the children. Explain what it looks like, what it does, what it eats, where it lives (the crocodile lives under my bed!)

I LOVE MY DOG/CROCODILE
at their desks

Show the first half of the worksheet. Explain how to fill in the gaps - referring to the labels and the words you have on the board.
The children fill in the gaps.

WORKSHEET-PART 1
at their desks

The second half of the worksheet is freer. Demonstrate how to fill it in for your pet or your favourite animal.

WORKSHEET-PART 2
at their desks

The children complete their own versions.
Set a time limit and countdown. The children can present their animals.
If time, play another round of hangman to finish.

HOT Questions
You can ask these in Polish

What would you feed a crocodile with if it was your pet?
Where would you keep it?
What would happen if it escaped?

Cel lekcji
wyrażony
w języku rodzica

Dziecko utrwała alfabet i słownictwo dotyczące zwierząt.
Dziecko słucha opisów i wskazuje odpowiedni rysunek.
Dziecko wypełnia luki w wyrazach, rysuje i opisuje swoje zwierzątko.

You will need

Picture set for this lesson: children with their pets - a cat, a dog, a fish, a guinea pig, a hamster, a mouse, a rat, a tortoise.
Labels of the animal words (with gaps), including the extra vocab you decide to review; eg. an elephant, a snake, a giraffe, a spider, a parrot, a crocodile.
Copies of the worksheet for the children.
Coloured pens/crayons.

58. I love my dog

Lesson:
from start
to finish

Language

Children hear and understand

Raise your hand if you've got aat home.
I've got a ...I love it. It's name is...It's very big/soft. It's white and it's got 4 legs/2 big eyes. It eats ... It can run very fast.

Children hear and respond

What colour is your cat? Is it big? What's its name? Is this a...?
Is it slow or fast? Can it swim?

Children repeat after the teacher

The animal words.
I've got a ... It's big. I haven't got a
It's got...It's big...

Children can say on their own

They can say the animal words, and give a description in response to your questions.
I've got a ...it's small. It's black.
It likes... It's got four legs...

Homework

Complete the worksheet if not finished. The children can do another animals in their notebook.

Flash the spelling labels from the last lesson, or play hangman again.

Present the cards for Spot the dog. Ask questions, elicit vocabulary. "This is my dog. His name is Spot. He's grey, white and he's got black spots. He's got big/long ears/ and a short tail. He's a very happy dog. He sleeps in the hall, in his special dog-bed. Spot can jump up and he can run very fast. He likes carrots, he doesn't like spinach. Yuk! Spot loves running in the park and playing with his ball. He's a very friendly dog."

Present the cards for the 'strange' mixed up animal. Talk about it, like you did about Spot. Add phrases like: "It's got 4 long legs like a giraffe/a tail like a monkey....etc. Get the students to repeat: "My special pet's got... like a ... It likes..." Pull out some of the cards from the 'drawing instruction' pack, read them together and get the children to match them, or reject them as false.

The children dictate to you the 'animal' to draw on the board. "It's got a big head. It's got two long ears - like a rabbit." etc

Show the children the pack of 'drawing instructions'. Say: "Now it's your turn. Listen and draw."

Make sure each child has the worksheet, paper and pencils. Spilt the drawing instructions pack into the assorted body parts and groups so that you don't get mixed up. Draw one (or a children does), read and draw as instructed. Do the same on the board as you go. Countdown at each stage so that everyone keeps up.

Focus attention back to the board. Around your animal add the drawings for the 'extra' information cards - such as - It sleeps behind the sofa. It likes to eat ...

A presentation of the children's pictures.

WARM-UP
at their desks

PRESENTATION 1
on the carpet

PRESENTATION 2
on the carpet

PICTURE DICTATION INTRO
at their desks

PICTURE DICTATION
at their desks

FINISH THE PICTURE
at their desks

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

What would happen if you mixed a kangaroo with a whale? A jumping whale?
Why do people like dogs so much?
Would it be dangerous to have a boa-constrictor snake for a pet?

Cel lekcji
wyrażony
w języku rodzica

Dziecko utrwała słownictwo dotyczące zwierząt i części ciała.
Dziecko wysłuchuje poleceń i wykonuje rysunek 'dziwnego' zwierzęcia.
Dziecko opisuje 'dziwne' zwierzę.

You will need

"Spot" story cards.
"My Special Pet" cards.
Drawing instruction pack (grouped).
Worksheet with body outline for children where they can add the picture dictation parts.
Coloured pens/crayons.

59. My special pet

Lesson:
from start
to finish

Language

Children hear and understand

This is my dog. His name is Spot. He's grey, white and he's got black spots. He's got big/long ears/a short tail. ... see presentation instructions.
It's got 4 long legs like a giraffe/a tail like a monkey...
They can understand and follow the picture dictation instructions.

Children hear and respond

How many legs has it got? Can it swim?
Has it got a long or a short tail?
Does it like carrots?
His favourite food is tomatoes! Yes or no?

Children repeat after the teacher

He likes carrots.
He can run.
My special pet has got.. like a ...

Children can say on their own

Ears, eyes, legs, a tail
...under the sofa, next to the ...
blue eyes, four legs...

Homework

They can do their own "Special Pet" in their notebooks.

Review some of the pictures of "My special pet" from the last lesson or invite volunteers to the board to draw parts using the drawing instruction slips.

Revision of the wild animals vocabulary. Using the flashcards play a simple "stand up for yes, sit down for no" game. Make true/false statements.

Show the posters of the three habitats - the river, the jungle, the grasslands. Ask: "Which animals live in the river/the jungle/the grasslands? Can they swim? Can they climb trees? Can they run fast? Has the zebra got spots? Stripes? Which animal is plain?" Get the children to chant after you: the crocodile lives here/in the river...the monkey live here/in the jungle. This can be done in two 'teams' - 1st part - 2nd part.

Designate three areas around the classroom - the river, the jungle, the grasslands. The children are to run/hop/fairy step to the appropriate zone in response to your statements. Start with easy ones like: "Where does the zebra live?" moving onto more difficult definitions. "It's got big teeth, four legs and a tail. It hasn't got spots or stripes. It can swim and it can eat you! Where does it live? What is it?"

To settle the children back down you may wish to play one game of hangman, using an animal from the lesson. Alternatively, show the wild animal flashcards once again and check what the children remember.

Ask the children: "How do you spell crocodile?" and write all the animal words on the board.

The children group the animals in the right habitats. They fill in the missing gaps, (the words they need are already on the board. Then do the anagrams. They can colour in the pictures/add other animals. Monitor. Set a time limit, countdown and check.

Definitions (review of all animals and the sounds they make covered already), eg. It's got four legs. It's small and it's got a tail. It's got green eyes and it can climb trees. It likes milk and it sleeps a lot. It goes miaow..."Use animal flashcards from previous lessons if you want. The children raise their hands to answer.

WARM-UP
at their desks

INTRODUCTION
at their desks

POSTER TIME
On the carpet

TPR
around the room

REVIEW
at their desks

WORKSHEET
at their desks

TO FINISH
at their desks

HOT Questions
You can ask these in Polish

Why do some animals in the city? Is it their natural habitat?
Some animals live in the North Pole. Do they ever get cold?
What is your natural habitat?

60. Wild animals

Lesson:
from start to finish

Language

Cel lekcji
wyrażony w języku rodzica

Dziecko utrwała słownictwo dotyczące dzikich zwierząt i nazywa ich naturalne środowisko.
Dziecko dopasowuje zwierzęta do środowiska i uzupełnia kartkę..

You will need

Wild animal flashcards: crocodile, elephant, giraffe, hippo, lion, monkey, parrot, snake, tiger, zebra.
Three posters of the habitats: the river, the jungle, the grasslands.
Copies of the worksheet for the children.
Other animal cards for a filler game. Optional.

Children hear and understand

It can be very hot in the grasslands. Let's think, which animals live there?

Children hear and respond

Which animals live in rivers/jungles/grasslands? Can they swim? Can they climb trees? Can they run fast? Has the zebra got spots? Stripes? Which animal is plain?

Children repeat after the teacher

...in the jungle/in the grasslands/in the river
the crocodile lives here/in the river...
the monkey lives here/in the jungle... etc.

Children can say on their own

The crocodile, the monkey, the hippo...
four legs, it can swim, it can run...

Homework

Find out what other animals live in these habitats.

Revise numbers 1-10. On the board write the letters A-J in a column. The children do the same in their notebooks.
Say: "Let's do a maths quiz. Now listen - question A: 3 plus 6 is..." and wait for the answer. Write the number 9 next to A. "Now B: 0 plus 3 is..." Write the answer. Continue C-J, but write the answers to check together at the end.

Have range of animal flashcards and make sure you include the target animals - a fox, a squirrel, a frog, a tiger, a crocodile, an elephant, a giraffe. Review the vocab. Present the poster, say: "Guess which animal these are from! What is it? A neck? A tail? Point to the ears. Show me the footprints/paw prints. What does a tiger look like? How many legs has it got? How many teeth has it got? Let's count together." etc.

In teams, the children pass on the phrases you say and the child at the end points to the correct part.
"A tiger's footprints. A squirrel's tail." etc.

Get the children to repeat the phrases out loud.

Divide the board into 8 large boxes. In each box draw a part of the body and quiz the children.
Draw: a zebra's stripes, a crocodile's teeth, a fox's tail, a squirrel's tail, an elephant's ears, a child's handprint, a frog's footprint, a tiger's footprint.
Select five of the boxes - mark them with a star - and say: "We're going to play bingo!"

Hand out the worksheet, tell the children to fold it over, only the top half is needed now. Practice the phrases. The children should choose 5 out of the 8, mark them with a tick or a star.

Have the 8 pictures cut up and ready in a bag or cup so the children can draw one out. They should say the phrase and show the picture. Mark off the pictures on the board version too.

Now look at the bottom half and fill in the gaps, match the phrases to the pictures above. Circle the phrase and use a different colour to match each phrase to the correct picture. You can do this as a class, dictate which colour for which animal.

The children can colour in the pictures.

Options: draw a human - ask the children to guess how many teeth we have. 20 baby teeth. 32 adult teeth (inc. wisdom teeth)
An elephant has 24 teeth.
How many toes do you have? An elephant? (5 on each foot).
A cat? (18, 5 on each front paw, 4 on each back).
A gecko? 5 toes on each foot.

WARM-UP
at their desks

PRESENTATION
on the carpet

CHINESE WHISPERS
around the room

REVIEW
at their desks

BINGO
at their desks

WORKSHEET
at their desks

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

Where can you see footprints/pawprints?
What are the most common animal pawprints in the countryside?
How would track an elephant? And a squirrel?

Cel lekcji
wyrażony
w języku rodzica

Dziecko nazywa zwierzęta: a fox, a squirrel, a frog, a tiger, a crocodile, an elephant, a giraffe.
Dziecko używa dopełniacza saksoskiego 's, na przykład: tiger's claw, elephant's trunk.
Dziecko utwala liczby 1-20.

You will need

Range of animal flashcards, including: a fox, a squirrel, a frog, a tiger, a crocodile, an elephant, a giraffe.
Poster with animal parts on it.
Worksheet copies for the children.
One set of 8 pictures cut up for the bingo selection cards.

61. Whose footprints ...?

Lesson:
from start
to finish

Language

Children hear and understand

Look at the picture. Let's count together!
Guess which animal these are from!
Whisper, don't shout! Whose are these?
Let's play bingo!
Choose 5 pictures only. Mark them with a star, like this!
It's your turn. Choose a picture! Don't cheat now! Don't look!

Children hear and respond

What is it? A neck? A tail? Point to the ears. Show me the footprints/pawprints. What does a tiger look like? How many legs has it got? How many teeth has it got? Whose pawprints are these? Whose tail is this?

Children repeat after the teacher

A tiger's pawprints, a squirrel's tail, a crocodile's teeth, a zebra's stripes, A boy's handprint, a frog's footprint, A giraffe's neck, a fox's tail

Children can say on their own

A giraffe's, a squirrel's, a zebra's...
Numbers 1-20
Body parts - head, ears, eyes, tail, leg...

Homework

Remind the children of the "my special pet" animal they drew. Ask them to do a version using today's words - a crocodile's teeth etc.

Review weather vocabulary using the weather flashcards from the weather lesson. Or draw different symbols on the board.

WARM-UP
at their desks

Bring in some holiday/beach realia: flip flops, sunglasses, sunscreen, a beach towel, a bucket and spade. Use them to introduce the topic say: "Oh, it's time for our holiday! Where shall we go? Let's go to the beach!" Show the beach poster and identify as much as possible. Ask questions, say incorrect statements so the children correct you etc.

PRESENTATION-POSTER
on the carpet

Turn the poster away from the children, check their memories. Say: "There's a girl in the picture wearing a blue bikini. Yes or No?", "The sun is shining. Yes or no?"

PRCTICE-POSTER
on the carpet

The children can shout out their answers or you can set a physical gesture for 'yes' and one for 'no'.

Stick the poster to the board. Show one of the sentence slips. Ask the class to read it and decide, is it true or false? Designate one spot for yes on one side, and for no on the other. Ask a volunteer to put the slip on the correct side. Demonstrate a few more times. Gradually read less yourself, let the class take over. Hand out slips to individuals to place in the right spot. Check and collect the slips, put them face down in a pile on your desk.

READING SLIPS
at their desks - to the correct spot

Use the sentence slips to guide the picture dictation. First, on your larger A3 sheet, so everyone can see: draw a horizon line - sea/sky and the beach area. Explain as you go and get the children to do the same.

PICTURE DICTATION
at their desks

Make sure each child has a piece of paper and colours.

Draw out the first slip from the pile - read it - and think. eg. "Hmm, a girl in a blue dress... I think she can go here." Draw the girl and now get the children to draw out subsequent sentence slips. Or they can work at their own pace and collect their own slip, then pass it around when they're finished with it. They may want to work in pairs. If so, set a time limit. They can keep going as long as they have space on their paper!

PICTURE DICTATION
at their desks

Play a word game, you could choose a short phrase from the lesson and play hangman eg. "The boys are swimming." "A big ship."

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

What do you like doing on the beach?
Do you prefer holidays at a beach, at a lake or in the mountains? Why?
Who would you like to go on holiday with?

Cel lekcji
wyrażony
w języku rodzica

Dziecko nazywa przedmioty związane z wakacjami.
Dziecko utrwała słownictwo dotyczące ubrania, kolorów, sportu, miasta, pogody.
Dziecko czyta opisy obrazka, potem według nich rysuje własny obrazek.

You will need

Beach realia if possible:
Flip flops, sunglasses, sunscreen, beach towel, a bucket and spade.
The big beach scene poster.
The set of sentence slips.
A3 paper for you as you demonstrate.
A4 paper for the picture dictation (guided by the sentence slips the children select). They could do this in their notebooks.
Coloured pens. Board magnets or Sticky Tack.

62. At the beach

Lesson:
from start
to finish

Language

Children hear and understand

Oh, it's time for our holiday! Where shall we go? Let's go the beach!
It's summertime! It's holiday time!
I'm going to the beach. Let's look at the poster. What do you remember?
Let's check. Come and collect a sentence slip. It's your turn.

Children hear and respond

What's the weather like? It is hot? Show me/Point to... the swimming pool/the boys are playing football. Is grandpa reading a book? Can you see a starfish?
How many?
etc.

Children repeat after the teacher

...make a sandcastle, a starfish, a crab, collect shells, sunglasses, playing in the sand...

Children can say on their own

Words and short phrases about the picture. It's sunny. A ship/a boat/ ice-cream/a blue dress/a green T-shirt etc.

Homework

If time, students could copy 3-6 sentences in their notebooks and draw the picture to match.

Draw the Bear family on the board. Elicit the vocab for the family and descriptions too.

WARM-UP
at their desks

Settle the children down. "We're going to read a story about..." and ask questions - show the first page. "Where are they? What are they doing? Are they happy? Is it sunny?"

STORY
on the carpet

Read the story, using the text as a guideline.

Do it again and encourage the children to repeat the vocabulary with you. Key phrases suggested in bold in the text.

STORY
on the carpet

The children can 'act out' the story with gestures for each stage - see the super simplified version.

TPR
around the room

Demonstrate first. Using the larger version of the black and white pictures, ask the children to put them in the right order.

Hand out the worksheet. The children can colour it in first - according to your instructions - or cut it up and colour later.

STORY MINI-PICTURES
at their desks

The children put the pictures in the right order. They can number them on the back. They hold up the right picture when you describe it/say the corresponding phrase.

They stick the pictures in the correct order into their notebooks. They add the A5 version of the story into their notebooks.

STORY MINI-PICTURES
at their desks

You can read through the story again. The children can colour the pictures.

You can play a "Beach Vocab " word game to review the last two lessons - "Predict the picture!" Draw an object slowly, see if the children can guess what it's going to be.

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

Did you like the bear story?
Would you eat the Baby Bear's cake?
What is your favourite cake made of?

Cel lekcji
wyrażony
w języku rodzica

Dziecko słucha bajki o małym niedźwiadku z rodziną na plaży.
Dziecko powtarza kluczowe zwroty z bajki.

You will need

The story cards.
The story text - full version, simplified version.
The black and white simplified version- pictures (the same as on the worksheet).
Copies of the A4 picture worksheet for the children.
Copies of the simplified story text on A5.
Scissors, glue, coloured pens/crayons.

63. The Bear family...

Lesson:
from start
to finish

Language

Children hear
and understand

The text of the story.
The instructions for the 'act it out' activity - after listening to the story.
Put the pictures in the right order.

Children hear
and respond

To questions about the story pictures - Can you see Baby Bear? Is he swimming? What's Daddy bear doing? Is he drawing a zebra? etc.

Children repeat
after the teacher

Key phrases suggested in the text in bold. See the A5 version. Baby Bear, Mummy Bear, Daddy Bear went to the beach. Will you eat my cake? Flour? Eggs and milk? etc.

Children can say
on their own

Family members, beach vocabulary to describe the pictures - sand, water, eggs mix, swim, cake, delicious!

Homework

Colour the story. Read the story.

Start with the word game "Last letter = first letter" and accept any category except for names, plurals or repeated words. Write the starter word on the board and go around the class in turn...do a countdown for each child to keep the pace up. Speed up as you continue to fill up the board.

WARM-UP
at their desks

Say: "It's the last lesson of the school year! It's time for our summer holidays. It's hot today isn't it? It's sunny and beautiful. Look, here the flashcards we looked at. Let's check, shall we?" Flash/give incorrect statements/definitions.

INTRODUCTION
on the carpet

Divide the class into teams. Let each team think of a name, and assign them to a table. Number each team member, as the "runners" who will change each time. Put the flashcards out at the far end of the room. Try to keep equal distances between the teams and the flashcards.

TEAM GAME-INTRO
in groups, use the whole room

Each team folds their paper three times, which will give 16 boxes - 8 per side. Demonstrate with one team as a model. "Kuba, you're number one. Only you can run ok? Kuba, run to the cards - find something beginning with 'S'! Go!" Kuba finds a card takes it back to his team who draw in box number 1. "Keep it secret. Don't show the other teams!" Rotate the team - who runs/who draws. Play for 8 -16 rounds. Give definitions too.

TEAM GAME-CONTD.
in groups, use the whole room

To settle the teams down play the categories game. A piece of A4 paper, folded into quarters. (8 boxes - 4 each side). Demonstrate on the board. eg."5 red fruit or vegetables" and elicit 5 from the children.

TEAM GAME-CONTD.
team sitting at a table

Ideas for categories: Transport/clothes/sport/hobbies/house objects/dairy products/beach vocab/wild animals/body parts etc. Write the words or draw the pictures. Set a time limit for each category. Monitor/Check. Award points as you go to be totalled up at the end of the lesson.

TEAM GAME-CONTD.
team sitting at table

To focus the class back you can play any of the board-oriented games; hangman, memory chant with flashcards. Sing a song together. Chants.

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

What did you really enjoy in our lessons?
What was the funniest moment in our lessons?
Do you think your holiday will be exciting?

*Cel lekcji
wyrażony
w języku rodzica*

Dziecko powtarza materiał z całego roku.

You will need

Flashcards (all and any!)
Posters if you wish.
Paper and pencils.

64. Summer holidays

*Lesson:
from start
to finish*

Language

*Children hear
and understand*

It's the last lesson of the school year! It's time for our summer holidays. It's hot today isn't it? It's sunny and beautiful. Look, here the flashcards we looked at. Let's check, shall we?

The instructions for the games.

*Children hear
and respond*

Name the objects on the cards.

*Children repeat
after the teacher*

Chants/songs.

*Children can say
on their own*

Vocabulary from the cards.

Chants and songs.

Homework

Enjoy the holidays!

Człowiek - najlepsza inwestycja
Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Bardzo wysoko oceniam materiały dydaktyczne, wykonane w ramach projektu „4ELT Innowacyjny zintegrowany program nauczania w klasach I-III w Wielkopolsce”. (...)

Uważam, iż stanowią one interesującą alternatywę dla stosowanej tradycyjnie w szkole podstawowej formy nauczania języka (praca z podręcznikiem) i mogą przyczynić się do zwiększenia efektywności nauczania, zwłaszcza ze względu na zwiększoną ekspozycję na język docelowy. (...) Chciałabym również zwrócić uwagę na inny istotny walor projektu – a mianowicie jego przydatność w procesie rozwoju zawodowego nauczycieli. Dotyczy to takich materiałów, jak scenariusze lekcji/zajęć oraz filmy instruktażowe.

Prof. UAM, dr hab. Krystyna Drożdżał-Szelest

Najciekawszym założeniem (projektu) jest koncepcja rozwijania umiejętności myślenia wyższego rzędu (higher-order thinking skills), (...) W obrębie tych umiejętności, główny cel stanowi rozwijanie twórczego myślenia, które jest jedną z tzw. umiejętności miękkich, a zatem trudnych do nauczania, a jednocześnie coraz bardziej poszukiwanych (...) Zaproponowane przez Autorów projektu (...) pytania rozwijające kreatywność dzieci (pytania HOT) stanowią integralną część każdego scenariusza lekcji.

Odwołując się do tematyki lekcji, służą one pobudzeniu twórczości dziecięcej i skłaniają do refleksji nad treściami lekcji, jednocześnie ułatwiając zapamiętywanie. (...)

Scenariusze zajęć zostały stworzone (...) w wizualnej formie mapy pojęciowej. Ten prosty zabieg czyni każdy scenariusz niezwykle przejrzystym (...) Dużą zaletą tych scenariuszy jest wskazanie, jak prowadzić lekcje z początkującymi uczniami wyłącznie w języku obcym. Uczniowie otrzymują bardzo dużą ilość danych językowych, co jest oczywiście ważne na każdym etapie kształcenia, ale wydaje się szczególnie istotne w początkowych etapach nauki. (...) Scenariusze lekcji (...) mogą stanowić cenny materiał ćwiczeniowy w kształceniu przyszłych nauczycieli języka angielskiego.

Dr Tomasz Róg

4elt
English
for
second
graders