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4elt English for first 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
EUROPEJSKI
FUNDUSZ SPOŁECZNY



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Greet the children as they arrive and invite them to say "Hello" to you. You can shake hands with some of them to set the context. Give each child a piece of paper, they sit at their desks. Take the register and ask them to write their names on cards. Have a big badge with the word "TEACHER" or the way you want the children to address you in the lesson.

WELCOME
at their desks

Ask the children to stand up, come to the carpet and sit down. Say: "One, two, three, look at me" count on your fingers and point at yourself. Hold Mr Ted in one hand and say: Hello and in a bear's voice answer Hello shaking hands with the bear. Say: This is Ted, Mr Ted. Mr Ted is a teddy bear. Attach a badge with the bear's name (Mr Ted) to the toy. Show the flashcard with the toy.

PRESENTATION
on the carpet

Use the bear and the doll to present: Hello/Hello. What's your name? I'm Basia. Attach a badge with the doll's name. What's your name? I'm Mr Ted. Demonstrate the dialogue with the toys, change the voice accordingly, move the toys to show the actions.

GREETINGS
on the carpet

Say the dialogue again, this time divide it into lines, remember to use the toys. Ask the children to repeat each line of the dialogue after the toy. Ask one child to come closer to you, use the bear and say the dialogue again: Hello/Hello. What's your name? Ania. Hello, Ania. What's your name? I'm Ted. Goodbye Ania. Goodbye. Take the toy away.

WHAT'S YOUR NAME?
on the carpet

Ask the children to stand up, go to the desks and bring their name cards. Stand in a circle, go around, say: Hello to each one and ask: What's your name? The children say: Hello. I'm... And ask you: What's your name? I'm Mr Ted or I'm the teacher, pointing to the toy/your badge.

PRACTISE
on the carpet

Put the children into two concentric circles, one smaller, one bigger, they face one another and greet each other showing their name cards. Do one turn with the children. The teacher says: 1,2,3 look at me, move the outside circle one place to the left so they have new partners to practice the dialogue again. After 4-5 changes ask them to sit down on the carpet.

2 CIRCLES
on the carpet

Ask them to put their name cards on the carpet. Show them Mr Ted and Basia, the doll. Hide the doll behind you, put the bear in front of you and ask: Who's this? Is it Mr Ted? Wait for them to say: Yes, then say: Yes, it is and ask them to repeat. Take the doll and ask: Who's this? Is it Mr Ted? No, it isn't. This is Basia. Ask them to repeat after you.

YES/NO
on the carpet

Point to some children and ask the same questions: Who's this? Is it Paweł? Yes/No. I'm Piotrek. This is Piotrek. Show the cards with a robot, a book, a teacher, a teddy bear and a doll. Point to each card and ask: What's this? Is this a book? Yes, it is. No, it isn't. Collect all the cards, put them face down, take one, show it quickly and ask: What's this? Is it a doll?

FLASHCARDS
On the carpet

Ask the children to get up and go to their desks. Tell them that their homework is to trace and colour Mr Ted. Demonstrate how to do it. Each child gets a worksheet with a picture of Mr Ted to trace. Take Mr Ted and Basia and say goodbye to the children. Each child gets a worksheet with a picture of Mr Ted to trace.

GOODBYE

HOT Questions
You can ask these in Polish

What's your favorite toy?
Do you like your name?
What does Mr Ted do when we go home?

Cel lekcji
wyrażony w języku rodzica

Dziecko wita się i żegna używając zwrotów: Hello!, Goodbye! oraz odpowiada na pytanie o imię. Dziecko wskazuje misia, lalkę, robota, książkę, nauczyciela i odpowiada Yes/ No. Dziecko używa zwrotu This is Mr Ted/Basia.

You will need

Flashcards: Mr Ted, a doll, a robot, a teacher, a book.
Wordcards: Yes, it is. No, it isn't.
A toy - Mr Ted and a doll (Basia).
Worksheets: This is Ted - to trace.
Pieces of paper to write down the children's names.
Crayons/coloured pens.

1. Hello! I'm your new friend.

Lesson:
from start to finish

Language

Children hear and understand

This is Mr Ted. Is it Mr Ted? Yes, it is. No it isn't. I'm Mr Ted is your new friend. What's your name? Hello, Mr Ted, I'm... Goodbye, Mr Ted. Goodbye my friends. Teddy says: Hello Children! Sit down. Stand up. Let's make a circle. Be quiet, please.

Children hear and respond

What's your name my friend? I'm ..Hello! Goodbye my friend! This is Mr Ted. Is it Mr Ted? Yes, it is. No, it isn't. One, two, three - look at me!

Children repeat after the teacher

What's your name? Hello, I'm... Goodbye, my friend! Is it Ted? Yes it is. No it isn't.

Children can say on their own

Hello! I'm... What's your name? This is Ted/Basia. Yes/No.

Homework

Draw a picture of your best friend.

HOT Questions

You can ask these in Polish

What makes you happy?
 What makes you sad?
 What makes you angry?
 What makes you sleepy?

Cel lekcji
 wyrażony
 w języku rodzica

Dziecko odpowiada na pytanie: How are you?.
 Dziecko nazywa emocje/stany: szczęśliwy,
 smutny, zły, śpiący.
 Dziecko wykonuje polecenia: zamknij oczy, otwórz
 oczy.
 Dziecko recytuje i pokazuje wierszyk: I'm happy...

2. How are you? I'm happy!

You will need

Flashcards demonstrating emotions:
 happy, sad, angry, sleepy.
 Wordcards: happy, sad, angry, sleepy
 Worksheets.
 Coloured pens/crayons.
 A picture of a happy/sad face on a stick.

**Children hear
 and understand**

Now look what I've got. It's a boy.
 He's smiling at you! He is happy.
 It's a girl. Is she smiling? No, she
 isn't. She is sad. Look at this boy! He
 is sleepy. Look at this girl. She is
 angry.

**Children hear
 and respond**

Show me! Let's sit on the carpet. Is
 he happy? Is he sleepy? Is she sad?
 Is she angry? Come here. One, two,
 three, look at me.

**Children repeat
 after the teacher**

He's sad. She's happy. She's angry.
 He's sleepy. I'm happy. How are you?
 I'm angry. How about you?

**Children can say
 on their own**

Yes. No.
 happy, sad, angry, sleepy

Language

Lesson:
 from start
 to finish

Homework

Draw yourself when you are
 happy and sad.

WELCOME
 at their desks

Greet the children with a round yellow circle (on a stick) or you can draw a smile on it. Say: Hello and smile at them. Take the register and when a child is present, wave the happy face. If a child is absent, wave a sad face and express your concern in English. Check their homework, ask about Mr Ted, praise them saying: well done, Zosia. Excellent Piotrek. Very good Paula.

WARM-UP
 on the carpet

Invite the children to the carpet. Let them move a little, encourage them to greet each other saying: Hello/Hello. What's your name? I'm Kasia. What's your name? I'm Bartek. Let them shake hands to say Hello and then Goodbye. Ask them to sit down.

HAPPY AND SAD
 on the carpet

Mime that you are happy and then sad. Point to your face. Say: I'm happy/sad. Then repeat for sleepy and angry. Show the children the flashcards with different emotions. Describe the flashcards in full sentences, use gestures and mimes. Show them the wordcards with emotions, match them with the flashcards.

RHYME
 on the carpet

Teach the children the rhyme. "I am happy, I am happy. How are you? How are you? - I am angry, I am angry and what about you?" Encourage the children to recite the rhyme with you and make a happy/sad/angry face. Place the flashcards on the carpet. Point to each card and name the emotions. Repeat it a few times.

KIM'S GAME
 on the carpet

Put all emotion flashcards on the carpet. The children look at them for a minute. Then the children close their eyes. You remove one flashcard and the children have to guess which flashcard is missing.

DRAMA ACTIVITY
 on the carpet

One child demonstrates one of the emotions. You ask the children: "Is he happy/sad/angry/sleepy?" The children answer your questions: Yes. No.

WORDCARDS
 on the carpet

Show the children the flashcards and wordcards with emotions: angry, happy, sleepy, sad and elicit the words. Show them the wordcards and ask them 'to read' the words. You can say the first letter and mouth the rest. Ask them to repeat a few times showing the word.

MEMORY GAME
 on the carpet

Put all the flashcards and the wordcards on the carpet. Point to different words, say them and ask the children to show the picture that matches the word. Mix all of the cards, point to different pictures and ask the children to show the word that matches the picture. Praise them.

GOODBYE
 at their desks

Hand out the worksheets to the children. The children trace faces with happy/sad/angry/sleepy emotions. Ask the HOT questions. Show GENUINE interest in the children's answers.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach europejskiego Funduszu Społecznego

Ask the children how they are. Are you OK? Are you happy? Is everything OK? Take the register. Help the children respond in English: present or absent. Wave a happy face when present and a sad face when absent. Check the homework, praise the children, show their work to the rest of class.

WELCOME
at their desks

Move the children onto the carpet. Make a circle. Revise the rhyme: "I'm happy..." and do all the gestures that the children already know. Show them the pictures of Mr Ted, a doll, a teacher, a book and a robot. Ask about things that the children already know: What's this? Is it a book? Do you like it?

REVISION
on the carpet

Show the children the pictures with numbers 1-10. Repeat numbers with the children. Show a flashcard with Ted and ask the question: "How old are you?" Answer in a bear's voice: "I'm six". Ask a few children? The children repeat after the teacher. Put the numbers face down on the carpet. The children have to guess the numbers or put the numbers in the correct order.

PRESENTATION
on the carpet

Put the numbers in the correct order on the carpet. Show each wordcard, say the word, make the children repeat after you and finally put it next to the flashcard that matches it. Repeat the numbers pointing to the words.

NUMBERS
on the carpet

Repeat the numbers pointing to the words. Remove one flashcard and repeat the numbers. Remove another and say all the numbers pointing to the words until only the wordcards remain on the carpet. Say the numbers again, then mix them and ask the children to put them in the correct order.

MEMORY
on the carpet

Divide the children into two groups. Give one group the flashcards with the numbers and the other the wordcards. Call a number and ask one child from each group to come to you either with the number flashcard or the number wordcard. Put them on the carpet. Ask the children who have brought the numbers: How old are you? Then point to the number. Praise the children.

MATCHING TIME
on the carpet

Give out the flashcards and the wordcards (make sure there are enough for everybody, even if they repeat). Ask the children to make two lines: with the numbers and the wordcards starting from one/1 to ten/10. You can play the song: ten little numbers at <https://www.youtube.com/watch?v=dk9Yt1PqQiw&list=PL7104E0B070D848CD&index=25>

GAME
on the carpet

You can teach them the song: "Five little monkeys" at <https://www.youtube.com/watch?v=LO9QAUbtwxo> Play the song, the children watch and clap their hands when they hear a number. Play it again, this time they mime the movements in the video and call out the numbers.

SONG
on the carpet

Ask the children to draw different numbers in different colours. Show them a red crayon and ask them to draw a red 3. Ask the HOT questions. Set the homework.

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

What's your favourite number?
Which number is happy/sad/sleepy/angry?
Which number is difficult to say?

Cel lekcji
wyrażony w języku rodzica

Dziecko powtarza słownictwo z poprzedniej lekcji.
Dziecko powtarza liczby od 1 do 10.
Dziecko odpowiada na pytanie: How old are you?
Dziecko rozpoznaje liczebniki i wyrażenia I'm fine, oraz I'm six. Napisane w języku angielskim.
Dziecko pokazuje paluszkami liczebniki.

You will need

Mr Ted.
Pictures of numbers 1-10.
Wordcards: numbers 1-10, I'm fine, I'm six, How old are you? and emotions.
Flashcards: Mr Ted, a doll, a book, a teacher, a robot, emotions.
Happy and sad faces on sticks.
Coloured pens/crayons.
Access to the internet.

3. I'm Teddy. I'm six and I'm fine.

Lesson:
from start to finish

Language

Children hear and understand

This is number ONE. This is number TWO. One, two, three, four, five. One, two, three, look at me.

Children hear and respond

Show me number ONE. Put your finger on number THREE. Where is number FIVE? Touch the number FOUR. Give me number NINE, please! Can I have number TEN, please?

Children repeat after the teacher

One, two, three, four, five, six, seven, eight, nine, ten.

Children can say on their own

Numbers 1-10: one, two, three, four, five, six, seven, eight, nine, ten.

Homework

Draw your favourite number using your favourite colour.

Ask the children how they are. Are you OK? Are you happy? Is everything OK? Take the register. Help the children to respond in English: present or absent. Check the homework, praise the children, show their work to the rest of the class.

WELCOME
at their desks

Move the children onto the carpet. Play the song about five little monkeys at <https://www.youtube.com/watch?v=ZhODBFQ2-bQ&index=4&list=PL7104E0B>.

TPR
on the carpet

Place the colour flashcards on the carpet in the following order: yellow, green, orange, brown, white, pink, and blue.

COLOURS
on the carpet

"Yellow and green? What do you mean? Orange and brown? First jump, then sit down! White and pink are pretty, I think. But my favourite colour's blue. What about you?" Act out the rhyme a few times, adding gestures and mimes and pointing to respective colours at the same time. It does not matter if the children do not understand every word.

THE DITTY
on the carpet

Give each child a coloured slip of paper. Place the numbers 1-10 on the floor. Say: "If you are blue say hello. If you are green touch number 4. If you are brown stand up. If you are red give me number 7". Only the children who hold up the right colour can carry out your commands.

TPR
on the carpet

Place all the colour flashcards in a neat line on the carpet. Point to the flashcards one by one and say the colour. Have the children say the colours with you. Repeat it a few times. Then one by one turn the colour flashcards over as you name them. The children need to point out the 'missing' colour.

A VANISHING TEXT
on the carpet

Ask every child has to stand up, show and name three colours he/ she is wearing today. If they have a problem, help them by asking: "Anything white?" or "Are you wearing anything blue today?"

PERSONALISATION
on the carpet

Hand out the worksheets. Ask the children to help hand out copies of the worksheet. Sing: "Pass it on, please", until everyone has got one. The children colour in the pictures on the worksheets. Set homework. Show GENUINE interest in the children's answers. Ask the HOT questions.

TO FINISH
at their desks

You can play a video with the song "The beautiful rainbow in the sky" <https://www.youtube.com/watch?v=tRNy2i75tCc&index=27&list=PL7104E0B070D848CD>. Set homework. Show GENUINE interest in the children's answers. Ask the HOT questions.

HOT Questions
You can ask these in Polish

Which colour is happy/sad?
Which colour makes you angry?
What colour would you like to be?

Cel lekcji
wyrażony w języku rodzica

Dziecko nazywa kolory: red, yellow, blue, pink, purple, green, black, orange, white, brown.
Dziecko potrafi powtórzyć rymowankę: Colours.

You will need

Ready-made shape cards.
Sing the finger rhyme - hand movement illustration.
Sticky tack/board magnets.
Large coloured picture with shapes for class presentation.
Crayons/coloured pencils.
Worksheets.
Access to the internet.

4. My favourite colour is purple!

Lesson:
from start to finish

Language

Children hear and understand

This is white. Look! There is a white door! The top is not red. It's blue. Is this blue? No, it isn't. It's green. Do you like green? I like orange. This bag is orange. I like orange very much.

Children hear and respond

Show me something blue!
Which bag is green? This one or this one?

Children repeat after the teacher

It's blue/It's green.

Children can say on their own

It's blue/black/red.
Yes. No.

Homework

Colour the spot in your worksheet with your favourite colour.

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

Greet the class and take the register. The children answer present/absent in English.

Review numbers 1-10: hands up high in the air, count down - lower hands at each number - to zero then mime a big rocket taking off. Repeat faster/slower.
Review colours. Ask the children: "Show me something blue/green/yellow. Run to/tip-toe to something orange/brown."

Place the 4 shapes on the board. Say: "What's this? It's a circle. This is a square." etc. Point and practice, the children repeat after you. Vary your tone of voice and speed. When practicing pronunciation you can: say the whole word, just the first syllable or silently mouth the word and get the children to guess and complete.

Sing and finger rhyme: Demonstrate making the shapes with your fingers and the children follow. Sing together.
Sing: "Let's make a circle, let's make a triangle. Let's make a small square change into a rectangle."
See the illustration for hand movements for this short song.

First focus on the colours of shapes. Say: "This is a triangle. It's a (red) triangle." The children can repeat and point to a particular shape. Then play the Yes/No game. Say: "This is a green circle." TRUE - they stand up. FALSE - they sit down. Note: This can be played individually or in groups for points.

Present a big colour picture with shapes. Say: "Look, how many (green) triangles can you see? Let's count!". Encourage the children to tell you what they can see. Use this opportunity to talk about what's in the picture and relate it to the children e.g. Can you see trees outside? Have you got a dog? I can see the sun outside, can you? etc.

Demonstrate the worksheet, ask the children what colour the shape should be. Say: "Tell me. Shall I colour it red? Is red good? Yes? Ok! What about the two squares? Shall I colour them green?" etc. Colour in some (or all) of the worksheet as instructed by your class so they get the idea.

Hand out the worksheet. Ask the children to help hand out copies of the worksheet. Sing "Pass it on, please." until everyone has got one. They colour in the worksheet according to your instructions. Say: "Are you ready? Let's colour the shapes. Listen to me: colour circle number 1 orange; the big square - number 5 - is purple." etc. Note: There are no set colours

Ask the children about their worksheets. "How many triangles can you see?" "What colour is the big square?" "What colour/shape is number six?" etc. Say: "Who's got a red triangle? Hands up!" etc. Set their homework and round off the lesson with the HOT questions.

WELCOME
at their desks

REVISION
on the carpet

SHAPES
at their desks

RHYME TIME
at their desks

YES/NO GAME
at their desks

PICTURE TO LOOK AT
at their desks

WORKSHEET- INTRO
at their desks

INDIVIDUAL WORK
at their desks

TO FINISH
at their desks

HOT Questions
You can ask these in Polish

Can you see a triangle in this room?
What does a circle make you think of?
What is the most elegant shape?
Can you tell me any everyday objects that are like a square/a rectangle/a circle? (eg. a table, coins, a book... etc)

Cel lekcji
wyrażony w języku rodzica

Dziecko nazywa podstawowe kształty geometryczne.
Dziecko powtarza liczby i kolory.
Dziecko recytuje wierszyk i pokazuje paluszkami kształty.
Dziecko słucha poleceń w języku angielskim i wypełnia kształty kolorami.

You will need

Ready-made shape cards - large
Sing the finger rhyme - hand movement illustration.
Sticky Tack/board magnets.
Large colour picture with shapes for class presentation.
Crayons/coloured pencils.
Worksheets - one copy per child.

5. One circle, two squares.

Lesson:
from start to finish

Language

Children hear and understand

This is a square. Is this a triangle?
No, it isn't. Let's make a circle/a square, etc.
Stand up if it's true./if yes. Sit down if it's false/if no.
Repeat after me. Colour the triangle, green/blue etc.

Children hear and respond

Show me something blue/red/yellow... Let's make a circle/a square!/a triangle/a rectangle!
Stand up if it's true./if yes. Sit down if it's false/if no.
Repeat after me. Colour the triangle.

Children repeat after the teacher

This is a circle/square...
It's a red/green circle/square. Let's make a circle (finger song).

Children can say on their own

One circle/two circles, etc. Let's make a circle. It's a red square, etc. Pass it on.

Homework

Ask the children to draw a picture using the shapes from the lesson.
eg. draw a robot/a house and garden etc.

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

Sing the "Hello song" with the children using gestures. Take the register. Ask: "Are you ok? Can we start?" The children respond in English. Then play the Yes/No game to revise shapes. Ask the children to stand up. Show flashcards with colour figures and ask: Is it a triangle/Is it blue? They JUMP if YES and SIT if NO.

Make a circle and sit down. Give a coloured handkerchief to the child on your left. Ask: What's your favourite colour for today? What's your favourite number for today? Prompt the child to say: My favourite colour for today is.../My favourite number for today is... Ask them to pass the handkerchief around and encourage every child to speak.

Give the children the colour dictation worksheets. Describe the picture made of figures - the children listen and colour. Check their work, praise them in English.

Use gestures to present: BIG/SMALL. Write the words on the board. Ask the children to give some examples of big and small things around them. Point at the big and small coloured figures that are put up around the classroom. Ask: Jump to the the big square! What colour is it?/Tip toe to the small triangle, etc.

Sing and do with the children:
I'm growing very big. Now I'm as small as a guinea pig. Now small - now big! Small - big! Small - big! And now a guinea pig!
The children mime growing big and being a little pet.

Put a list of colours on the board. Read with children. Draw the outline (shape) of one word and ask which colour it corresponds to. Ask one child to the board to match the word shape to the correct word. The child tries to write the word in the word shape. Draw their attention to the height of each letter. Say that some are BIG and some are SMALL. Repeat it for all of the colours.

Hand out the worksheets. Ask the children to help in handing out copies of the worksheet. Pass them on until everyone has got one. The children work individually. They then use their coloured pencils to match the shapes to the words and write the coloured words inside every shape. Walk around the classroom and offer help if needed.

Show the children big figures and shapes of different colours. Create a number using some shapes. Count the elements, name them and say the colours that you've used. Ask: What number is it? Can you guess? What can you see? Ask two or three children to create their own numbers. Ask them the same questions.

Each child gets a set of coloured figures and shapes. They work on their own and make numbers from 1-10. Praise them for their creativity and hard work. Ask: What number is it? How many shapes? What are the colours? Gather all the sets. Use them in the next lesson for revision. Ask the HOT questions. Sing the "Good bye song".

START
at their desks

MAKE A CIRCLE
on the carpet

COLOUR DICTATION
at their desks

BIG OR SMALL?
at their desks

RHYME TIME
on the carpet

WORD SHAPES
at their desks

WORKSHEETS
at their desks

MAKING NUMBERS!
on the carpet

MAKING NUMBERS!
at their desks

HOT Questions
You can ask these in Polish

What's your favourite shape?
What's the colour of a happy number?
What's the colour of an angry number?
And what number is it?

Cel lekcji
wyrażony w języku rodzica

Dziecko rozwija sprawność motoryczną poprzez przepisywanie prostych słów.
Dziecko rozpoznaje kształt kilku słów: triangle, square, red, blue, itd.; dopasowuje kształt do słowa
Dziecko potrafi wskazać co jest duże a co małe (big and small).
Dziecko liczy do dziesięciu.

You will need

Flashcards (shapes, numbers and colours).
Wordcards: (big/small, names of colours, YES/NO signs).
Coloured shapes (big and small).
Big and small word shapes, coloured figures and colour dictation worksheet (one set/copy per child).
A colourful handkerchief and crayons.

6. Let's make numbers!

Lesson:
from start to finish

Language

Children hear and understand

Let's make numbers! Give me two circles/etc. Can I have a big triangle, please? Put the square on top of the rectangle! Is it big or small? Is it a square/a circle? What's your favourite number/colour/shape? What colour do you need?

Children hear and respond

Let's make a circle! Colour the triangle red. The triangle is red. It's a red triangle. Is it a square or a triangle? Is it red or green? Jump to the big square! Walk to the red circle! What colours are these?

Children repeat after the teacher

It's a big green circle. Three is my favourite number. Red is my favourite colour. A square is my ...

Children can say on their own

It's a circle/a rectangle, etc. It's big/small. My favourite number/colour/shape is two/red/circle.

Homework

The children have to colour in their favourite number shape. Ask them to find out which numbers are lucky or not lucky.

HOT Questions

You can ask these in Polish

Are there any big squares in this room?
Can you think of something red that we eat?
How do you feel when it's time to go home?

Cel lekcji
wyrażony
w języku rodzica

Dziecko powtarza słownictwo dotyczące kolorów, kształtów i liczb.
Dziecko wypełnia tabelkę na podstawie angielskich poleceń.

You will need

Flashcards from previous lessons.
Coloured pencils/crayons
Copies of the worksheet - one for each child, and one for yourself.

7. I can do it!

Lesson:
from start
to finish

Language

Children hear and understand

Come to the board Ania. Can you draw 'I'm happy' in number 3? Can you see box number three? What is it? Is it a green rectangle? No? It's a... black circle. Can you see box number 7? Two small red triangles in box number seven, etc.

Children hear and respond

I can see something red! Can you? Can you see something red? Can you touch it? What's your favourite colour? How many boxes can you see? Count with me... What's this? Is it a red eight?

Children repeat after the teacher

The song "Let's make a circle". Pass it on, please. In box number 1 there's a ...yellow triangle.

Children can say on their own

I'm fine/happy, etc. numbers 1-10, colours and shapes One circle/two triangles etc. a black square/a red 7.

Homework

If you haven't filled all the boxes on the handout you can ask the children to complete them at home.

SONG
on the carpet

Greet the children and take the register. Then move the children onto the carpet, sing "Make a circle, make a circle. Everybody make a circle, everybody make a circle, let's sit down, let's sit down." Melody: "Panie Janie".

REVISION
on the carpet

Say: "How are you today?" Use the feelings flashcards to remind the children of "I'm happy/sad/angry/sleepy." Encourage the children to say it back to you: "How are you today?" Ask the children to repeat after you. Say: "Let's say it together now." Show a card and then say: "3, 2, 1 - I'm happy!" (Next card) "And how are you today? Everyone together? I'm sad." etc.

FOCUS ON COLOURS
on the carpet

Say: "Stand up everybody, let's stand up." Put your hands to your eye like a telescope and say: "I can see something red! Can you? Can you see something red?" Pretend to 'focus' on something red, to direct the children's attention. "Look, here's something red! I can touch something red! Can you touch something red?"

ACTION GAME
on the carpet

Next say: "I can see something blue. Can you touch it?" You must go and touch the objects every time too, until all the children understand. You can give an instruction, wait for the children to do it, then do it wrong yourself. eg. Say: "Touch something green.", wait for the children to do it, then touch something yellow and ask: "Is this good? Is this green?"

REVISE SHAPES
at their desks

Get the children to go back to their places. Give a countdown - "5, 4, 3, 2, 1! Is everybody sitting?" Draw the shapes on the board, to revise the words. Do the rhyme from the previous lesson: "Let's make a circle, let's make a triangle. Let's make a small square change into a rectangle." Repeat the finger rhyme a few times, say it faster/slower/in a silly voice.

DEMONSTRATION
at their desks

Draw four big squares on the board. Number them 1-4. In square nr 1 draw a big (green) number 7. Ask: "What's this? Is it a red eight?", elicit the correct answer. Invite a volunteer to the board and ask him/her to draw a (red) triangle in nr 2. Ask another volunteer to draw 'I'm happy' in nr 3 and three circles in nr 4. Ask the class for confirmation. "Is that good?" Go through the pictures.

PICTURE DICTATION
at their desks

Draw four squares on the board. Number them 1-4. In square nr 1 draw a (green) number 7. Ask: "What's this? Is it a red eight?", elicit the correct answer. Ask a child to draw a (red) triangle in nr 2. Ask another volunteer to draw 'I'm happy' in nr 3 and three circles in nr 4. Go through the pictures again and elicit "In box number 2 there's a red triangle", etc.

WORKSHEETS
at their desks

Show the children the worksheet. Two boxes are filled. Ask: "How many boxes can you see? What's in box nr 3? etc." Hand out the worksheets. Ask the children to draw two small green triangles in box nr 6. Demonstrate with your own copy. Encourage, praise, and support. Continue filling in the rest of the boxes. Pause after each one so they can catch up. Countdown to focus the children.

SINGING TOGETHER
at their desks

Ask the children to sing with you through the boxes: "In box nr 1 there's a... YELLOW TRIANGLE (they shout)." You can split the group into two just down the middle or girls vs boys. Group 1 sings: "In box number one there's a... " group 2 answers: "...yellow triangle." and so on. At the end say: "Let's pack up please. Are you ready to go?". Then ask the HOT questions.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach europejskiego Funduszu Społecznego

Ask the 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 the homework, praise the children and show their work to the rest of class, speak English all the time.

WELCOME
at their desks

Move the children onto the carpet. You may sing a song the children already know. Or show and ask about things the children already know: "What's this? or "What colour is it?" etc.
Let the children move, do some gymnastics. Do some TPR: Stand up, turn around, jump up high, touch the sky, touch the floor, etc.

REVISION/WARM-UP
on the carpet

Sing the rhyme, make MrTed perform the actions and encourage the children to follow:
Teddy Bear, Teddy Bear, Turn around!
Teddy Bear, Teddy Bear, Touch the ground!
Teddy Bear, Teddy Bear, Show you shoe!
Teddy Bear, Teddy Bear, That will do!

RHYME TIME
on the carpet

Show the children your bag. Take out school objects one by one, name them and describe with enthusiasm. "What have I got here? It's my red pencil! I like my red pencil! What colour is the pen? Is it blue?, etc." Encourage the children to repeat the names of the school objects after you. Teach the children the song: "This is my pencil, this is my glue, this is my ruler, what about you?"

WHAT'S IN MY BAG?
in a circle on the carpet

Place all the school objects on the carpet. Describe them in full sentences, use gestures and mimes, speak English all the time. Name each school object clearly and encourage the children to repeat after you. Then ask them to put their fingers on different objects. Whoever touches the right object first is the winner.

PUT YOUR FINGER ...
in a circle on the carpet

Put all the school objects back in your bag. Peek inside and describe what you can see using a phrase: "I spy with my little eye". For example: "I spy with my little eye something that is yellow." (a pencil); "I spy with my little eye something that has got numbers" (a ruler); What is it? Do you know?" When they have guessed correctly, take out each item and describe it.

I SPY WITH MY
on the carpet

Stick flashcards with school objects on the board. Encourage the children to repeat the words after you. Then stick jumbled word-cards on the board, too. As a whole class activity the children match the words with the correct pictures.

WORDCARDS
at their desks

Hand out the worksheets to the children. Ask them to help handing out copies of the worksheet. Sing "Pass it on, please." until everyone has got one. The children listen to the teacher and colour in the pictures. Then they match the words and pictures.

WORKSHEETS
at their desks

To finish the lesson, set the homework and ask the HOT questions. Show genuine interest in their answers. Then sing the Goodbye song.

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

What is your favourite school object? Why?
What colour pencil case would you like to have?
Which word is difficult to say?
Which word is the funniest?

Cel lekcji
wyrażony w języku rodzica

Dziecko nazywa przybory szkolne: piórnik, długopis, ołówek, gumka do mazania, klej, linijka, temperówka.
Dziecko opisuje przedmioty: miękkie, twarde, drewniane, małe, duże.

You will need

Mr Ted.
Pictures of school objects.
Real school objects in a bag.
Wordcards: a pencil case, a pencil, a pen, a ruler, a rubber, a sharpener, a glue stick, a crayon.
Worksheets for the children.

8. My big schoolbag.

Lesson:
from start to finish

Language

Children hear and understand

Description of school objects: "This is a pencil case. I like my red pen. I've got a small sharpener, and you? My ruler is short. What is it? Try to guess. What colour is it? What can you feel? Is it soft or hard? Have you got the same glue stick?, etc."

Children hear and respond

Show me your ruler, please. Put your finger on your pencil case. Where is the rubber? Touch the pencil! Give me a pen, please! Where is my sharpener?

Children repeat after the teacher

This is a pencil case, a glue stick, a pencil, etc. Give me a ruler, please! Where is my sharpener?

Children can say on their own

This is my pen, my pencil case, etc. A ruler? A pencil? A sharpener?

Homework

Circle the object that is different in each row.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach europejskiego Funduszu Społecznego

Ask the 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.

WELCOME
at their desks

Show the children the flashcards with school objects and play the game as in the previous lesson. You may add questions like: What colour is it? Is it hard/soft? Big or small?, etc.

I SPY WITH MY
at their desks

Shuffle the school objects and flashcard shapes. Show one card and say: "It's a ruler, a square, etc." The children repeat after you but only if you name the card correctly. From time to time say a wrong phrase. E.g say "It's a sharpener" while holding up a ruler. If anybody repeats it after you, you score a point. If - on the contrary - the whole class remains silent, the class wins.

PARROT GAME
at their desks

Let the children move on the carpet and do some gymnastics. Ask them to stand up, turn around, jump up high, touch the sky, touch the floor etc. With the help of the children place the flashcards with school objects, shapes and colours around the room. Then ask the children to run to the pencil case, tip-toe to the colour red, walk to the rectangle, touch the glue stick, point to the circle, etc.

TPR
on the carpet

Ask the students to collect all of the flashcards that have been placed around the class. Ask: "Marek, can you go and find the square? Can you bring it, please? Kasia, where is the pencil case? Go and bring it, please!" Make sure every child has had a chance to bring something. Then shuffle the cards and place them face down.

RUNNING ERRANDS
on the carpet

Ask the children to take one card each. Close your eyes so that you cannot see what cards they've taken. Then ask questions: "Alex, what have you got? Have you got a sharpener, have you got the colour blue, red, have you got a ruler? Encourage the children to respond: Yes, I have or No I haven't.

HAVE YOU GOT.....?
on the carpet

Demonstrate the difference between 'this' and 'that'. Walk around the class, point to objects near you or far from you and name them starting each sentence with 'this is...' or 'that is...' until they understand the concept. Then hold THIS flashcard in the left hand and THAT in the right hand. They stand in a line. They jump to the left when they hear 'this' and to the right when they hear 'that'.

THIS AND THAT...
on the carpet

Place the realia on the carpet. Lift them one by one, name and describe: "The dictionary is heavy, Mr Ted is soft, the ruler is long/short, the box is wooden, etc." Ask them to repeat after you. Then play the guessing game. You choose an object and the children need to guess it by asking: Is it big, is it small, is it heavy, is it soft, etc."

GUESSING GAME
in a circle on the carpet

First on the carpet then the children match the wordcards (soft, hard, heavy, long etc.) to the items on the carpet. Then the children go back to their seats and complete the worksheets - they draw the object that comes next (See the worksheet). To finish the lesson ask the HOT questions.

WORKSHEETS
at their desks

HOT Questions
You can ask these in Polish

Do you like heavy books? Why? Why not?
Which word was difficult to say today?
What things are nice when heavy?
Do you like soft toys?

Cel lekcji
wyrażony w języku rodzica

Dziecko wskazuje przybory szkolne i określa jakie one są, czy miękkie, czy twarde, czy drewniane, czy kolorowe etc.
Dziecko rozróżnia, kiedy mówimy THIS, a kiedy THAT.

You will need

THIS v THAT flashcards.
School objects: pictures and flashcards. Shapes/flashcards.
Realia: a heavy dictionary, Mr Ted, two rulers - short and long, a small eraser, wooden sticks or a wooden box,
Wordcards: a dictionary, heavy, small, big, soft, hard, wooden, long, short.
Worksheets – one per child.

9. My dictionary is big and heavy!

Lesson:
from start to finish

Language

Children hear and understand

The description of a picture "What's in the school bag?" What colour is this pencil? What colour is that pen? What colour is it? Touch it! What can you feel? Is it soft? Is it heavy? Is it wooden? What have you got? Have you got a red square?

Children hear and respond

Show me a dictionary, please. Can you give me your glue stick? Touch it! What can you feel? Is it soft? Is it hard?

Children repeat after the teacher

I've got a red pen. I've got a wooden pencil. I haven't got a ruler. Have you got a square? Yes, I have.

Children can say on their own

Is it wooden, is it long, heavy? The pencil case is colourful. Yes, I have. No, I haven't.

Homework

Ask the children to make a list of objects in the classroom.

Ask the children how they are. "Are you ok? Happy? Is everything ok?" Take the register. Help them 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.

WELCOME
at their desks

Let the children move on the carpet and do some gymnastics. Ask them to stand up, turn around, jump up high, etc. Then ask them to run to the door, tip-toe to Zosia's chair, walk to the board, touch the teacher's desk, point to Michal's schoolbag, hop to the back wall, etc. Do not translate your commands, just do the actions and encourage the children to follow you.

TPR
on the carpet

Play the Parrot game. Use the flashcards with school objects and shapes. Describe them in full sentences, using adjectives: heavy, soft, hard, long, short, etc. the children repeat only if the description is adequate. Put the score on the board. But by the end let the children win.

PARROT GAME
on the carpet

Demonstrate and teach new vocabulary. The children repeat after the teacher: a peice of chalk, a bin, a chair, a sponge. Introduce Mr Bee. Describe him. Clap your hands (4 beats) and sing: "Mr Bee is yellow and black. Mr Bee is busy today." Get the children to sing with you. They may clap their hands or stamp their feet to the rhythm of the song.

RHYME AND RYTHM
on the carpet

Demonstrate prepositions of place. Encourage them to ask the question: "Where are you Mr Bee" (3 beats) while you walk around the class and put Mr Bee (toy or flashcard) in different places - e.g. on the desk, in the bin, under a schoolbag, etc and say: "Where is Mr Bee?" Can you see him? Where are you Mr Bee? Are you on the chair/in the bin? Ah, there you are! Hello!

WHERE IS MR BEE?
on the carpet

Ask the children to hide Mr Bee somewhere in the room. Leave the class for a moment so that you cannot see where they have hidden him. Come back to the room. Walk around the class, look in different places asking: Are you in Zosia's pencil case/under Tomek's desk, etc. Encourage the children to shout YES/NO

HIDE AND SEEK
on the carpet

Place flashcards with a bin, chair, desk and shapes on the carpet. Ask the children to close their eyes and hide Mr Bee under one of the cards. The children open their eyes and try to guess where he is by asking: Is he under the desk? Is he under the bin? Is he under the square?, etc.

GUESSING GAME
in a circle on the carpet

First ask the children to match the new words to the right pictures. Then turn the pictures and wordcards face down and play the memory game. Engage as many children as possible.

WORCARDS
on the carpet

To finish the lesson set the homework. Then ask the HOT questions. Show genuine interest in the children's answers. Then sing the Goodbye song.

GOODBYE SONG
on the carpet

HOT Questions

You can ask these in Polish

How many legs has Mr Bee got? Do you know?
Can Mr Bee fly? What do you think?
Who do you like more: Mr Bee or Mr Tedd?
Where do you like to hide?

Cel lekcji
wyrażony w języku rodzica

Dziecko wskazuje pszczołę, kredę, kosz, krzesło, gąbkę nazwane po angielsku.
Dziecko wskazuje położenie Mr Bee używając przyimków: in, on, under.

You will need

Flashcards with objects.
Shapes.

10. A busy bee.

Lesson:
from start to finish

Language

Children hear and understand

Mr Bee is looking for a peice of chalk. Mr Bee is under the chair. Where is Mr Bee? Look! Can you see? Where are you, Mr Bee? What colour is it? Where's the chalk. This is a small sponge. Mr Bee is looking in the bin. Where is it? Do you know?

Children hear and respond

Show me the sponge! Put your finger on the chalk! Where is the bin? Touch the chair. Give me a peice of chalk, please! Look in the bin! Look under the chair, etc.

Children repeat after the teacher

Where is Mr Bee? Where are you? Mr Bee is yellow and black. Mr Bee is busy today. Is he on the desk?

Children can say on their own

Where are you, Mr Bee? On the chair, in the bin, under the desk, etc.

Homework

Use the code and colour in Mr Bee.

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 the homework, praise the children and show their work to the rest of class, speak English all the time.

WELCOME
at their desks

Invite the children to the carpet. Let them move a little, do some gymnastics activities. Ask them to stand up, turn around, jump up high, touch the sky, touch the floor, point to the window, to the board, run to the door, etc.

WARM-UP
on the carpet

Show the children new pictures of animals and describe them. E.g. "It's a hamster. I've got a hamster at home, he likes to eat carrots. What colour is the rat? Is it grey? Can you see a mouse? It's small. Where is our mouse? Can you see? Oh, it's under my bag! Can you help me to find the hamster now? Where is it? Oh, it's on the desk! Where is our mouse now? Oh, it's on your leg!"

NEW VOCAB
on the carpet

The children sit in a circle. Place flashcards with the animals in the middle and name them once again. Then ask the children: "Put your finger on the... brown hamster, grey rat, white mouse, etc." Whoever touches the right flashcard first is the winner.

YOUR FINGER ON ...
on the carpet

Shuffle a set of flashcards with animals and numbers. Show the cards one by one and name them. The children repeat after you. Now and then say the wrong phrase. E.g. hold up a picture of a hamster and say 'It's a rat'. Or show number 8 and say "It's 7". If anybody repeats the wrong phrase, the whole class loses a point. However, if children remain silent, you lose a point.

PARROT GAME
on the carpet

Put flashcards with animals and numbers on the floor. Make THE children stand in lines of 4 or 5. Whisper "a gray rat" to the first person in each line. They need to be quiet until you give a signal. Then they whisper the words to the next person in line. And the next, and the next. The last person in the line grabs the card with the gray rat on it.

CHINESE WHISPERS
on the carpet

Stick flashcards with animals on the board. Encourage the children to repeat the words after you. Then stick jumbled wordcards on the board, too. As a whole class activity the children have to match words with the correct pictures.

WORDCARDS
at their desks

Hand out the worksheets to the children. Ask them to help hand out copies of the worksheet. Sing "Pass it on, please." until everyone has got one. The children find and colour the animals. Then they trace the right numbers.

WORKSHEETS
at their desks

To finish the lesson ask the HOT questions. Show genuine interest in the children's answers. Then sing the Goodbye song.

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

What is your favourite number?
Why are some people afraid of mice?
Who ate the crayons today?
Are crayons tasty?

Cel lekcji
wyrażony w języku rodzica

Dziecko wskazuje zwierzątka: a rat, a mouse, a hamster.
Dziecko liczy od 1 do 12.

You will need

Flashcards with numbers 1-12.
Pictures of a rat, a mouse, a hamster, a brown hamster, a grey rat, a white mouse.
Wordcards: a mouse, mice, a hamster, hamsters, a rat, rats.
Worksheets, one per child.

11. A mouse ate my crayons.

Lesson:
from start to finish

Language

Children hear and understand

Description of a small animal, e.g. It's a white mouse. It's a very small animal. It's got a long tail and red eyes. The mouse ate my crayons. One crayon, two crayons, three crayons... Where is my red crayon? What happened to my crayons?

Children hear and respond

Let's count the crayons. How many crayons are missing? Show me a purple crayon! Where is the yellow crayon! Put your finger on the green crayon! Show me a mouse. Touch the mouse, etc.

Children repeat after the teacher

One, two, three,...., eleven, twelve, a grey rat, a brown hamster, a white mouse.

Children can say on their own

A white mouse, a grey rat, a brown hamster

Homework

Ask the children to colour in a picture of their favourite animal. Ask them to describe their favourite animal.

Człowiek - najlepsza inwestycja

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Ask the 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. Speak English all the time.

WELCOME
at their desks

You may sing a song that the children already know. Then ask questions that the children can answer: Point to school objects and ask: What's this? What colour is it?, etc. Then move them to the carpet by saying: If you've got something blue go to the carpet. If you've got something red go to the carpet. Repeat it with different colours until all the children have moved to the carpet.

REVISION
first the desks then carpet

Place flashcards or real school objects on the carpet. Encourage the children to repeat the words after you. Then put jumbled wordcards on the carpet, too. Together with the children match the words with correct pictures/objects. Then shuffle and do it again.

WORDCARDS
on the carpet

Place school objects around the room (flashcards or realia) and say clearly where you put them, e.g.: in the schoolbag, on the desk, under the book. Repeat that a few times until the children grasp the concept of prepositions. Encourage the children to repeat after you: on the desk, in the bin, under the book, etc.

PREPOSITIONS
on the carpet

Walk around and ask questions about the classroom. For example: Is Michał's pen on the desk? Is Ola's book under the chair? Is the sponge on the teacher's desk?, etc. Encourage the children to respond: Yes, there is/No, there isn't. Ask as many questions as possible. Stop when the children get tired or bored.

YES OR NO?
on the carpet

Divide the children into four teams: triangles, squares, circles and rectangles. Ask one member of each team to find the school objects. Whoever gets to the right object first needs to say where it is, e.g. on the desk, under the book. If they say it correctly their team scores a point. Put the scores on the board and count the points with the whole class.

RUNNING GAME
on the carpet

Tell the children that you can read their minds. Give them a small coloured piece of paper and ask them to hide it in the room. Turn around and try not to look as they hide it. Then ask questions: Is it in the bin, on the window, etc. The whole class responds: Yes, it is or No it isn't.

TELEPATHY
on the carpet

Ask the children to go back to their desks. Say: If you've got something blue/green go to your seat. Repeat it with different colours until all the children have moved to their seats. Hand out the worksheets. Ask some children to help hand out the copies. Sing "Pass it on, please." until everyone has got one. The children use the code and colour the classroom.

WORKSHEETS
at their desks

To finish the lesson ask the HOT questions. Show genuine interest in the children's answers. Then tie a piece of string or rope in the doorway. The children may leave the class only if they can answer one question. Ask a different question to each child. Lift the rope and let the child go out when he/she has answered your question. The children leave the room slowly, one by one.

EXIT EXAM
by the door

HOT Questions

You can ask these in Polish

Which school object smells the nicest?
Close your eyes. Imagine you are touching a sponge. What do you feel?
What thing is the most important on your desk?

Cel lekcji
wyrażony w języku rodzica

Dziecko wskazuje i nazywa przedmioty znajdujące się w klasie oraz przybory szkolne.

You will need

Flashcards: a chair, a table, a window, a whiteboard, chalk, a pencil case, a pencil, a pen, a rubber, a ruler, crayons, a book, a bin, a carpet, a lamp, a door, a desk, a picture (a poster), a sponge. Wordcards with school objects. A big sheet of paper, glue sticks, crayons. Worksheets for the children. A small coloured piece of paper.

12. In my classroom.

Lesson:
from start to finish

Language

Children hear and understand

Look! It's our classroom! Is it big? Is it small? Where is the board? Show me! Point to the teacher's desk! How many windows are there? Are there three or four windows? Can you count the windows? Let's count! Have you got a pen? How many?

Children hear and respond

Run to the door. Touch the board. Show me a black pencil. Put your finger on a table. Touch your chair. Let's count the pencils. Have you got a green pen?

Children repeat after the teacher

This is a chair, a wooden desk, a long pencil, a soft sponge, a short crayon, a thin brush, on/under the ...

Children can say on their own

A chair, a table, a bin, a window, a white board, chalk, a door, a desk, a pencil case, a crayon, etc.

Homework

Give the children a simple picture with objects. They have to practice prepositions of place with the picture.

Greet the children and take the register.
Revision game: you can write on the board vocabulary from previous lessons for the children to guess "What's this?" on the board.

To seat the children say or sing the (melody - "Panie Janie");
"Make a circle, make a circle, big and round, big and round. Everybody make the circle, everybody make the circle. Let's sit down. Let's sit down."

Say: "Listen to my story. Be quiet and listen to my story. One, two, three - look at me! Three, two, one, zero! Who's gonna be our hero?...". "... Is it you? Is it me? Look and see! Look and see!"
Show page 1 (title page), ask: "What can you see?" etc.
If you need it, make sure you have the story outline handy!

Page 2 - introduce the three characters, talk about emotions, ask the children: "Do you know why he is sad?" etc. Accept all answers, this is to raise interest. Ask: "What's his name? What's her name? Can you tell me?" The class can come up with suggestions.

Page 3 - "Why is he sad? What's the matter?". Use a different voice to respond as the boy. The children can list the items that are in a pencil case as revision. With the children repeat the phrases: "Why are you sad? What's the matter? I haven't got..." etc. Say: "Let's say it together/Repeat/Now you." (Pretend to look for the items to revise prepositions.)

Page 4 - Sing: "Magic Brush, Magic Brush, please help me. Magic Brush, Magic Brush - 1-2-3!" Get the children involved in the song. Repeat it louder/quieter. Faster/slower. Add some actions.

Page 5 - use the pictures to elicit as much vocabulary as possible. Be encouraging. Continue telling the story, developing it as the children add vocabulary/ask questions. Repeat the story all the way through and really encourage the children to participate in the songs and questions.

You can get the children to stand up and perform the story. Divide them into four groups: the "I haven't got my pencil case group", the "I haven't got my book" group, the "I haven't got any friends" group, the Magic Brush group. Add props if you want. The groups play the characters as you tell the story again.

The children make their own zig-zag book. Have one ready-made so they know what to aim for. Hand out a copy of the zig-zag book sheet. DEMONSTRATE in stages. Say: "Look at me/Watch/ Do this/Like this/Fold/Press hard/Show me."etc. Encourage and praise. You can dictate the colours of the objects etc. Say: "The long pencil is green." To round off, go through the story together.

TO START
at their desks

A SONG
on the carpet

START THE STORY
on the carpet

STORYTELLING
on the carpet

STORY CONTD.
on the carpet

STORY CONTD.
on the carpet

STORY CONTD.
on the carpet

ACT OUT THE STORY
on the carpet

TO FINISH
at their desks

HOT Questions
You can ask these in Polish

Would you like a Magic Brush of your own?
What would you like the Magic Brush to do for you?
How can you help others when they are sad?
How do you feel when you haven't got... your pencils?

Cel lekcji
wyrażony w języku rodzica

Dziecko słucha i rozumie historijkę o Magicznym Pędzlu.
Dziecko poznaje zwroty z historijki.
Dziecko powtarza słownictwo z poprzednich lekcji.
Dziecko słucha poleceń i wykonuje własną książeczkę.

You will need

The Magic Brush Story cards.
The Magic Brush story outline.
The Magic Brush students' zig-zag book.
Worksheet - one copy per child NOTE:
The zig-zag book is a double-sided copy.
Be careful when copying so that it folds correctly!
Optional: a big paint brush as a prop.

13. The Magic Brush - a story.

Lesson:
from start to finish

Language

Children hear and understand

Be quiet and listen to my story. One, two, three - look at me! Three, two, one, zero! Who's gonna be our hero? etc. Make a circle, big and round. Everybody make the circle. Let's sit down. Look at the boy! Why is he sad? Do you know why he's sad?

Children hear and respond

What can you see? What's his/her name? Can you tell me? Where's the book? What colour is it? Tell me, what colour is the book? How many different colours can you see?

Children repeat after the teacher

Sing: Magic Brush, Magic Brush, please help me...
What's the matter? Oh dear.

Children can say on their own

I'm sad. I'm happy. A long pencil, a blue pen, etc. a blue triangle, a big red square etc. She/he's sad, happy.

Homework

Finish off the book, try to remember the story. NOTE: If you let the children take the book home, their parents will be able to see some of the material you have covered in class.

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

Ask the 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 the homework, praise the children and show their work to the rest of class, speak English all the time.

WELCOME
at their desks

To revise the previous lesson play Kim's game with different coloured crayons. Ask the children "What colour's missing? How many crayons are missing? Is it a long or a short crayon?"

REVISION
on the carpet

Show the children the monster. Describe it (body parts) in full sentences, use gestures and mimes. Teach the children the names of body parts without translating into Polish. Keep saying: The monster's got a huge head. It's the monster's head. The head is huge. What colour is the monster's head? Is it blue?" Ask the children to repeat the whole sentences after you.

MONSTER POSTER
on the carpet

Teach the children the rhyme: This is my elbow, this is my nose, this is my finger, and these are my toes. Repeat the rhyme indicating to the parts of your body at the same time. Ask the children to do the same and recite the rhyme with you. Place flashcards - elbow, nose, finger and toes (in this order) on the carpet. Repeat the rhyme, pointing to the pictures.

RHYME TIME
on the carpet

Now repeat the rhyme again but this time turn one of the pictures over. Encourage the children to recite the rhyme again, naming the "missing" part. Then turn another picture over and have the children recite the rhyme in a chorus. Continue the process until the children are 'reciting' the whole rhyme from blank sheets of paper.

VANISHING RHYME
on the carpet

Ask the children to do what you say, for example: "Touch your leg! Rub your nose! Nod your head! Shake your leg! Roll your hands! Click your fingers! Stamp your feet!" You may introduce the Simon Says game at this point.

TPR
on the carpet

Everyone sits in a circle. Whisper the name of a body part to the child next to you so that nobody can hear and he/she needs to whisper it to the person next to him/her. The last child in line needs to say it loud or point to the right flashcard. Begin with a different child each time.

CHINESE WHISPERS
on the carpet

Hand out the worksheets. Ask the children to help hand out copies of the worksheet. Sing "Pass it on, please." until everyone has got one. The children fill in the worksheets. They trace letters to write body parts and match them with pictures.

WORKSHEETS
at their desks

To finish the ask the HOT questions. Show genuine interest in their answers. Then tie a piece of string or rope in the doorway. They may leave the class only if they perform your command. Give a different command to each child. Lift the rope and let the child go out when he/she has: stamped their feet, clapped their hands, etc. the children leave the room slowly, one by one.

EXIT EXAM
by the door

HOT Questions

You can ask these in Polish

Which part of the body is the most important?
Which word is hard/easy to remember?
Are you afraid of monsters?

Cel lekcji
wyrażony
w języku rodzica

Dziecko wskazuje część ciała nazwaną w języku angielskim.
Dziecko recytuje i pokazuje wierszyk: This is my elbow, this is my nose, this is my finger and these are my toes.

You will need

A poster of a monster.
Flashcards with parts of the body.
Worksheets for the children.
Crayons.

14. I'm a huge monster.

Lesson:
from start
to finish

Language

Children hear and understand

I've got something special for you. It's a monster. He is so scary. Are you scared? I'm afraid of it. The monster's got a big head and very big teeth. This is my head. It is not very big. I've got 2 hands. Rub your nose! What's he rubbing? Is it his ...?

Children hear and respond

Are you scared? Touch your nose. Show me your eyes! Clap your hands! Stamp your feet! Pat your stomach! Shake a leg! Nod your head! Scratch your neck. Where are your hands?

Children repeat after the teacher

This is my elbow, my nose, my finger. These are my toes, my feet, my ears, etc..

Children can say on their own

This is my elbow, this is my nose, this is my finger, and these are my toes.

Homework

Draw a friendly monster!

HOT Questions You can ask these in Polish

What would be the most difficult to do if you couldn't hear/see/or smell?
Which sense is the most important?
Which sense is the one you use most frequently?
Close your eyes and try to see the classroom in your mind's eye. Can you see the board?
Can you point to the door?

Cel lekcji
wyrażony
w języku rodzica

Dziecko rozumie zwroty: I can smell with my nose. I can see with my eyes. I can hear with my ears. I can taste with my tongue. I can touch with my hands.
Dziecko nazywa zmysły w języku angielskim - look/see, taste, smell, listen/hear, touch.

You will need

A poster of a monster.
Flashcards with senses.
Wordcards: look, listen, smell, taste, touch.
Worksheets for the children.
Realia: perfume, pictures, orange juice, a song on a CD, a ruler, a piece of chalk, a pen.
Five scarves to blindfold the children.

15. I can smell with my nose.

Lesson:
from start
to finish

Language

Children hear and understand

It's a monster. He's got a huge head and a small nose. Touch it! These are his eyes and his hands. You look with your eyes. You can see with your eyes. You smell with your nose. What can you do with your nose? Can you see things with your nose?

Children hear and respond

Show me your eyes, your ears, your mouth, your nose, etc. Touch your knee! Smell the sponge! See what's in my bag! What do you touch things with: with your eyes or with your hands? What do you see with?

Children repeat after the teacher

I can smell with my nose. I can look with my eyes. I can listen with my ears. I can taste with my mouth, etc.

Children can say on their own

I can taste, touch, smell, look/see, hear/listen with my eyes, with my nose, my mouth, my ears.

Homework

Ask the children to come up with 5 things they like from the 5 senses. E.g. I like to smell oranges/strawberries, etc.....

WELCOME
at their desks

Ask the 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 homework (friendly monster), show their drawings to the rest of the class and comment on them in English. Praise the children for their work. Give stamps or stickers as a reward.

REVISION
on the carpet

Revise the previous lesson. Ask the children to touch their heads, stamp their feet, clap their hands, rub their noses, open their mouths, close their eyes, etc. The children follow your instructions. Then divide the children into five 'SENSES' groups. To demonstrate different senses blindfold respective groups first.

DEMONSTRATION
on the carpet

Ask the SMELL group to smell the perfume. Say: "Smell it! Can you smell it? Is it sweet? Do you like it? You can smell with your nose! Where is your nose?". Give the TASTE group some orange juice and say: "Taste it! Does it taste good? What taste is it? Is it orange or lemon? You can taste with your tongue! Where's your tongue?". Play some music to the HEAR group and say: "Sh!

CONTD.
on the carpet

Listen now. Can you hear it? Do you like it? You can hear with your ears! Where are your ears?" Then blindfold the TOUCH group and ask them to pass around different objects and touch them. Ask: "Do you know what it is? Is it a rubber or a ruler? Touch it! You can touch with your hands. Then blindfold the SEE group and demonstrate "You can't see without your eyes".

THE SONG
on the carpet

Place the flashcards with the five senses on the carpet, each time repeating a respective line from the song below. Repeat the song a few times pointing to the corresponding flashcard at the same time. Then point to the ears flashcard and ask with raising intonation: "With my ears? With my ears?" Encourage the children to respond: I can hear with my ears.

5 SENSES SONG
on the carpet

Continue with the rest of the song:
With my ears? With my ears? - I can hear with my ears.
With my nose? With my nose? - I can smell with my nose.
With my tongue? With my tongue? - I can taste with my tongue.
With my hands? With my hands? - I can touch with my hands.
With my eyes? With my eyes? - I can see with my eyes.

WALK AROUND
on the carpet

The children walk around the room and sing with you the 5 Senses song performing the following movements: they hold their ears for HEAR, they point to their noses for SMELL, they wiggle their fingers up in the air for TOUCH, they stick out their tongues for TASTE and they cover and uncover their eyes with their hands for SEE.

WORKSHEETS
at their desks

Move the children to their desks. Hand out the worksheets. Ask the children to help hand out copies and sing "Pass it on, please." until everyone has got one. The children fill in the worksheets. They match parts of the body with the respective senses.

EXIT EXAM
by the door

To finish the lesson ask the HOT questions. Show genuine interest in their answers. Then tie a piece of string or rope in the doorway. The children may leave the class only if they answer your question: What can you see/hear/taste with? Ask a different question to each child. Lift the rope and let the child go out when he/she has answered your question correctly.

HOT Questions

You can ask these in Polish

What would you do if you had a magic wand?
Have you ever seen a ghost?
Who is stronger: a witch or a vampire?
Have you ever gone trick-or-treating or made your own jack-o-lantern?

Cel lekcji
wyrażony
w języku rodzica

Dziecko zna zwyczaje anglosaskich dzieci związane ze świętem Halloween. Dziecko wskazuje i nazywa postaci za które przebierają się dzieci w święto Halloween: duch, wampir, czarownica, wróżka, goblin, pirat, dynia, pajak.

You will need

Flashcards of a ghost, a witch, a vampire, a spider, a fairy, a pirate and a pumpkin. A white cloth with two round wholes to dress up as a ghost. Wordcards: a ghost, a witch, a vampire, a spider, a fairy, a pirate and a pumpkin. Worksheets for the children. Optional: Internet access to a song on YouTube

16. Halloween - Trick or Treat?

Lesson:
from start
to finish

Language

Children hear
and understand

Do you know what British children do on Halloween? Have you ever seen a ghost/a vampire? Are you afraid of ghosts? Who isn't afraid of witches? How does a ghost/a vampire/a witch go? A ghost goes U-hooo. Who wants to be a ghost?

Children hear
and respond

How does a vampire, a witch, a ghost go? Who has a black hat, long teeth, a big nose, round/triangular eyes, long hair, a magic wand. Who is scary, tall and skinny? Who smells bad? Who is scary, etc.?

Children repeat
after the teacher

She's a wicked witch, a beautiful fairy. He's a scary vampire, a pirate/ghost. It's a pumpkin, a magic wand.

Children can say
on their own

A witch, a vampire, a ghost, a spider, a pirate, a pumpkin, etc. Is it a witch? Is it a pumpkin?

Homework

Ask the children to draw their favourite Halloween outfit.

WELCOME
at their desks

In front of the children put on a ghost costume. Say a few times "U-hooo, U-hooo, I am a ghost." Then walk around the class, shake hands with all the children. Say: "I am a friendly ghost. And who are you?" Make the children say their names. Say: "Nice to meet you, Ola. Nice to meet you, Marcin." Then take off your costume and take the register.

YOUTUBE SONG
at their desks

Play the song from YouTube (<http://www.youtube.com/watch?v=4jxcWlq3CBg>) and describe the characters (the children are dressed up as a ghost, a cowboy, a witch, a monster, a ballerina and a pirate) and what they are doing. Talk about colours, objects, actions, places and point to relevant elements in the film at the same time.

HALLOWEEN
at their desks

In Polish, tell the children about trick-o-treating that takes place in Britain and especially in the USA at Halloween. You may explain how the children in those countries make a jack-o-lantern (a hollowed out pumpkin with cut out eyes and mouth and a candle inside).

VOCABULARY
on the carpet

Make the children sit in a circle on the carpet. Teach them some Halloween vocabulary. Place flashcards of a ghost, a witch, a vampire, a goblin, a fairy, a pirate and a pumpkin on the carpet. Name them and point at the same time. Repeat a few times. Ask the children to repeat after you, first boys, then girls, then those children who have something blue, green, yellow, etc.

TPR
on the carpet

Ask the children to stand up and walk around the room: like a ghost (arms stretched, making the sound "U-hooo"), like a witch (flying on a broomstick), like a spider (on all fours), like a pirate (looking through a telescope), like a pumpkin.

GUESSING GAME
on the carpet

Shuffle the flashcards and place them face down in a pile. Pick up one card but do not show it to the children. Tell them you have just found your Halloween costume. The children can find out what it is by asking "Are you a vampire, are you a ghost, etc." They need to keep asking until they have guessed the card you are holding. Repeat it a few times.

DRAMA ACTIVITY
on the carpet

Ask one child to pick a card which nobody can see. He/she needs to act out the character on the card. Once again other children try to guess who he/she is by asking "Are you a vampire, are you a ghost, etc." The child who has guessed the right question picks another card and acts it out.

WORKSHEETS
at their desks

The children go back to their desks. Hand out the worksheets. Ask them to help in handing out the copies. Song "Pass it on, please." until everyone has got one. Ask the children to colour in the characters on the worksheet. Dictate the colours they should use.

FINISH THE LESSON

To finish the lesson set the homework and ask the HOT questions. Show genuine interest in the children's answers. If time allows play the song from YouTube again. Encourage the children to join in singing.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach europejskiego Funduszu Społecznego

HOT Questions

You can ask these in Polish

Which word is the most difficult to remember?
Which phrase will you tell your mum?
When you were a baby, which did you learn to do first: stamp your feet, clap your hands or click your fingers?

Cel lekcji
wyrażony
w języku rodzica

Dziecko wskazuje i nazywa części ciała: head, shoulders, knees, toes, hands, fingers, eyes, ears, mouth, nose
Dziecko wykonuje polecenia wyrażone po angielsku: clap your hands, roll, rub your nose, shake hands, wiggle your fingers, stamp your feet, nod your head, click your fingers.

You will need

Verb flash cards: clap, roll, shake, wiggle, rub, nod, stamp, click.
Pictures/photos of body parts.
Signs YES/NO.
A set of words, pictures and signs for each group.
A CD with pop music.
Worksheets for homework.
(Wear comfortable clothes in this lesson).

17. Shake your head and click...

Lesson:
from start
to finish

Language

Children hear and understand

Can you clap your hands? Can you stamp your feet? Can you stamp your mouth? Of course not. Who can wiggle their fingers/toes? Can you wiggle your toes? Where are your toes? Show me! Who's got blue eyes? Close your eyes, etc.

Children hear and respond

Stamp your hands, roll, rub your nose, shake hands, wiggle your fingers, stamp your feet, nod your head, click your fingers, scratch your head, turn around, jump up high, etc..

Children repeat after the teacher

Clap your hands, roll, rub your nose, shake hands, wiggle your fingers, stamp your feet, nod your head, etc.

Children can say on their own

My hands, my feet, my nose, my eyes, turn around, clap your hands, stamp your feet, rub your nose, etc.

Homework

What can you do best? Draw a picture.
Match the words to the pictures. (worksheets)

WELCOME
at their desks

Welcome the children. Speak in English all the time. Sing the hello song with them - with gestures and mimes. Then take the register. If somebody is absent ask why. Show your interest. Rephrase the children's answers in English. E.g Oh, So Jasiu is ill today. I'm so sorry.

REVISION
on the carpet

Move the children to the carpet and sing: Sing: Let's make a circle! Let's make a circle! One, two, three! Sit down. Sing "Head and shoulders". Ask questions about body parts: Show me your nose, How many fingers have you got?, etc. Play the "Head to head" game (they touch each other with the part of the body that you call out, eg. head to head, arm to arm, ear to ear, etc.

CHECK HOMEWORK
at their desks

Check their homework. Walk around the classroom and show the children's work to their peers, praise them, emphasize at least one good thing in each exercise - "Well done! Great picture! Nice colours!, etc.
Introduction: Show the film on YouTube
<http://www.youtube.com/watch?v=i4WNrvVjiTw>

PRESENT PHRASES
on the carpet

Introduce new vocabulary using gestures. Speak and show at the same time. Say the first line quietly and slowly and the second line louder and quicker. Encourage them to perform the actions with you. (Repeat and vary this activity as long as they enjoy it.)
Clap, clap, clap your hands as slowly as you can.
Clap, clap, clap your hands as quickly as you can.

CONTD.
on the carpet

Click, click, click your fingers as slowly as you can.
Click, click, click your fingers as quickly as you can!
Nod, nod, nod your head as slowly as you can.
Nod, nod, nod your head as quickly as you can!
Roll, roll, roll your hands as slowly as you can!
Roll, roll, roll your hands as quickly as you can.

PICTURE READING
at their desks

Show the film <http://www.youtube.com/watch?v=i4WNrvVjiTw>
Stick verb flashcards on the board and demonstrate the movements again. 'Read' the pictures aloud with the children. Rearrange the pictures and read again.
Then place body part flashcards on the board, too. Ask the children to name them.

CONTD.
at their desks

Place the picture of hands next to the 'Clap your hands!' flashcard. Ask: Is it OK? Yes, it's OK. You can clap your hands" - Place a YES sign next to the pictures.
Then place the picture of eyes next to the 'Clap your hands!' flashcard. Ask: "Is it OK? Can you clap your eyes! Is it OK? NO! You can't clap your eyes!" Place a NO sign next to the pictures.

GROUP WORK
at their desks

Divide the children into groups of three. Give child A in each group small wordcards with 'stamp, clap, click', etc. child B gets small pictures of body parts, and child C - a set of little YES/NO signs. Child A reads the word on his/her card, Child B shows his/her picture and names it. Child C decides if the combination is possible or not and shows the respective sign.

TIME FOR A DISCO!
on the carpet

Play the music and dance with the children. Encourage them to be DJs and give instructions like: Clap your hands and stamp your feet! Shake your body! Shake! Shake! etc. When the bell rings, stand by the door. Give each child a homework worksheet and let them out one by one, but only if they carry out your command.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach europejskiego Funduszu Społecznego

Place a soft bag filled with real clothes in the middle of the carpet. Ask the children to guess what's inside. Encourage them to come up with different ideas. Do not confirm if they guess right Just say: "We'll see" and make a mysterious face.

WHAT'S IN THE BAG?
at their desks

Ask the children how they are. Are you OK? Are you happy? Is everything OK? Take the register. Help the children respond in English: "present, absent".

GREETING
at their desks

Revise the previous lesson. Ask about things the children already know: "What's this? or "What colour is it" " Do you know, what is it? Sing a song the children already know. Check the homework, praise the children, show their work to the rest of class.

REVISION
on the carpet

Let the children move onto the carpet, do some gymnastics. Stand up, turn around, jump up high, touch the sky, touch the floor, sit down, close your eyes, open your eyes, touch your feet, touch your one foot, touch your head etc.

WARM-UP
on the carpet

Describe in full sentences the appearance of the boy and girl in the posters, what are they wearing today? Do you know these clothes? She's wearing a yellow dress and beautiful shoes. What is she wearing on her head? Do you know what is it? And You, what are you wearing today? What am I wearing today?

CLOTHES
on the carpet

The children have to repeat the words after the teacher: jeans, a dress, socks, a T- shirt, a hat, a skirt, shoes. The children have to match the pictures of the clothes with the correct words.

MATCHING GAME
on the carpet

Tell the children that if we want to ask about clothes we have to ask: " What are you wearing today?" If we want to respond we can say: I'm wearing a green T- shirt and blue jeans today..., but we have to use "She's wearing" for a girl and" He's wearing" for a boy. Then play with the children "What are you wearing today?" Help the children respond in English.

ASKING QUESTIONS
on the carpet

Draw a picture of a boy on the board. Stick a flashcard with jeans underneath and say clearly "He's wearing jeans". Then draw a girl, stick a flashcard with a skirt and say: "She's wearing a skirt". Then stick other clothes flashcards under the boy and the girl but plain side up. Elicit questions from the children: Is he wearing shoes/a hat? Is she wearing a T-shirt? Play the guessing game.

GUESSING GAME
on the carpet

The children fill in the worksheets. Set the homework. Ask the HOT questions.

TO FINISH
on the carpet

HOT Questions
You can ask these in Polish

Which word is the most popular in our classroom today?
What's your favourite piece of clothing?
What colour is it?

Cel lekcji
wyrażony w języku rodzica

Dziecko nazywa ubrania: a T-shirt, a skirt, a dress, a hat, shorts, jeans, shoes.
Dziecko reaguje na polecenia: Put on your hat, jeans, shoes/Take off your shoes, hat, T-shirt.

You will need

Posters with the silhouette of a boy and a girl.
Real clothes.
Flashcards (a T-shirt, a skirt, a dress, a hat, shorts, jeans, shoes).
Wordcards: a T-shirt, a skirt, a dress, a hat, shorts, jeans, shoes.
Worksheets.

18. Put a hat on your head.

Lesson:
from start to finish

Language

Children hear and understand

What are you wearing today?
Describe the boy and the girl. I'm wearing blue jeans. Take off your shoes. Put on your hat. What colour is this dress?

Children hear and respond

Show me a T-shirt! Touch your shoes! Put your finger on your head! Touch your nose! Take off your shoes, please! Put a hat on your head please. Can you do it?

Children repeat after the teacher

This is a T-shirt, this is a dress. I like this hat, the jeans, the socks, a skirt. What are you wearing?

Children can say on their own

A T-shirt, a skirt, a dress, a hat, shorts, jeans, shoes.

Homework

Draw your favourite character from your favourite cartoon.

Place a chair in front of the blackboard. Ask a child to get on it. Draw the children's attention to what he/she is wearing. Describe it in rich language using a lot of adjectives. Concentrate on one item of clothing the child is wearing. You may draw it on the board or ask another child to do it.

Ask the children how they are. "Are you OK? Are you happy? Is everything OK?" Take the register. Help the children to respond in English: "present, absent"

Revise the previous lesson. Sing a song the children already know. Ask them about words and things the children already know: "What's this? or "What colour is it", "Do you know, what is it?" etc. Check the homework, praise the children, show their work to the rest of class.

Let the children move, do some gymnastics. You may play Simon says. Ask the children to stand up, turn around, jump up high, touch the sky, touch the floor, sit down, touch your legs, touch your tummy, Run to the door, knock on the door, etc.

Teach the names of new items of clothing using real clothes or flashcards. Hold an item in the air and name it. Repeat the procedure a few times. Then ask the children: "Put your finger on the.../Touch the.../Show me the.../Where's the...?" Always praise the child who has reacted correctly first.

Once again have the children repeat the names of clothes after you in a chorus. Then play the Parrot game as described in the Didactic Plan.

Describe some pictures while the children guess what it is. For example: You can wear it when it's cold. What is it, do you know, try to guess. I've got two, one on each leg, do you know, what it is?

Place a few items of clothing and flashcards with clothes on the carpet. Have a pile of wordcards with clothes ready. One by one the children draw a wordcard and match it with a corresponding object.. Then read the word out loud together with the children. Then turn some wordcards upside down and still read out the words.

The children fill in the worksheets. Set the homework. Ask the HOT questions. Show GENUINE interest in their answers.

RAISE INTEREST
at their desks

WELCOME
at their desks

REVISION
at their desks

BOOST THE ENERGY
on the carpet

CLOTHES
on the carpet

PARROT GAME
on the carpet

GUESSING GAME
on the carpet

MATCHING PICTURES
on the carpet

TO FINISH
at their desks

HOT Questions
You can ask these in Polish

Do you like wearing baggy trousers?
What clothes are difficult to put on?
What clothes are easy to lose?
What clothes would you pack for a trip to Africa?
What do you need if you want to blindfold somebody?

Cel lekcji
wyrażony w języku rodzica

Dziecko wskazuje skarpetki, rajstopy, szalik, bluzę, luźne spodnie nazwane po angielsku.
Dziecko wskazuje części ciała: nogi, stopy, szyja.
Dziecko wykonuje polecenia: załóż, zdejmij.

You will need

A poster of a boy and a girl
Flashcards: a scarf, socks, tights, a hoody, baggy trousers, picture of a boy and a girl.
Real clothes.
Wordcards: a scarf, baggy trousers, socks, tights, a hoody, jacket.
Worksheets.

19. I'm wearing a scarf. It's cold.

Lesson:
from start to finish

Language

Children hear and understand

Description of the boy and the girl in the poster.
It's cold today and I'm wearing a scarf. What are you wearing today?
It's hot today and I'm wearing shorts. What are you wearing?

Children hear and respond

Show me a scarf! Put your finger on your nose! Where is my hoody?
Touch the baggy trousers! Take off your jacket. Put this scarf around your neck.

Children repeat after the teacher

A hoody, trousers, baggy trousers, tights, socks, What are you wearing?
I'm wearing...

Children can say on their own

A scarf, A hoody, a jacket, baggy trousers.

Homework

Ask the children to write down a list of the clothes that they like to wear at the weekend.

Wear a big hat with some school objects attached to it. Ask the 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.

WELCOME
at their desks

Ask the children if they know the things you are wearing on your hat. Point to the objects and ask: "What's this? Is it a ruler? Is it a pencil? Is it a glue stick? Is it a brush? Is it a pen? Is it a pencil case? Is it a rubber? Do you like my hat?"

REVISION
on the carpet

Show the children a big picture of a shop with clothes or better bring a big bag, peek inside and take out a piece of clothing one at a time. Say the phrases: "It's a jumper, It's a cap. They're socks, They're jeans" and make them repeat after you. Ask: "What colour is the jumper? What colour are the socks?"

AT THE SHOP
on the carpet

Ask the children to stand in a big circle. In the middle make circles with the use of strings in different colours where a few children can be placed. Ask the children to move into a given circle if they are wearing blue socks/a yellow jumper/green jeans/a red cap today.

GAME
on the carpet

Make a circle again. Ask the children to put on a cap/take off a jumper. Show it with the real cap/jumper and make them mime the action. Repeat with the other items of clothing. Ask the children to give instructions to the whole group.

PUT ON/TAKE OFF
on the carpet

Make the children sit on the carpet. Bring a big bag and take out slowly clothes from inside, showing only part of it at a time and making the children guess what it is. Revise words: a dress, hat, a T-shirt, a skirt, shorts, shoes, socks, a scarf, a hoody, baggy trousers, tights. Praise the children when they guess correctly.

GUESSING GAME
on the carpet

Move the children onto the carpet. Play the song about colourful butterflies at <https://www.youtube.com/watch?v=RPAZHVVNj0&list=PL7104E0B070D848CD&index=28>. When a child has something in the colour on the screen ask them to get up and 'fly with the butterfly in the sky'

SONG
on the carpet

Put a rope in the middle of the room. Put a happy face sign on the left and a sad face sign on the right. Take a piece of clothing and say: "This is a green jumper. I like my green jumper" and go to the left. Repeat: "They are yellow socks. I don't like my yellow socks" and go to the right. Show your preferences with your face. Show the other clothes and ask the children to choose side

I LIKE/ I DON'T LIKE
On the carpet

Each child gets a worksheet with pictures of clothes to colour in. Tell them which colours they should use to colour the jumper, socks, jeans. Let them colour the cap and the pockets the colours they like. Say goodbye and ask some HOT questions. Set the homework. Show GENUINE interest in the children answers. Ask the HOT questions.

WORKSHEETS

HOT Questions
You can ask these in Polish

What colour is your favourite T- shirt?
What colour is happy/sad/angry/sleepy?
You have to draw your best friend with only one crayon. What color will you use?

Cel lekcji
wyrażony w języku rodzica

Dziecko nazywa kolory i ubrania w języku angielskim.
Dziecko wyraża swoje upodobania w odniesieniu do kolorów i ubrań.
Dziecko wykonuje polecenia: zdejmij buty, załóż skarpetkę.

You will need

Pictures of a clothes shop.
Real clothes or flashcards with clothes: a cap, a jumper, pockets, socks, jeans.
Worksheets for the children.
Strings in different colours.
A long piece of string/some rope.
Access to the internet.
A happy and a sad face sign.

20. I like my blue jeans and socks.

Lesson:
from start to finish

Language

Children hear and understand

A description of the picture "In the shop", What are your favourite clothes? My favourite clothes are jeans. I like my red dress but I don't like my grey jumper. Do you like this hat?

Children hear and respond

Take off your shoes!
Put a finger on the pocket!
Put a sock on your foot!
Can I have this T- shirt, please.
Can I have that jumper, please?

Children repeat after the teacher

This is a red cap.
I like my red cap.
A cap, a jumper, a pocket, socks.

Children can say on their own

A cap, a jumper, a pocket, socks, jeans, take off, put on.
Colours.

Homework

Draw yourself in your favourite clothes.

Bring a real ball and bounce it a few times. Ask the children how they are. Are you OK? Happy? Is everything OK? Show real interest in their answers. Take the register. Help the children to respond in English: "present, absent". If anybody is absent, express your concern in English. Check the homework and praise the children.

Move the children onto the carpet. Make them sit for a while. Roll the ball to a child and say a word in English. Make the children roll the ball to one another saying a word in English. Praise them. If a child is lost for words provide a word for them so as not to make them feel uncomfortable.

Show a box with different toys. Describe the toys in full sentences. Say: "Look! It's a doll. The doll is small and beautiful. What colour is the doll? Do you like playing with the doll? Ask the children to repeat whole sentences after you.

Put all of the toys in the box. Ask the children to take one toy and try to name it. Ask a child: "What have you got? What can you see?" Repeat with the other objects. Make the children repeat after you. Stand up and go to the board with the toys flashcards. Flash a card and make them guess the word.

The children sit in a circle. Place a plastic bottle in the middle of the circle. Ask a child to spin the bottle. When the bottle stops, have the child who is sitting directly in front of the neck of the bottle name a flashcard you show. If the child knows the name, he/she spins the bottle. Say: "I've got a car" Make the children repeat.

Give the children pieces of paper. Tell them to fold it in half, then again in half to get a zig-zag mini book. You say: "Look at me/ Watch/ Do this /like this/Fold/Press hard/Show me. What have you got? A little zig-zag book". There are 8 'pages' where they can draw a toy they like/have/see (a teddy bear, a kite, a car, a scooter, a ball, a robot, and a plane).

Ask the children to finish drawing. Tell them they can take their booklet home and finish it there. Let them move a little on the carpet. Show the flashcards and ask them to mime the actions a robot/a doll/a plane can do. Let them sit on the carpet and say: "We're going to watch a film about a teddy bear". When you hear "teddy bear" clap your hands.

Play the video with the song: "Teddy bear, teddy bear, turn around" <https://www.youtube.com/watch?v=inAtbB8sgtQ> Play the song. The children listen to the song and clap their hands/sing along when they hear "teddy bear, teddy bear". Play the song again and ask the children to mime the actions.

Set the homework. Ask them to finish their booklet or to draw a few toys they have. Ask the HOT questions. Show GENUINE interest in the children's answers.

WELCOME
at their desks

BALL GAME
on the carpet

TOYS
on the carpet

GUESSING GAME
on the carpet

SPIN THE BOTTLE
on the carpet

WORKSHEETS
on the carpet

TPR
on the carpet

SONG
on the carpet

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

What is your favourite toy?
What place would your favourite toy like to visit?
What do your toys do when you are at school?

Cel lekcji
wyrażony
w języku rodzica

Dziecko nazywa zabawki: a teddy, a kite, a doll, a car, a scooter, a ball, a robot w języku angielskim. Dziecko określa które zabawki lubi a których nie. Dziecko słucha poleceń w języku angielskim i rysuje zabawki.

You will need

A box/basket with toys: a teddy bear, a doll, a kite, a car, a scooter, a ball, a robot, a plane.
Cut A4 sheets of paper into 4 stripes. Get 4 pieces.
Access to the internet.
Crayons/coloured pencils.

21. I've got a teddy bear.

Lesson:
from start
to finish

Language

Children hear and understand

Look what I've got in the basket. Lot of toys. Do you like toys? What's this? Is it a robot? Yes, it is. No, it isn't. Look at me/watch/do this/like this/fold/press hard/show me.

Children hear and respond

Touch a doll! Show me a teddy bear! Draw 3 toys! Let's tidy up! Put all the toys in the box again. Do you like toys? Look at me/watch/do this/like this.

Children repeat after the teacher

It's a doll. I've got a car. Yes. No.

Children can say on their own

A doll, a teddy bear. A plane, a kite, a car. A scooter, a robot, a ball.

Homework

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

22. My brother has a giant dinosaur.

HOT Questions You can ask these in Polish

Which toy would you like to be?
Which toy likes to swim?
What toy would you give to your best friend?
What would your favourite toy say, if it could talk?

Cel lekcji
wyrażony
w języku rodzica

Dziecko nazywa zabawki: blocks, a wooden train, a rubber dinosaur, a monster truck.
Dziecko wykonuje polecenia wydane w języku angielskim.

You will need

A box with toys: blocks, a monster truck, a wooden train, a gummy dinosaur.
Some toys from the previous lesson and a piece of paper with a hole in the centre.
Worksheets.
A piece of music.
A colourful handkerchief.
Access to the internet.

Lesson:
from start
to finish

Language

Children hear and understand

I've got some toys for you. What can you see? I've got the box again. What was in the box last time? Today, I've got some new toys for you. Look! It's a train. The train is wooden. Come to me and close your eyes. How many balls are there?

Children hear and respond

What was in the box last time? Was there a doll? Touch it! What's this? Is it small or big? Is it wooden? Pass the toy. Choose one toy. Close your eyes. Make a circle. How many balls are there in the picture?

Children repeat after the teacher

It's a monster truck. It's a wooden train. It's a gummy dinosaur.

Children can say on their own

A train, a truck, a dinosaur, some blocks.

Homework

Draw a toy you like.

WELCOME
at their desks

Ask the children how they are. Are you OK? Are you happy? Is everything OK? Take the register. Help the children to respond in English: "present, absent". Check their homework, praise the children, show their work to the rest of the class.

REVISION
on the carpet

Take some toys from the previous lesson. Choose one and cover it with a piece of paper with one small hole in the middle. The children have to guess which toy is covered.

TOYS
on the carpet

Show a box with the different toys. Describe the toys in full sentences. Teach the children the meaning of the different toys. Say: "Look! What's this? It's a train. The train is wooden. What colour is the train?" Ask the children to repeat whole sentences after you.

GUESSING GAME
on the carpet

The children sit in a circle. Choose one child, put a handkerchief around his/her eyes and give a toy. They have to guess by touching. Ask: "Paweł, what's this? Is it a train?" Encourage the children to help by saying "Yes/No" The children come to you with closed eyes one at a time.

MUSIC GAME
on the carpet

The children stand in a circle. You give them a toy and play some music. They have to pass the toy from one to another. When the music stops the child who has the toy has to name it.

CROSS THE RIVER
on the carpet

Place the toys on the carpet. Each toy is a stepping stone in a river. They have to correctly name the toys in order to hop from one "stone" to another to cross the "river". They can walk or jump from one toy to another. (You can add some toys from the previous lessons).

GIVING NAMES
on the carpet

Everyone sits on the carpet. The children, one by one, come in the centre and they say what toy they have. "I have got a gummy dinosaur".

WHAT'S THIS?
on the carpet

The children stand in a circle. Play the song at <https://www.youtube.com/watch?v=GzrjwOQpA10> Ask the children to mime the actions.

TO FINISH
at their desks

Hand out the worksheets. The children colour in a little robot - use the code and colour in. Set the homework. Ask the HOT questions. Show GENUINE interest in the children's answers.

Hide Mr Ted before the lesson. Show the children that you are sad because Mr Ted is missing and start looking for Mr Ted. Ask them to help you find him. Go around the class and say: "Where is Mr Ted? under the chair, on the desk, on the floor, behind the box? The children look at you and say: No/Yes. When you find him show how happy you are and thank the children for their help.

Move the children to their desks. Say: "Look at the board! Start drawing a toy on the board. The children have to guess which toy you are drawing. Check the homework, praise the children, show their work to the rest of the class.

Put a box in the middle. Take a teddy bear and put it in/on/under/behind/next to the box. Every time you say the preposition, stress it: "Look! The teddy is IN the box. Where's he now? The teddy is UNDER the box." Move the toy from place to place asking the children: "Where's the teddy?"

Ask the children to sit in a circle. Touch the floor and say: "This is the floor" ask the children to repeat. Continue with: a chair, a desk, a door, a box.

One child turns his/her back on the rest of the class. Hide some "treasure" (a pen, a teddy bear) somewhere in the class. The child has to find and name the treasure. When the child is looking for a toy you say: "Is it under the chair? Is it behind the box?" so the children can hear and respond: "Yes/No".

The children sit in a circle. Ask them to close their eyes. You go round them and leave Mr Ted behind one child. Ask the children to feel (not to watch) the place BEHIND them to check if the bear is there. The child with the bear is the next to walk around and place the toy.

ATPR - Two children hold a piece of rope at knee height. Four other children carry out your commands: "Jump over the rope", "crawl under the rope", "stand next to the rope".

Play the song "The wheels on the bus" that the children already know at <http://www.youtube.com/watch?v=GzrjwOQpA10>.

The children fill in the worksheets. Ask the HOT questions. Show GENUINE interest in the children's answers.

WELCOME
on the carpet

REVISION
at their desks

PREPOSITIONS
on the carpet

GAME-INTRO
on the carpet

TREASURE HUNT
on the carpet

GAME
on the carpet

TPR
on the carpet

SONG
on the carpet

TO FINISH
at their desks

HOT Questions
You can ask these in Polish

What do you have under the chair?
Where do you do your homework?
Where would you hide a surprise for your dad?

Cel lekcji
wyrażony w języku rodzica

Dziecko nazywa podstawowe przyimki miejsca: na, w, pod, obok, za.
Dziecko wykonuje polecenia: put the ball under the chair, put the blocks on the table, etc.

You will need

Some objects to place/hide around the class. Access to the internet.
Flashcards with the toys introduced during previous lessons (some blocks, a doll, a truck, a train, a ball, a toy dinosaur, a computer game).
Worksheets.

23. There is a mess in my room.

Lesson:
from start to finish

Language

Children hear and understand

What's this? Where's the dinosaur? It's in/on/... Is it on the desk? No, it isn't. Yes, it is. Please find the toy box! Look around! Can you see the train? Can you see the monster truck behind the door? Look! It's a floor/door/desk.

Children hear and respond

Put the red block next to the truck. Take the doll and put it under the desk. Put the doll under the chair. Please, find the teddy bear. Find a monster! Touch the floor.

Children repeat after the teacher

Next to/in the box.
On/behind/under the chair.

Children can say on their own

On, under, next to, behind, in.

Homework

Draw your desk and the things you have there.

Sing the "Hello song" with the children, using gestures. Take the register and check their presence.

Make a circle using the song: "Let's make a circle. Let's make a circle. One, two, three. Look at me!" Make sure that every child can see you easily. Flash a big picture of a family spending their time in front of their house. Show it for a very short time. The children can have a glance at it only and then they have to tell you what they saw.

Show the picture of the house and ask some questions it. Revise the vocabulary from the last lesson. Write A HOUSE on the board. Repeat it and ask: What's in the house? What's inside? Put a very big picture of the house on the board. Ask again: What's inside?

Open one part of the cardboard house. The children can see only a fragment of the room (through a keyhole). They have to guess what room it is. Remove the keyhole and give the name of the room. Repeat the process until every room is visible. Ask them to repeat the names and to put the wordcards under the correct rooms. Read aloud with children.

In my house there's a kitchen (pretend that you are eating). There's a garden (smell the flowers) next to my house. There's a living-room in my house (pretend you are relaxing or watching TV). In my house there's a bedroom (pretend you are asleep). In my house there's a cellar (go down the steps).

Divide the children into two groups standing opposite. Show a flashcard with a room to one group and ask them to show what they do in this room. The other group has to guess the name of the room. Change the group.

Read the names of the rooms with the children once again. Then remove them from the board. Hand out a worksheet to every child. Say the name of the room and ask the children to draw a toy in each place.

Ask the children to stand in a circle and mime the actions you did in the SAY AND DO part. Make the children do the actions with you. Ask: "Where do you watch TV? Show them the pictures of the rooms for a second and elicit the name of the room.

Ask the HOT questions. Sing the "Goodbye song".

WELCOME
at their desks

WARM-UP
on the carpet

OUR HOUSE
on the carpet

THE KEYHOLE
on the carpet

SAY AND DO
on the carpet

WHERE AM I?
on the carpet

INDIVIDUAL WORK
at their desks

TPR
at their desks

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

Which room in your house is your favourite?
Which room is the smallest?
Where do you hide when you are scared?
Where do you hide when you play hide and seek?

Cel lekcji
wyrażony
w języku rodzica

Dziecko nazywa pomieszczenia w domu.
Dziecko zadaje pytania: Czy jest kuchnia/ogród/sypialnia?
Dziecko udziela odpowiedzi: Tak to jest sypialnia.
Nie, to nie jest sypialnia.

You will need

A big picture of a family and their house.
A big cardboard house on the board with opening fragments. A set of small photos of different rooms.
Wordcards: a kitchen, a bedroom, a bathroom, a living-room, a garden, a cellar.
Crayons/coloured pencils.
Worksheets-a house with different rooms.

24. This is our house.

Lesson:
from start
to finish

Language

Children hear and understand

It's a house. What's inside? Let's have a look! What's there in the kitchen? Is there a table in the kitchen? It's a house. In the house there is a...

Children hear and respond

Is it a cellar/a garden/etc? Where is the bedroom? Where is your house?

Children repeat after the teacher

It's a bedroom/a bathroom/etc. In my house there's a... Yes, it is. No, it isn't..

Children can say on their own

It's a kitchen/a living-room/etc. Yes, it is. No, it isn't.

Homework

Bring a torch.

Say "Hello" to the children and put them into pairs. Make sure that each pair has got a torch. Ask the children to come into the classroom and in complete silence they have to try to find a picture of a room. If a pair finds the picture - they read it and say the correct name of the room aloud. Then they can go and look for another.

Turn on the lights, open the blinds and ask the children to sit on the carpet. The children look around and say which pictures they have found. Ask the volunteers to say which names are correct and remove the false ones. Read aloud with the children.

Use the structure 'There is...', 'There are...'. There is a big bed in my bedroom. There are three shiny mirrors in the bathroom. Revise the vocabulary: a bin, a chair, a desk, a floor, a door, a toy a box.

Introduce the new vocabulary. Put the new flashcards on the board - a sofa, a bed, a table, a mirror, a washing machine, a playground. Ask the children to take their seats at the desks.

Ask: "Where is the sofa? The sofa is soft. Yes! A soft sofa! What colour is it?" Ask as many detailed questions as possible. Ask about the colour, position, size, number. Repeat with the children all new chunks: a soft sofa, a big bed, a golden table, shiny mirrors, an old washing machine, a fancy playground.

Put a cardboard ghost on the picture with the sofa and say: "It's a ghost. Where's the ghost? On the soft sofa. Under the soft sofa. Ask the children to close their eyes. Remove the ghost and put it on another picture. Ask: "Where is the ghost now?"

Play the video with the song at <https://www.youtube.com/watch?v=ralyqD7MJ5Y> or at <https://www.youtube.com/watch?v=5ioZC5CMKLM>
The children mime the actions.

Sing the rhyme "Five little monkeys jumping on a bed, one jumps off and runs to the bedroom!" The children run to the picture with the bedroom. Ask them: 'Where are you? What can you see? Come back to me! How many monkeys?' "Four little monkeys jumping on the bed, one jumps off and runs to the bathroom! And so on.

Distribute the worksheets to the children. Ask them to listen and draw. Draw a yellow ghost on the table. Draw a blue ghost in the big bed. etc. Check the task. Ask the HOT questions. Sing the "Goodbye song" with the children.

WELCOME
in the corridor

ROOMS
on the carpet

REVISION
on the carpet

PRESENTATION
on the carpet

ASK A QUESTION
at their desks

THE GHOST GAME
on the carpet

RHYME TIME
on the carpet

TPR
on the carpet

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

Are ghosts funny or scary?
Could you be friends with a ghost?
Would you like to be a ghost for one day?
What would you do?
What do the ghosts eat?
What else lives in a haunted house with ghosts?

Cel lekcji
wyrażony
w języku rodzica

Dziecko utrwalą nazwy pomieszczeń w domu.
Dziecko nazywa meble w pomieszczeniach.
Dziecko odpowiada na pytania: gdzie jest...?
Dziecko reaguje na polecenia: biegnij do pokoju, biegnij do kuchni, narysuj żółtego ducha na stole itp.

You will need

Prepare the classroom. It has to be dark. Hide the pictures of rooms all round the classroom. Put three different room names next to the pictures. Wordcards with the names of the rooms. A few torches. Flashcards with the names of furniture. A funny cardboard ghost. A worksheet for every child: "A haunted house". Access to the internet.

25. A haunted house.

Lesson:
from start
to finish

Language

Children hear and understand

This is a haunted house. It's a ghost. Where is the ghost? Strange! Bizarre! Are you scared? In the bedroom? In the cellar? The rhyme "Five little monkeys".

Children hear and respond

What's in the kitchen?
What's in the cellar?
Draw a yellow ghost on the table.
Draw a blue ghost in the big bed.

Children repeat after the teacher

There's a soft sofa in the living room. Is there a kitchen in the house? The ghost is my bedroom!

Children can say on their own

A bedroom, a kitchen, a bathroom, a living room, a cellar, a garden. In the living room/kitchen.

Homework

Draw a funny ghost.

Greet the class and take the register. Do revision of vocabulary and phrases from lessons 21 and 22. 'Flash the flashcard' game. Give the word/definition/description of the object e.g. "There's a monster truck on the desk." Then quickly 'flash' the card at the children. They respond "Yes. No."

WELCOME/REVISION
at their desks

Use a big Christmas picture to present the vocabulary. Say: "Christmas is coming! It's nearly here. Let's look at this picture." Say and point: "Can you see the tree? The big beautiful Christmas tree? Can you see the decorations - the baubles?" etc.

PRESENTATION
at their desks

Say/sing: "Make a circle, make a circle, big and round. Everybody make the circle, everybody make the circle, let's sit down, let's sit down." Prepare to take out the first picture, say the rhyme. Reveal a flashcard slowly, pause for the children to guess what it is. Repeat.

IN A CIRCLE
on the carpet

Disappearing object - memory game. Arrange the cards in a line where everyone can see. Get the class to repeat item after item. Every 20 seconds or so, turn a flashcard over and keep the class repeating the objects in order, even though they can't see the picture. Eventually, all the cards will be face down, but the children will know where each object is.

MEMORY GAME
on the carpet

Hand out a sheet of A4 to each child. Introduce the idea. Say: "Let's get ready for Christmas. Let's make some presents! Look at me. Fold the paper to make a simple bag/envelope. Wait for the children to catch up. Draw different objects on the little pieces of paper and put them in the bag. Refer to the flashcards for ideas. Give them time to make a few pictures on their own.

A BAG OF...
on the carpet

Model giving presents to a volunteer. Say: "I've got a present just for you. Is it red, green or blue?" The child can have a guess. Give them a picture from your bag. Say: "Here you are. This is for you." Elicit "Thank you", respond with "You're welcome." Encourage the child to give a present to you using the phrase: "I've got a present just for you. Is it red, green or blue?"

GIFTS
on the carpet

Give the children some time to exchange presents. Encourage them to be polite and use the phrases. Give lots of praise to those using English.

TO FINISH
on the carpet

Play the song "Decorate a Christmas tree" at https://www.youtube.com/watch?v=ZpJCGTx_auc or "A Christmas tree" www.youtube.com/watch?v=nfuTBGaEQ-Ehttps. The children mime decorating a Christmas tree with different things (tinsel, baubles, ribbon, ornaments, chocolate, a star)

SONG
on the carpet

Finish off with the HOT questions. Ask the children: "Hands up! Who's got an angel in their bag?" etc.

TO FINISH
on the carpet

HOT Questions
You can ask these in Polish

What would you like for Christmas?
Where does Santa live?
What present would you give to Santa?
Why doesn't Santa use a car?

Cel lekcji
wyrażony w języku rodzica

Dziecko poznaje słownictwo dt. Święta Bożego Narodzenia. Dziecko używa zwrotów grzecznościowych przy wręczaniu i otrzymywaniu prezentów. Dziecko słucha poleceń i wykonuje własną torebkę na prezenty.

You will need

Flashcards from lesson 21, 22 for the revision game warmer. Access to the internet (film). A large Christmas picture to introduce the topic. Flashcards with Christmas vocabulary. A4 paper, 1 sheet per child, to fold into envelope bag for presents. Glue/tape. Pre-cut small squares of paper (5/6 per child)

26. Christmas presents.

Lesson:
from start to finish

Language

Children hear and understand

Christmas is coming! It's nearly here! Let's get ready for Christmas. I think I'm going to put a bell in my bag; I'm going to pack some sweets; I'm going to give my mum an angel. You can decorate your bag. You can draw a picture of a...

Children hear and respond

How many presents/stars/baubles can you see? Can I have the angel? Where's the elf on the bell? Please give me the elf. Who's got the star, Kacper? Have you got it? etc.

Children repeat after the teacher

Rhyme: "I've got a present just for you. Is it red, green or blue?" Here you are. This is for you!

Children can say on their own

Here you are. A present, a Christmas tree. It's Santa an angel, a star... etc.

Homework

Some children may want to finish off decorating their 'presents bag' or add more pictures.

Sing the "Hello song" with the children using gestures. Check their presence.

WELCOME
at their desks

Put jumbled numbers from 1-9 on the board. Ask the children to put them in the correct order from 1 to 9. The children come to the board and re-order the numbers. Turn every card over. The subject of the lesson appears - CHRISTMAS. Play or sing "We wish you a Merry Christmas" song (the chorus only) and ask what it is about. Encourage the children to guess.

WHAT'S OUR TOPIC?
at their desks

Say: "Let's make a circle. One, two, three! Look at me!". Make a circle and sit down. Say: "Listen to the song again. Repeat after me". Use your hands (clapping, clicking) and show the rhythm. Repeat each line a few times. Sing the song with the children in order to create a pleasant Christmas atmosphere.

CHRISTMAS SONG
on the carpet

Put the flashcards from the previous lesson on the carpet. Pictures in one column, wordcards in the other. Ask the children to put the names under the correct pictures. Read aloud every word. Ask the children to read with you.

REVISION
on the carpet

Ask the children what they can say about each person or thing connected with Christmas. Emphasize their good ideas. Ask: "Has he got a nose? Is it big? How many legs does it have?" Describe each person or thing with one or two words. Use gestures and mimes. Say: "This is an elf. It's thin and happy. This is Santa Claus - he's fat".

CHARACTERS
at their desks

Divide your class into groups of 3-4 children. Give each group a picture of a Christmas character or object they already know. One picture per group. The pictures should be different to those on the board. In groups the children name things they can see. Encourage them to say as many words in English as possible.

NAMING
at their desks

Give each group a set of words and ask the children to choose only those which fit (describe) their picture. Add one word which does not match. Tell them it's a secret! Give a number to every child in each group. Ask all nrs-1 to stand up and go to the next group. Ask them to move around.

GROUP WORK
at their desks

"New" nr 1 has to look at the picture, read the words and find the word that does not fit the picture. When all nr-1 children come back to their seats, ask nr-2, then 3 and 4 to do the same. Collect all the pictures and wordcards from the children.

MOVE
at their desks

Show Christmas characters once again and elicit the names. Ask the HOT questions. Praise every single idea. Show your interest and curiosity. Sing the "Goodbye song".

TO FINISH
on the carpet

HOT Questions
You can ask these in Polish

Do you like Christmas?
What's the best present for your mum?
Why is Santa so fat?
How many reindeer does Santa have?

Cel lekcji
wyrażony w języku rodzica

Dziecko nazywa postaci i rzeczy związane ze świętami Bożego Narodzenia.
Dziecko nazywa zabawki i części ciała.
Dziecko śpiewa angielską piosenkę świąteczną i rozumie jej słowa.

You will need

Numbers 1-9 in order to build the topic of the lesson - CHRISTMAS.
The Merry Christmas song on the CD.
Flashcards with Christmas characters and objects.
Wordcards with nouns and adjectives.
Pictures of Christmas characters and objects that the children know already.

27. Christmas is coming.

Lesson:
from start to finish

Language

Children hear and understand

Look at the board! What can you see? Is it an elf? etc. Repeat after me, please. Let's sing a song. Let's make a circle! Hold your hands and dance! Make groups of three/four - One, two, three/four. Well done! Look at the picture. What can you see?

Children hear and respond

What do you want for Christmas? Has he got a nose? Has it got four legs? What is it? Is it a bauble? What is it made of? Is it a present? Is it big or small? Come to the board, please and match the pictures.

Children repeat after the teacher

This is an elf, present, bauble, Christmas tree, a reindeer. It's thin, happy, big, heavy, fast, green.

Children can say on their own

An elf/Santa Claus/a reindeer, a big nose/a red nose, fast/heavy.

Homework

Draw a Christmas tree.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach europejskiego Funduszu Społecznego

Put on a Santa hat or something that is connected with the character. Welcome the children. Put some Christmas music on in the background. Ask the children how they are? Are you OK? Are you happy? Is everything OK? Take the register. Help the children to respond in English: "present, absent"

WELCOME
in the corridor

Ask the children to sit on the carpet. Bring a box with different objects they have seen in the video "Decorate a Christmas tree" (lesson 26) and say: "What's this? Is it a Christmas tree? Let's decorate it with some tinsel/ribbon/baubles/chocolate/ornaments/a star. Ask the children to help you.

CHRISTMAS TREE
on the carpet

Make the children sit on the carpet. Bring a box wrapped in paper with nice Christmas ornaments and say: "What's this? Is it a present? Do you like presents? Oh, I love presents. What do you say when you give a present?" Elicit: "This is for you. Thank you". Explain to the children that you say "Merry Christmas" when you give presents at Christmas. Repeat the phrases.

REVISION
on the carpet

Stand up and pass the box to the child on your left. Say: "This is for you. Merry Christmas". The child answers "Thank you" and passes the box to the next child saying "This is for you. Merry Christmas".

MERRY CHRISTMAS
on the carpet

Play a film with the song "We wish you a Merry Christmas" at <https://www.youtube.com/watch?v=hNkvV4PR-q0T> Say the phrases slowly for the children to repeat: "We wish you a Merry Christmas/and a happy/New Year". You can use back chaining - ask them to repeat the phrases from the last to the first.

SONG
on the carpet

Put the wordcards with the phrases from the carol on the carpet, sing the song with the children pointing to the text. Mix the wordcards and sing the song again slowly waiting for them to put the cards in order. Repeat several times.

TEXT
on the carpet

Show the children some Christmas cards. Ask what they can see on the cards. Elicit some vocabulary connected with Christmas.

PRESENTATION
on the carpet

Give out cardsize paper and give some instructions. Say: "Draw a Christmas tree. Draw a red/blue/yellow bauble. Draw some tinsel on your Christmas tree. Draw a star on the top.

X-MAS CARD
at their desks

Set homework. Ask the HOT questions. Show GENUINE interest in the children's answers. Say goodbye by singing: "I wish you a Merry Christmas and a happy New Year".

TO FINISH

HOT Questions

You can ask these in Polish

Which Christmas carol do you like best?
What does Christmas smell like?
How do animals celebrate Christmas?

Cel lekcji
wyrażony w języku rodzica

Dziecko nazywa przedmioty związane ze Bożym Narodzeniem.
Dziecko śpiewa kolędę w języku angielskim.
Dziecko układa zwroty z kolędy w cały tekst.
Dziecko słucha poleceń i wykonuje kartkę z życzeniami.

You will need

Bring realia: a Christmas tree (or a flashcard), baubles, tinsel, a star, an angel, a ribbon, ornaments, chocolates.
A CD with the carol "We wish you a Merry Christmas", Wordcards with phrases from the song: We wish you/a Merry Christmas/and a happy/New Year.
Access to the internet.
Christmas cards, cardsize paper, crayons.

28. Singing Christmas carols.

Lesson:
from start to finish

Language

Children hear and understand

Look at this. It's a Christmas tree. I'm putting some tinsel on it. What does Santa give us for Christmas? Look at these pictures. What can you see? Draw a Christmas tree and some baubles. Draw some presents under the tree.

Children hear and respond

Look at these pictures. What can you see? Draw a Christmas tree and some baubles. Draw some presents under the tree.

Children repeat after the teacher

A present, a Christmas tree, Santa Claus, We wish you a Merry Christmas and a Happy New Year.

Children can say on their own

A present, a Christmas tree, Santa Claus, We wish you a Merry Christmas and a Happy New Year.

Homework

Tell them to sing the carol to their family at Christmas and give their card to someone they love

You can bring in a camera or use a mobile phone. Put on a Santa hat to create a Christmas atmosphere. Ask the children how they are? Are you OK? Are you happy? Is everything OK? Take the register. Help the children to respond in English: "present, absent"

WELCOME
at their desks

Play a film with the song "We wish you a Merry Christmas" at <https://www.youtube.com/watch?v=hNkvV4PR-q0T> Say the phrases slowly for the children to repeat: "We wish you/a Merry Christmas/and a happy/New Year". You can use back chaining - ask them to repeat the phrases from the last to the first. Sing the carol with the children.

SONG
on the carpet

Show the children your family photo. Describe the photo in full sentences, use gestures and mimes. Say "This is my mum. She is happy. She's wearing a pink jumper. She's next to my brother."

A FAMILY PHOTO
on the carpet

Show the children flashcards with family members and wordcards and ask them to repeat after you. Put the flashcards and wordcards on the carpet. Ask the children to match them.

MATCHING
on the carpet

Ask the children to sit in a circle. Give them the flashcards and ask them to pass them to each other without looking. When you say "Stop" and ask "Who's got my mum?". The child who has this flashcard has to say "I love my mum".

GUESSING GAME
on the carpet

Give out the cards (black and white) with different family members so that each child has to find their family (dogs, cats, rats, ghosts, goldfish, etc.) Put the animal flashcards on the board and elicit the names of the animals. Ask the children to walk around and say: "I'm a fish. I'm dad" to find the other members of their families. Give out small wordcards.

FIND YOUR FAMILY
on the carpet

Go around and check if everybody is in the right family. Ask: "Who are you? Are you cats? Good." Ask them to move to the desks and colour in their cards. When they finish, ask them to get together again and glue all the pictures to make a family poster. Write on the posters: CAT FAMILY, etc.

GROUPWORK
at their desks

Collect all the posters and stick them on the wall. Ask the children to go round and choose the one they like best.

POSTER SHOW
on the carpet

Play a film with the song "We wish you a Merry Christmas" at <https://www.youtube.com/watch?v=hNkvV4PR-q0T> or just sing the song together. Set their homework and round off the lesson with the HOT questions.

TO FINISH

HOT Questions
You can ask these in Polish

Who is the most important person in your family?
Do you like spending time with your family?
What do you like doing with your family?
Is it better to have a big or a small family?

Cel lekcji
wyrażony w języku rodzica

Dziecko wskazuje i nazywa członków rodziny: mum, dad, sister, brother, grandma, grandad. Dziecko nazywa podstawowe emocje. Dziecko nazywa zwierzątka.

You will need

Flashcards: mum, dad, brother, sister, grandma, grandad.
Wordcards with the names of family members. A photo of your family.
A few sets of different looking families (elves, bears, ghosts, cats, dogs, rats, goldfish, a hamster) so there are 6 members.
Access to the internet/computer.

29. A Christmas family photo.

Lesson:
from start to finish

Language

Children hear and understand

Look at my family photo. This is my mum. She is happy. She's next to my brother. He's so funny. Do you like my photo? Who is this?

Children hear and respond

Look at my photo. Do you like this photo? Be careful. Pass it on. Repeat after me. Let's sing a carol.

Children repeat after the teacher

This is my mum. She is happy. She is next to my brother. I love my mum.

Children can say on their own

Mum, dad, brother, sister, grandma, grandad. I'm a fish. I'm dad I love my...

Homework

Draw your family in a Christmas photo.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Put on something connected with the jobs you are going to talk about. Ask the children how they are?. Are you OK? Are you happy? Is everything OK? Take the register. Help the children to respond in English: "present, absent".

WELCOME
at their desks

Show the flashcards with different jobs and ask the children to repeat after you. Put the flashcards in a line on the carpet and repeat all 6 names, turning one card face down until all of the flashcards are invisible. Ask the children say all the names of the jobs.

JOBS
on the carpet

Bring face-ins with different jobs, put your head into one and say: "What's my job?" Ask some children to come and put their heads into the holes. Ask: "What's his/her job?" Take some pictures of the children with their faces in the holes. You can show them via a computer screen and/or send them on-line.

WHAT'S MY JOB?
on the carpet

Divide the class into 2 teams. One child acts out the job you whisper to his or her ear. The rest of his team has to guess what it is. If they don't guess, a point goes to the other team.

TEAM COMPETITION
on the carpet

Ask the children to stand in a circle. Give some of them flashcards with the jobs. Play some music. They pass the flashcards around to each other. At some point you stop the music and say some job. The child who has this flashcard has to sit down. Play until everyone is sitting down.

DRAMA
on the carpet

Flash each job flashcard and elicit the job. Ask some children to come to the board and stick up the flashcards. Give out A4 sheets of paper cut into 4 to each child and ask them to fold the paper in two, then again in two. Say: "Look at me. Do this. Fold the paper in two, like this. Fold the paper again, like this. How many squares have you got?"

WORKSHEETS
at their desks

Ask the children to take a coloured pencil and draw two lines to make a cross. Tell them to choose 4 pictures with jobs from those on the board and draw one in each square. Set a time limit.

PICTURES
at their desks

Say: "we're going to play a game. It's called BINGO. Look, you have 4 pictures on your card (take one from a child to demonstrate) but there are 6 pictures on the board. When I say the job you have, make a circle like this (show on the board). When you have 4 circles shout BINGO."

BINGO
at their desks

Play a film with the song about family members: "The family finger song" at <https://www.youtube.com/watch?v=pB9CueSNuH0> Set the homework. Ask the HOT questions. Show GENUINE interest in the children's answers.

TO FINISH
on the carpet

HOT Questions

You can ask these in Polish

Which jobs are dangerous/exciting?
Who would like to be in the future?
Which jobs are interesting/boring?

Cel lekcji
wyrażony w języku rodzica

Dziecko nazywa zawody po angielsku.
Dziecko słucha poleceń i gra w grę bingo.
Dziecko powtarza słownictwo dotyczące członków rodziny.
Dziecko rozpoznaje nazwy członków rodziny w piosence.

You will need

Flashcards demonstrating jobs: a pilot, a doctor, a policeman, a nurse, a teacher, a firefighter.
Worksheets.
Access to the internet.
Face-ins with different jobs.
A camera.
A4 sheets of paper cut into 4 parts.
Board magnets/ Sticky tack.

30. My dad is a pilot.

Lesson:
from start to finish

Language

Children hear and understand

Those are some jobs.
He is at school. He is next to the board. He's a teacher.
He's a firefighter. He must be brave.
He helps other people.
My mum is a doctor.

Children hear and respond

Show me the firefighter!
Who's got the pilot?
This is a policeman.
Who is this?

Children repeat after the teacher

He's at school. I'm a teacher.
I'm a pilot.
I'm a doctor.

Children can say on their own

A pilot, a firefighter, a policeman, a nurse, a teacher, a doctor.
I'm a doctor.

Homework

Draw what job you would like to do in the future.
Bring a photo of your family.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Ask the children how they are?. Are you OK? Are you happy? Is everything OK? Take the register. Help the children to respond in English: "present, absent" Check the homework, praise the children, show their work to the rest of the class.

WELCOME
at their desks

Play the "Finger family" with the lines: "Daddy finger, daddy finger, how are you?" song at <https://www.youtube.com/watch?v=YJyNoFkud6g>

SONG
on the carpet

Show the flashcards with the new vocabulary: short, tall, handsome, fat, slim, funny, beautiful. Keep saying "Look! It's a boy. He's very short. Who is short? Are you short?". Ask the children to repeat whole sentences after you.

PRESENTATION
on the carpet

Put a piece of string in front of the children. Ask them to stand up. Put YES/NO signs on either side of the string so that the children can see. Show the children the flashcards. Ask them to jump to YES when you name the flashcard correctly and NO if you are wrong.

ACTION GAME
on the carpet

Play the song again. Elicit the names of family members. Put the flashcards in a simple 'family tree' on the carpet. Add "aunt" and "uncle". Present the wordcards with the family members, one at a time, ask the children to repeat and put the corresponding wordcard next to the flashcard.

WORDCARDS
on the carpet

Mix all the flashcards with the wordcards, put them on the carpet and play the game. Ask them to uncover the cards individually to check if they have a matching pair. Make the children repeat the words every time. Say: "What's this? Is it mum? Can you read this word? Is it mum? Well done!"

MEMORY GAME
on the carpet

Divide the children into two groups. Let them sit on the carpet. Give one group the flashcards, the other the wordcards. One child gets up, shows the flashcard to the other group who 'send' their representative with the corresponding wordcard. The children take turns.

2 GROUPS
on the carpet

Demonstrate how to fill their 'family trees'. Go round the class and ask "Asia, who's this? Is this your brother? Is he handsome?". When they finish, ask them to exchange their pictures and say a few words about their pictures. First, say about your 'family tree'. "This is my dad. He's handsome. This is my mum. She's beautiful. This is my sister. She's tall. And my brother. He's short".

FAMILY TREE
at their desks

Go round the class, monitor and help the children talk about their families. Play the song again. Ask the children to use their fingers. Set the homework. Ask the HOT questions. Show GENUINE interest in the children's answers.

TO FINISH
at their desks

HOT Questions
You can ask these in Polish

Who is your favourite cousin? Why?
Would you like to have four brothers and four sisters?
Is it better to be tall or short?

Cel lekcji
wyrażony w języku rodzica

Dziecko używa przymiotników: wysoki, niski przystojny, piękny, gruby, chudy, śmieszny. Dziecko powtarza materiał z poprzednich lekcji. Dziecko rozróżnia nazwy członków rodziny: mama, tata, babcia, dziadek, siostra, brat, ciocia, wujek.

You will need

Flashcards with adjectives: tall, short, slim, fat, funny, beautiful, handsome. A piece of paper with "YES" and "NO". A family tree to fill in for each child (homework). Wordcards and flashcards: family members. Worksheets. A piece of string, crayons. Access to the internet.

31. My uncle is tall and handsome.

Lesson:
from start to finish

Language

Children hear and understand

Is it your uncle in this hat?
Who knows where Maciek's cousin is? Is she beautiful? Is he tall?
Is your dad handsome?
How are you?
Daddy finger? How are you?

Children hear and respond

Who am I?
Is she beautiful?
Is he tall?
Is your dad handsome?
Is your mum beautiful?
Daddy finger? How are you?

Children repeat after the teacher

It's my uncle. He is short. He is handsome and funny.

Children can say on their own

Uncle, aunt, cousin, tall, short, handsome, beautiful, fat.

Homework

Ask the children to put the names of their family members on their family tree.

Greet the children and take the register. Do a quick revision game: use the pictures from the previous lesson(s), hold one up, make a statement e.g. "This is the kitchen". Model what you want the children to do to show "True? Yes? Everybody stand up!" The children respond "Yes/True" - stand up. "No, False." - sit down.

Draw the outline of a house (and garden) on the board, with the sections of the rooms visible. Ask: "What do you think this is? What's here? Is this a bedroom? There's a sofa here, so what room is this?"

Create a circle using one of the rhymes. Show the children the figures of people. Say who they are and elicit clothes/colours, give a description. Ask: "What colour are his trousers? Is she wearing a pink dress? Do you think he's a doctor? A teacher?" The children can come up with names for the characters.

Divide the children into groups: give each group a character. Give a statement e.g. "Now, where's dad? Is he in the garden? I don't think so. Look, he's in the kitchen." Group One, child one, should take the picture of dad and place it in the kitchen. Ask: "What's he doing in the kitchen? I think he's making a pizza!"

Continue with the groups and figures, use a lot of language 'around' the phrases. Get the groups to 'test' each other. "Dad's in the bedroom." You can add 'on the spot' objects for the children to arrange/draw in on the board.

Make the children sit in a circle. Show how you are going to play the game. Divide the class into two and say the same phrase to the child on your left and to the child on your right. When they get to the last two children in their groups ask them to say the phrase aloud, compare and correct if necessary. Repeat the phrase again.

Make sure the children have access to coloured pencils/crayons. Say: "Take out your pencil cases" Hand out the house and garden outline of the children's worksheet. Start off by asking: "What can you see? How many flowers can you see?" Give simple instructions: "Colour the flowers red." etc.

Play the film with the song about family members: "The family finger song" at <https://www.youtube.com/watch?v=pB9CueSNuH0>
The children mime the actions, saying the names of family members.

To round off the lesson, you can ask the HOT questions and play "TRUE or FALSE" using the dicta-draw pictures or the one on the board.

WELCOME
at their desks

REVISION
at their desks

DESCRIPTION
on the carpet

GROUPWORK
on the carpet

GROUPWORK
on the carpet

CHINESE WHISPERS
on the carpet

DICTA-DRAW
at their desks

FAMILY SONG
on the carpet

TO FINISH
on the carpet

HOT Questions
You can ask these in Polish

Do you like playing hide and seek? Why?
What is the best room to hide in at your house when playing hide and seek?
Where at your house would you hide a treasure?

Cel lekcji
wyrażony w języku rodzica

Dziecko opisuje miejsca.
Dziecko zadaje pytania o to gdzie ktoś jest.
Dziecko zadaje zagadki innym dzieciom.

You will need

Family and house vocabulary.
Family figures to stick on the board.
Sticky tack/board magnets.
Worksheets for the dicta-draw activity.
Coloured pencils.

32. Hide and seek.

Lesson:
from start to finish

Language

Children hear and understand

Can you put mum in the garden?
She's smelling the flowers. Where's dad?
Is he in the garden? Look, he's in the kitchen.
There's a spider under the table in the kitchen!
The boy with black hair is in the kitchen.

Children hear and respond

There's a sofa in the bathroom (True or false?)
What room is this? What's he/she wearing?
What colour is his t-shirt? Is he a doctor? A dentist?
Where's mum? Is she in the garden?

Children repeat after the teacher

Where's mum? Where's dad? She's in the living room.
Mum's in the garden.

Children can say on their own

On the bed/under the table ...
In the kitchen/bedroom ...
A red t-shirt/black hair.

Homework

Ask the children to add 5 things to the drawing e.g. a doll, a ball.

Greet the children and take the register. Introduce the topic of the lesson. Say: "Look at the board. What do you think this is? What's this?" Draw the figure of a girl. You can make comments such as: "This is Jenny. Jenny's got long hair. She's wearing...". Your drawing is complete when you add a dog on a lead. Ask: "What's Jenny doing? Who's this (point at the dog)?"

WELCOME
at their desks

Talk about Jenny's dog, Rex "Rex is a very good dog. He loves Jenny and his favourite food is...? What do think his favourite food is?" and so on. Ask the children about their pets. The children answer: "Yes. A dog/cat. A big dog/cat". If necessary, you can support the questions with a sketch on the board of the pet.

INTRODUCING REX
at their desks

Get the children onto the carpet. Say: "Hands up if you've got a dog! Yes? Go onto the carpet and sit down. Hands up if you've got a cat." Show the pictures of people with their pets that you have. "This boy has got a pet dog. It's a very big dog isn't it? Look, he's running and playing with a ball in a park."

PETS
on the carpet

Show the pictures of people with their pets that you have. "This boy has got a pet dog. It's a very big dog isn't it? Look, he's running and playing with the ball in the park." "Look, grandma has got a pet cat. Isn't it beautiful? I think it's a sleepy cat. It's very tired, look it's eyes are closed."

PETS
on the carpet

Now you can introduce the new animal words using the flashcards. The children can repeat the words after you. Say the words in a different voice/tone/slowly/quickly a number of times together. Say: "A tortoise. This is a tortoise. What's this? A tortoise! Yes, very good. Everyone together now. A tortoise. Again please, a tooooooor-toise."

PET FLASHCARDS
on the carpet

Extend the vocabulary as you go. Say: "It's a small guinea pig. He's brown and white, look at him! Hands up if you like guinea pigs!" Ask: "Have you got a rat? Hands up if you've got a rat? No? I love my dog and I love my rat."

PET FLASHCARDS
on the carpet

Say: "Come one everybody, let's stand up. 3,2,1 up! Now, can you show me a dog?" (the children will bark and start moving), "That's great, can you show me a friendly dog? Wagging his tail?" Place the flashcards on the board, review the vocabulary and place the labels/write the animal names next to the pictures.

ACTION GAME
on the carpet

Hand out the children's worksheets. Say: "Take a green pencil. Can you match the picture to the words? Show me the friendly dog? Where is it? Yes, now look, draw a circle around the dog like this. Yes, that's right and then can you see 'a dog'? Make a green circle around 'a dog' green too!"

WORKSHEETS
at their desks

Ask the HOT questions. Make removing the cards/pictures off the board a 'memory activity'. Take away a card and point to the empty space. Say: "Now who can tell me. What was here? Was it a dog?" Remove the cards one by one, but ask questions about all the spaces as you go. Play the song "I love my teddy bear" at www.youtube.com/watch?v=pWepfJ-8XU0&spfreload=10

TO FINISH
at their desks

HOT Questions
You can ask these in Polish

What is the smallest/biggest pet a person can have at home?
What noise does a dog make in Polish? And in English?
Would a dog from Poland and from England understand each other?
Why is having a pet a responsibility?

Cel lekcji
wyrażony w języku rodzica

Dziecko poznaje nazwy zwierząt i przymiotniki: friendly, slow, tiny, small, sweet.

You will need

Pictures of people with their pets.
Flashcards - 7 pictures: a guinea pig, a cat, a rat, a hamster, a tortoise, a dog, a goldfish.
Big labels: a guinea pig, a rat, a hamster, a tortoise, a goldfish.
Sticky tack or magnets for the board.
Worksheets.
Access to the internet.

33. I love my sweet rat.

Lesson:
from start to finish

Language

Children hear and understand

Jenny's got a pet dog. It's called Rex. She loves her sweet friendly dog Rex. Rex has got 4 legs. He is wagging his tail. Ben has got a magic goldfish. This is tiny hamster running on his wheel.

Children hear and respond

Hands up if you've got a dog/a cat. Have you got a dog? Is it a big dog? Show me the dog. Good dog. The dog is happy - he is wagging his tail.

Children repeat after the teacher

A sleepy cat, a dirty rat, a tiny hamster, a friendly dog, a magic goldfish, a slow tortoise.

Children can say on their own

A cat, a rat, a hamster, a dog, a goldfish, a tortoise, a guinea pig, a big dog, a small cat. I've got a...

Homework

Draw a picture of your pet or a pet you would like to have.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Hold a dog/cat toy when you greet the children, sing the "Hello Song" and fill in the register. The children answer: "present/absent!". Ask them: "What's this? Yes, it's a dog. I've got a nice, friendly dog. 'Bark'."

Revision. Use flashcards from the previous lesson. Cover the flashcard that you're going to use and gradually reveal the picture. The children identify what's in the flashcard as soon as they can recognize it. Make sure the children use the adjectives from the last lesson, e.g. magic - a magic goldfish, friendly - a friendly dog, etc.

Draw a picture on the board - a boy with a dog and a girl with a goldfish. Say: "The boy's got a dog. He says - I've got a dog! The girl's got a goldfish, she says - I've got a goldfish, but I haven't got a dog!" Show with gestures - 'I've got' and 'I haven't got'. Show a photo of you and your pet and say what they can see. Ask the children about their pets.

Divide the children into pairs. Hand out each pair a set of small pictures with different pets. Put the pictures in the middle - face down. Ask one child to take a picture, look at it and say: "I've got a dog". Then the other child takes a picture, turns it face up and says: "I've got a cat."

Divide the class into groups of three to four children. Assign each group a flashcard. Say: "Group one - you're hamsters!" Give the groups instructions in the following way: e.g. clap your hands - cats! Touch your nose - hamsters! When you give instructions it's important to say the instruction first and the name of the group second. The children will keep listening until they know what to do

Standing in a circle. You stand in the middle of the circle. You say: "I've got a dog" - every child that has got a dog has to switch his or her place. The child who is too slow loses their seat and stands in the middle. He or she has to say the sentence with "I've got a ..." and take the empty seat.

Play the video with the animal song: "I have a pet" at www.youtube.com/watch?v=pWepfJ-8XU0
Ask the children to repeat the sounds the animals make. Ask them to go back to their desks.

Handout the worksheets. Ask the children to help hand out copies of the worksheet. Sing "Pass it on, please." until everyone has got one. My pet - draw your pet walk around and ask the children about their drawings. Ask: "Have you got a dog? Is it friendly? Is it a magic dog? What's its name?" Praise the children.

Ask the children about their worksheets. Say: "Raise your hand if you've got a dog. Who's got a dog? Is your dog friendly Asia?" Set the homework and ask the HOT questions.

WELCOME
at their desks

REVISION
on the carpet

SMALL TALK
on the carpet

I'VE GOT A...
on the carpet

ACTION GAME
on the carpet

HOT SEAT
on the carpet

ANIMAL SOUNDS
on the carpet

WORKSHEETS
at their desks

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

Why do dogs chase cats?
What pet wouldn't you like to have? Why?
What would ask your pet if it could talk?

Cel lekcji
wyrażony w języku rodzica

Dziecko nazywa zwierzęta domowe.
Dziecko opisuje wygląd swojego pupila.
Dziecko mówi jakie ma zwierzę, a jakiego nie.
Dziecko słucha piosenki w języku angielskim i rozpoznaje nazwy zwierząt.

You will need

Flashcards and wordcards from the last lesson.
You and a photo of your pet.
A set of small pictures with pets for every pair of children.
Board magnets.
Worksheets.
Access to the internet.

34. I've got a dog but not a cat!

Lesson:
from start to finish

Language

Children hear and understand

Group one - you're hamsters! Group two - you're cats, and so on. You've got your pictures. You've drawn your pets! Would you like to have a cat? What would your dog look like?

Children hear and respond

It's small and funny. It's got two small eyes and four short legs. What is it? Have you got a pet? What have you got? What colour is your...? Clap your hands - cats! Touch your nose - hamsters! Point to the window - rats!

Children repeat after the teacher

It's a guinea pig/a cat/a rat etc. It's small/tiny/big/black/white/etc. I've got a cat. I haven't got a dog.

Children can say on their own

It's a guinea pig/a cat/a rat etc. It's small/tiny/big/black/white/etc. I've got a cat.

Homework

Bring your favourite toy animal to school.

Put a toy hamster/rat on your shoulder when greeting the children. Ask the children how they are. Are you OK? Are you happy? Is everything OK? Take the register. Help the children to respond in English: "present, absent!". The children should bring their pet toys to the lesson.

WELCOME
at their desks

Sing a song the children already know about pets: "I have a pet" at www.youtube.com/watch?v=pWepfJ-8XU0&spfreload=10 Ask about things the children already know: "What is it?" "What colour is it?". Check their homework, praise the children, show the work to the rest of the class.

REVISION
at their desks

Let the children move a little, do some gymnastics activities. Say: "I'm a dog/a cat/a mouse/a parrot". Make some animal sounds and make the children mime the animals. Ask them to bring their pet toys onto the carpet and make some sounds and movements that are typical of their pets.

TPR
on the carpet

Show the children the picture of a house with the rooms and a garden. Describe the picture of the house in full sentences, show the children particular rooms. Use gestures and mimes when explaining what room they are looking at.

ROOMS
on the carpet

Hide the hamster somewhere in the house on the picture and make the children guess where it is. Ask: "Is it in the kitchen? No? So, where is our hamster? Is it in the living room? No? So, where is our naughty hamster? Maybe it is in the bedroom? What do you think? Can you see it? Yes, you are right. It is in the bedroom, under the bed!

GUESSING GAME
on the carpet

The children repeat after the teacher: a bedroom, a living room, a bathroom, a kitchen, a cellar, a garden. Show them the wordcards and put them in the correct place. Repeat. Collect all the wordcards, give them out to the children and ask: "Who's got a kitchen? Put the word in the correct place. Good."

WORDCARDS
on the carpet

Put the flashcards in different places in the classroom. Show one flashcard with the name of the room and ask the children to 'read' it. Say the first letter and mouth the rest of the word if necessary. Ask one child to put it next to the correct flashcard. Show the flashcards with home objects and ask: "What's this?" then ask one child to put it in the correct room.

MATCHING
on the carpet

Show the big picture with the house and 'place' the hamster in different places. Ask the children: "Where's the hamster now? In the kitchen? Good. Go to the kitchen with your pet toy". Repeat with the other rooms. Ask the children to leave their pets in the places marked as rooms. Ask them to stand in line.

FIND THE HAMSTER?
on the carpet

The children take their pets and go back to their desks after answering the teacher's question: "Where's your tiger Ania? The children fill in the worksheets. Set the homework. Show GENUINE interest in the children's answers. Ask the HOT questions.

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

What is the best place for a hamster to hide?
Which room at your home holds a secret?

Cel lekcji
wyrażony
w języku rodzica

Dzieci wskazują pomieszczenia w domu.
Dzieci nazywają pomieszczenia w domu: łazienka, sypialnia, kuchnia, piwnica, salon i ogród.
Dzieci słuchają piosenki i rozpoznają zwierzątka po ich odgłosach.

You will need

A hamster- a toy. A big picture of a home with rooms, a cellar and a garden.
Flashcards: a table, a chair, a sofa, a bathtub, a wardrobe, a cupboard.
Wordcards: a bathroom, a bedroom, a kitchen, a garden, a cellar, a living room, Worksheets.
Access to the internet.

35. Where's my hamster?

Lesson:
from start
to finish

Language

Children hear and understand

Welcome to our home! This is the kitchen. Here is the garden, we can play football there if you want. Where is the living room? Is there a bathtub in the bathroom?

Children hear and respond

Show me the kitchen. Put your finger on the table! Where is the bathroom? Do you know? Touch your chair. Give me the hamster! Go to the bedroom. Don't go to the kitchen.

Children repeat after the teacher

This is a bedroom. This is a kitchen. The hamster is on the table. My hamster is under the bed.

Children can say on their own

A hamster, a home, a bedroom, a bathroom, a living room, a kitchen, a cellar, a garden.

Homework

Draw your pet toy in your bedroom.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Jump when you say hello. Ask the children how they are? Are you OK? Are you happy? Is everything OK? Take the register. Help the children to respond in English: "present, absent".

WELCOME
at their desks

Take a pen and put it under a chair. Ask "Where's my pen?" Continue with some other places. Check the homework, praise the children, show the work to the class.

REVISION
at their desks

Show the children the pictures with animals doing different activities or the flashcards with actions. Describe the flashcards in full sentences, use gestures and mimes. Say: "Look at this picture! It's a cat. The cat is sleeping. What colour is the cat?" Ask the children to repeat "sleeping". Ask: "What's the cat doing?" The answer: "sleeping".

ACTIVITIES
on the carpet

Make a copy of the flashcards. Put out pairs of flashcards on the front on the carpet (original and copy). Divide the class into 2 teams. One child turns over 2 cards. He/she has to name it. When he/she finds a pair, he/she gets a point for his/her team.

GUESSING GAME
on the carpet

Divide the children into groups of 'animals'. Ask the children to get up when they hear the animal that represents their group. Say: "All the cats are sleeping" - they have to mime the action. Say: "All the dogs are jumping" etc.

TPR
on the carpet

Make the children stand in a circle. Now, give commands like this: "All the girls are swimming. All of the children wearing glasses are climbing a tree. All of the children with something blue are running".

ACTION GAME
on the carpet

Give 2 children a piece of rope. They have to hold it at waist height. Put some flashcards on the carpet. When you say some activity the child has to walk under the rope and touch the picture that shows this activity. Continue until the rope is on the floor.

GUESSING
on the carpet

Put the rope in the middle of the carpet. Tell the children that on one side of the rope the answer is "YES" and on the other "NO". Hold up a flashcard and say what it means. The children jump on the "YES" side if they think the word is correct and on the "NO" side if they think it's wrong.

YES/NO JUMP
on the carpet

The children fill in the worksheets. Count how many cats are sleeping/climbing a tree and eating and colour the number. Set the homework. Ask the HOT questions. Show GENUINE interest in the children's answers.

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

What are you going to do after school today?
Do you know what your mum is doing right now?
What do you think your pet is doing when you are asleep?

Cel lekcji
wyrażony
w języku rodzica

Dziecko rozumie kilka zdań określających co ktoś robi w danej chwili.
Dziecko reaguje na polecenia zawierające czasowniki: pływać, biegać, spać, jeść, wspinać się, skakać.
Dziecko powtarza nazwy kolorów i zwierząt.

You will need

Flashcards with verbs: jumping, running, sleeping, eating, climbing.
Flashcards with animals/pictures of animals doing different actions.
A piece of rope.
A piece of paper with the words "YES" and "NO".
Worksheets.
Crayons.

36. My cat is climbing a tree.

Lesson:
from start
to finish

Language

Children hear and understand

What a lovely cat! It's sleeping now. Is it sleeping? Yes. Are you sure it's sleeping? No, it's eating. What's the cat doing? What colour is the cat?

Children hear and respond

Look at this fish? What's the fish doing? Is the fish jumping? What's the rat doing? Is the rat sleeping? Are you sleeping Kasia?

Children repeat after the teacher

This is a cat/rat/fish/tortoise. The cat is sleeping. The dog is eating.

Children can say on their own

Sleeping, eating, jumping, running, climbing.

Homework

Draw your favourite activity.

Put cardboard wings on your arms and pretend you can fly. Greet the children and take the register. The children answer present/absent in English.

WELCOME
in the corridor/at the door

Move the children onto the carpet. Put "Yes, I can" and "No, I can't" signs on the board. Show them flashcards with animals. Ask: "What's this? Is it a dog. Can a dog run? Mime a running action. Elicit: "Yes/No". Put the dog under the "Yes, I can" sign. Repeat with the rest of the flashcards.

PRESENTATION
on the carpet

Move the children onto the carpet. Play the song "Yes, I can, about animals and things they can and can't do at www.youtube.com/watch?v=_lr0Mc6Qilo. Ask the children to mime the actions.

CAN YOU SWIM?
on the carpet

Say: "Look at me. I'm a fish. I can swim in the river". Mime the action and make the children repeat with you. Do the same with all the other verbs in this order: swim, run, creep; climb, eat, sleep, jump, bark, hop, fly and STOP.

ACTIONS
on the carpet

Make the children sit in a line. Say the rhyme with verbs again miming the actions and put the correct action verbs in a line along the children so they can see it. When finished stand behind each verb and mime the action again. Elicit the verb, point to the wordcard on the carpet. Move from one verb to another. Ask the children to stand up, point to the verbs, say them and mime them.

WORDCARDS
on the carpet

Use some string to make a line in the middle of the carpet. Take the "Yes, I can" and "No, I can't" signs from the board and put them on the opposite sides of the string. Ask the children to get up and show the action of swimming. Ask: "Can you swim? Yes, I can". Go to the side with "Yes, I can" sign. The children follow.

YES, I CAN
on the carpet

Leave the signs and the string in the middle of the carpet and play the game about animals. Ask the children to stand next to the line. You say the sentence: "A fish can bark". If TRUE - they jump to the "Yes, I can" side across the line. If FALSE - they do NOT move.

YES/NO JUMPING
on the carpet

Show the wordcards and make the children 'read' the words, place them on the board in the correct order. Two children make a gate with their hands. The rest of them go through this gate one by one saying the rhyme and building the gate.

GATE GAME
on the carpet

Handout the children's worksheet. 1. Draw an animal that can.../can't.... 2. Write 'can' or 'can't' under the correct picture. Set the homework. Round off the lesson with the HOT questions.

TO FINISH
at their desks

HOT Questions
You can ask these in Polish

Which animal is the bravest?
What animal would you like to be?
Which animal is the most dangerous in the world?

Cel lekcji
wyrażony w języku rodzica

Dziecko powtarza nazwy zwierząt domowych
Dziecko odpowiada na pytanie: Czy masz...?
Dziecko poznaje określenia "umiem" i "nie umiem".
Dziecko określa co potrafi a czego nie potrafi dany zwierzak.

You will need

Flashcards with animals: a spider, a bird a snake, a parrot, a gorilla, a dog, a cat
Wordcards: run, swim, fly, jump
Yes, I can. No, I can't.
'OK' sign and 'not OK' sign.
A piece of string.
Access to the internet.
Board magnets/sticky tack.

37. I swim like a fish.

Lesson:
from start to finish

Language

Children hear and understand

Can you pretend to be a spider? Can dogs fly? Can you swim faster than a fish? Can a fish sing? Can all birds fly? Can a snake jump?

Children hear and respond

Have you got hot a dog? A dog can bark! Woof! A guinea pig can eat a carrot. Crunch! A dog can't fly. A rat can't bark. A goldfish can swim.

Children repeat after the teacher

A dog can bark. A dog can't fly. A snake can swim. A snake can't run.

Children can say on their own

A spider, a hamster, a parrot, a.....
Yes, I can.
No, I can't.

Homework

Draw a cat that can jump high.

Greet the children and take the register. Play a short revision game. 'True or False' - flashcard statements. The children stand up to signal 'True/Yes.' Sit down for 'False/No.' Use any of the flashcards from lessons 32, 33, 34, 35, 36, and 37. Revise the vocabulary connected with pets.

WELCOME
at their desks

Say: "Let's play the 'Hollywood cinema' game!" Divide the class into groups of three/four. Point to a child and say: "Cat." Next child "Dog," then "Tortoise/Fish/Snake" etc. Check and say: "Hands up Snakes! Hands up Fish!". Say: "Cats. You're the actors. Everyone else sit down on the carpet - you are in a cinema! Watch the film, watch the actors!"

ACTION GAME
on the carpet

Show the group of Cats one of the flashcards, e.g. a snake. Say to them very quietly: "Shh, this is a secret picture. Shh. Let's show it. No speaking. Don't talk." Present the group to the others. Say: "Ladies and Gentlemen. Here are the cats! They have a secret. Let's go Cats!"

ACTION GAME
on the carpet

Turn with the group towards the children on the carpet. You will have to mime with the groups for the first few times until they all get the idea. Ask: "What are the Cats showing? What animal is it? What's it doing?" Say: "A snake! Yes, a long snake! Well done, Cats! Cats sit down now please."

ACTION GAME
on the carpet

Take your copy of the poster base worksheet and make the same outline on the board so that you can complete it with the whole class. Ask: "Have you got a pet cat? Hands up if you've got a pet cat." Draw in a cat, and ask a child who has a pet cat: "Zosia, have you got a cat? Yes? Is it big? Small? What's its name?" Fill in the drawing as you get the information.

POSTER
at their desks

Tell the children: "Now it's your turn. Has everybody got a poster? No? Here you are. Pass it on, please." Hand out the poster worksheets. Say: "Now, tell me about your pet. Draw a picture here, and tell me. What does it like? What can it do? Can it swim?" etc. Those children who don't have a pet can do their favourite animal.

POSTER
at their desks

Make sure you set a time limit say: "You've got 10 minutes to finish!" and countdown so the children are more focused. Monitor and speak to individual children about their posters. Encourage and praise their efforts. Say: "It's time to finish now! Let's pack up."

POSTER
at their desks

Play the song about animals "I have a pet" at www.youtube.com/watch?v=pWepfJ-8XU0
The children repeat the sounds the animals make.

SONG
on the carpet

You can also present a few posters - ask a child to stand next to you to help you present their poster to the group. You can say: "Look. This is Kasia's cat. It's beautiful isn't it? Kasia, what's its name?" Close with their homework task and some HOT questions.

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

Can you think of an animal that can swim and fly?
How do you know when a cat is happy?
Can you tell three differences between a rabbit and a cat?

Cel lekcji
wyrażony
w języku rodzica

Dziecko opisuje swoje zwierzątko używając prostych słów i krótkich zdań.
Dziecko powtarza liczebniki, części ciała, kolory.

38. All about my pet - project.

You will need

Flashcards from lessons 32, 33, 34, 35, and 36.
The "Hollywood cinema" game (miming).
Copies of the poster base.
A colour copy of the model poster to show the children.
Colour pencils/crayons.
Access to the internet.

Lesson:
from start
to finish

Language

Children hear and understand

I've got a goldfish! It hasn't got wings like a bird, it can't fly. It's got two big blue eyes and it's orange. It hasn't got any legs. It can't creep. Look, it's swimming!

Children hear and respond

Tell me about your pet. Can it run? Can it jump? Can it eat hamburgers? Can a snake swim? What colour is it? Have you got a pet snake at home Kuba? Under your bed? Do you like snakes Ewa?

Children repeat after the teacher

It's a snake... It's got four legs/It's got two ears... It can't... It likes... it doesn't like...

Children can say on their own

It's a dog/cat. It's big. It's brown. four legs, one head, two ears. Swim, jump, run, sleep, fly, creep.

Homework

Finish off the poster if necessary.
Bring in a picture of your pet/ favourite animal.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Put a big red heart on your heart. Let's start the lesson! Greet the children and take the register. The children answer "present /absent" in English. When they say "present" touch your red heart and express happiness.

WELCOME
at their desks

Say: "Let's make a circle. One, two, three! Look at me!" Create a circle and sit down. Present a bag. No one can see what's inside. Let the children touch and guess. Start to take out the items: a Valentine's card, an angel, a heart, chocolates, a flower. Say: "When you love someone you can make a Valentine's card"

GUESSING GAME
on the carpet

Tell the children that today is Valentine's Day (show with your hands a heart). Ask them what do they know about this holiday. If they respond in Polish give them suitable feedback in English - S: "Zakochani" - T: "Yes! In love! Very good!"

VALENTINE'S DAY
on the carpet

Plat the song "Valentine's Day" at www.youtube.com/watch?v=kgAx_sQ0mqE with the phrase "I love you" written inside a red heart. Also the letters H-E-A-R-T are focused on in the song.

SONG
on the carpet

Hand out to the children some sheets of paper. Ask them to listen and draw. Take a photo of a family - say who's in the picture, use "next to", "on", "in", "behind". Revise the vocabulary: mum, daddy, sister, brother, grandma, grandpa. Say: "I love my mum (show with your hands). I love my dad". Put the flashcards on the board - repeat with every member of the family.

I LOVE MY MUM
on the carpet

Show the flashcards and elicit some words the children already know. Make them repeat after you: a Valentine's card, an angel, a heart, chocolates, a flower and a wordcard "I LOVE YOU". Put all the flashcards into a bag, take one at a time, flash it quickly and make the children guess the words.

FLASHCARDS
on the carpet

Show some A4 sheets of paper. Say: "We're going to make Valentine cards. Ask the children to help you hand out the paper. Sing: "Pass it on, please" until everyone has got one.

VALENTINE CARDS
at their desks

Give the children the worksheets. Ask them to colour and fill in the name of the member of their family the card is addressed to and their name. You can give them a clue: "Don't write your name - write "I LOVE YOU". Say: "Use: hearts, angels, flowers to decorate". Make an exhibition in the classroom. Take a picture of their work.

I LOVE YOU
at their desks

Play the song again. Sing along with the children. Round off the lesson with their homework and some HOT questions.

TO FINSH
on the carpet

HOT Questions

You can ask these in Polish

What colour is the colour of "love"?
How many Valentine's day cards are you going to send?
How do people feel when they get a Valentine?

Cel lekcji
wyrażony w języku rodzica

Dziecko poznaje słownictwo związane z Walentynkami.
Dziecko słucha poleceń i wykonuje kartkę walentynkową dla bliskiej osoby.
Dziecko słucha piosenki o Walentynkach
Dziecko powtarza nazwy członków rodziny.

You will need

Flashcards: a Valentine's card, an angel, a heart, chocolates, a flower.
A bag with: a Valentine's card, an angel (made of glass/plastic), a heart (made of material or a figure), chocolates (real or just an empty box), a flower. A big photo of a family. Sheets of paper. Cut outs: hearts, angels, flowers.
Access to the internet. Crayons.

39. Valentine's Day.

Lesson:
from start to finish

Language

Children hear and understand

It's Valentine's Day! Lovers' day! We say - I love you, I like you. We give/send a card. We give chocolates, flowers. We write poems! Decorate your cards with hearts, flowers, angels.

Children hear and respond

Let's sing a song. Let's make a card! A Valentine's card! Fold the paper, cut, glue.

Children repeat after the teacher

I'm happy you are my mum. I love you with my little heart. Please take this Valentine's card. I love my...

Children can say on their own

A Valentine's card, a heart, an angel, chocolates, a flower. mum/ dad/sister. I love you...

Homework

Finish your Valentine's day card and give it to someone you love very much.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Greet the children and take the register. They answer: "present/ absent" in English. Give out the fruit to the children as they come into the class.

WELCOME
at their desks

Ask the children with the red fruit to go onto the carpet, then yellow, and green. Ask them to put their fruit inside your bag, say: "Asia, put your apple inside the bag". Pass the bag around and let the children touch what's inside. Let them take out one object from the bag. Ask: "What is it?"

FRUIT COLLECTION
on the carpet

Name each fruit twice. Put the fruit in a row (one of every type) and name them again. Play 'True or False?': Is it a pear? Yes/No? etc. Pick a volunteer: blindfold the child and give him/her one of the fruit. Ask him/her to guess. Count the fruit. Emphasize the singular and plural forms.

PRESENTATION
on the carpet

Present the song. Arrange the fruit on the carpet up to the song: 7 cherries, 6 apples, 5 pears, 4 plums, 3 strawberries, 2 blueberries, 1 watermelon. When: "Oh! One of them goes bad!" - throw the fruit away and count the rest. Sing and play to the (melody and rhythm "Are you sleeping brother John?").

SONG
on the carpet

Put the pictures of the fruit on the carpet. Show the names of the fruit and read the words with the children. The children put the names under the correct pictures. Ask them to 'read' again. If necessary mouth the words. Remove the names and put them on the floor in the corridor, outside the classroom.

WORDCARDS
on the carpet

Handout the worksheet "Running dictation". Ask the children to help hand out copies of the worksheet. Sing "Pass it on, please." until everyone has got one. Say: "Let's write the names! Fill in the gaps! Do you remember? Can you write?" Do the first on the board with the children. Pretend that you forget a letter - go and have a look on the floor in the corridor.

WORKSHEETS
at their desks

Say: "You can go and check!". Give each child 7 stones - 7 chances to go and see the word. You stand in the door and collect the stones. At the end go around the classroom and check how many stones they've saved. Give the right answers on the board. Ask who's got the correct answer.

WORKSHEETS
at their desks

Play the song "Do you like spaghetti? at <https://www.youtube.com/watch?v=ddDN30evKPc> make the children clap their hands when they hear/see the name of a fruit.

SONG
on the carpet

Round off the lesson showing them the fruit as they walk out. End the lesson with the HOT questions.

TO FINISH
at their desks

HOT Questions
You can ask these in Polish

What's your favourite fruit?
What is your favourite ice-cream?
Which fruit is the sweetest?
Which fruit is the funniest looking?

Cel lekcji
wyrażony
w języku rodzica

Dziecko nazywa wybrane owoce.
Dziecko liczy owoce.
Dziecko określa smak i wielkość owoców.

You will need

An opaque bag. Plastic or material fruit: 7 cherries, 6 apples, 5 pears, 4 plums, 3 strawberries, 2 blueberries, 1 watermelon. Flashcards with fruit. Wordcards: a watermelon, an apple, a banana, a pear, a plum, a strawberry, a blueberry, a cherry. Access to the internet Board magnets. Worksheets.

40. Blueberries and cherries.

Lesson:
from start
to finish

Language

Children hear and understand

How many bananas do I have? One, two, three, more? Are they big or small? Long or short? Mmmm, yummy and sweet pears. Blue blueberries and sweet cherries - delicious!

Children hear and respond

What colour is it?
Do you like pears/apples/plums...?
How many bananas/cherries/blueberries...?

Children repeat after the teacher

I've got 7 cherries in my bag. They are yummy. They are sweet. Oh no, one of them went bad!

Children can say on their own

A banana/a pear/a plum/
a strawberry. Two plums.
Bananas are sweet.

Homework

Draw your favourite kind of fruit.

Ask the children how they are? Are you OK? Are you happy? Is everything OK? Take the register. Help the children to respond in English "present, absent".

WELCOME
at their desks

Sing the song "Do you like spaghetti?" at <https://www.youtube.com/watch?v=ddDN30evKPc>
Ask about things that the children already know: "What's this?" or "What colour is it" etc. Check their homework, praise the children, show the work to the class.

REVISION
at their desks

Let the children move, do some gymnastics. Stand up, turn around, jump up high, touch the sky, touch the floor, touch your legs.

WARM-UP
on the carpet

Show them a big picture of a market with fruit and vegetables. Describe the picture in full sentences, use gestures and mimes. Show the children new words and pictures, they have to repeat after the teacher. A banana, A carrot, a peach, an orange, some honey, a pineapple, Ask: "Do you like carrots? What colour is this carrot? I like grapes. Do you like grapes?"

AT THE MARKET
on the carpet

The children repeat after the teacher: a carrot, a banana, a peach, grapes, an orange, some honey. Place the flashcards face down, ask the children where each particular fruit is. Ask one child to check and say "Yes/No" and show the flashcard to the rest of the children.

PARROT GAME
on the carpet

Describe a few pictures, the children have to guess what it is. Say: "It's a yellow fruit. It's long and all monkeys love it. Do you know what it is? It's an orange fruit, do you know what it is? Can you show me this fruit?"

GUESSING GAME
on the carpet

Have the children sit in a line so that they can see easily. Put all the flashcards on the carpet in a line. Say the name of the food and show the wordcard. Ask a child to put it above the picture. Do the same with the rest. Repeat the words.

WORDCARDS
on the carpet

Remove the flashcards and the wordcards. Put the children in a few groups. Give each group 2 flashcards. Put the wordcards in the middle. Play some music. When you stop the music, one child from each group gets up and picks the 2 wordcards which match their pictures. Go around and check. If correct, they keep the wordcards, if not they play again. Change words in each group.

GROUPWORK
on the carpet

The children fill in the worksheets. Set the homework. Ask the HOT questions. Show GENUINE interest in the children's answers.

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

Which is better orange juice or water?
What's your favourite drink?
Can you drink if you stand on your head?

Cel lekcji
wyrażony
w języku rodzica

Dziecko wskazuje i nazywa: jabłko, marchew i banana, winogrono, brzoskwinie, ananasa, pomarańczę i miód.
Dziecko wyraża swoje upodobania: lubię banany, nie lubię kiwi.

You will need

Picture of a fruit and vegetable market.
Flashcards: a carrot, a banana, an apple, a peach, a pineapple, grapes, strawberry, some honey, apple juice, orange juice, banana juice.
Worksheets.
Access to the internet/music.

41. I like orange juice!

Lesson:
from start
to finish

Language

Children hear and understand

A description of the picture "In the market", This is a carrot. I like carrots. Do you? I don't like grapes. I would like to buy some vegetables for dinner.

Children hear and respond

Show me the carrot! Where is the banana? Touch the carrot. Give me a banana, please! Can I have an apple, please! Cut up this banana, please! Let's add apples and some sweet honey!

Children repeat after the teacher

This is a carrot, this is an apple, I like strawberries, Yummy!, They're delicious!

Children can say on their own

A carrot, an apple, a strawberry, a pineapple, an orange, a banana. I like apples. I don't like oranges.

Homework

Ask the children to come up with a list of fruit and vegetables.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Wear 'earings' made of plastic fruit or real fruit such as cherries or a hat with a banana on it. Greet the children and take the register. The children answer "present/absent" in English.

Put the flashcards with the fruit on the board. Write numbers above them from 1-7. Ask them to make some funny faces using their own faces: open your mouth and make big eyes, show your tongue, etc. Revise parts of the face and head: eyes, ears, a nose, a mouth, teeth, hair.

Take out two big cardboard heads and many different parts of the face: big eyes, small eyes, green/blue/brown eyes, a long/short/small/big nose, a big/small mouth, etc. Make a funny face using the items. Describe the faces with the children.

Make groups of three/four children. Give them the items you used and ask them to make some funny faces. Go around and ask questions.

Stand up and sing the song: "If you're happy" Do the activities: close your eyes, touch your nose, show your teeth, wiggle your ears.

Hand out the cutouts and a plastic/paper plate; one per child. Ask: "What fruit can you see? A piece of a watermelon! Very good! etc. Cut out the fruit and stick them to the plate making a 'yummy face'.

Do the yummy faces using fruit and paper plates. Go around and help. Ask questions: "Asia, what have you got? A banana? The banana makes a great nose".

Make an exhibition of the faces. Play the song "Do you like spaghetti?" at <https://www.youtube.com/watch?v=ddDN30evKPC>

Set the homework.
Round off the lesson with the HOT questions.

WELCOME
at their desks

WARM-UP
on the carpet

FUNNY FACES
on the carpet

GROUPWORK
on the carpet

SONG
on the carpet

YUMMY FACE-INTRO
on the carpet

INDIVIDUAL WORK
at their desks

YUMMY FACE

TO FINISH

HOT Questions

You can ask these in Polish

Whose fruit face was the funniest?
What was the most delicious face?
Which fruit would you never use to make a yummy face?
What else can we use to make funny faces?

Cel lekcji
wyrażony w języku rodzica

Dziecko nazwa części twarzy.
Dziecko rozumie konstrukcje: "There is/There are"
Dziecko pokazuje czynności "myję zęby, pocieram nos" itd.

You will need

Flashcards with fruit.
Big cardboard heads (one per each group of 3-4) and many different parts of the face.
Songs: "This is the way", "If you're happy". Access to the internet.
Cut-outs with fruits.
A paper plate, one per one child. Crayons
Scissors, glue stick, board magnets.

42. Yummy face.

Lesson:
from start to finish

Language

Children hear and understand

We're going to make funny faces today!
These eyes are made of kiwis!
The nose is made of a blueberry.
The mouth is made of watermelon - Yummy! Delicious!

Children hear and respond

Let's make a funny face! Look at me!
Is it a small nose? This is the way we brush our teeth... This is the way we wash our face early in the morning!

Children repeat after the teacher

These are eyes/ears/teeth.
This a nose/an eye/a mouth/hair.
This is a big nose/a long nose.

Children can say on their own

Eyes, ears, a nose,
a mouth, teeth, hair.
Delicious!

Homework

Hang your fruit plate in your room or in the kitchen.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Make a flat hat in the shape of a fish or pizza. Ask the children how they are? Are you OK? Are you happy? Is everything OK? Take the register. Help the children to respond in English: 'present/absent'.

WELCOME
at their desks

Move the children to the carpet. Show the flashcards with fruit and vegetables for a short time and then ask the children: "What's this? What colour is it? Is it a watermelon? Do you like it? Put all the flashcards face down Ask individual children where the fruit and vegetables are?"

REVISION
on the carpet

Put the wordcards "Yes, I do/ No, I don't" on the board. Play the song "Do you like broccoli soup?" at www.youtube.com/watch?v=ddDN30evkPc Play the film and pause a few times to elicit the names of the food that appears on the screen.

WARM-UP
on the carpet

Show a picture of a market. Describe the picture of the market, say how often you visit this place and what you usually buy there.

AT THE MARKET
on the carpet

Show the children the new pictures, describe them. This chicken is brown. This carrot is orange. Vegetables are very good for you. The children have to repeat after the teacher all the new words. Fruit: a banana, an orange, an apple. Vegetables: a lettuce, a carrot. Meals: a chicken, a pizza. I like chicken. I don't like lettuce.

PRESENTATION
on the carpet

Describe the pictures. The children have to guess what it is. It's long and red. It's a vegetable. Do you know what it is? It's brown, big and it's delicious. Do you know what it is? It's a green vegetable and it's very good for you. Do you know what it is? Yes, it's a lettuce. Great! Excellent! Well done! You can flash the picture to help them guess the correct word.

GUESSING GAME
on the carpet

Play the rope game. Put a piece of rope in the middle of the carpet. On the right put a "Yes, I do" sign, on the left "No, I don't" sign. Ask the children to stand along the rope and jump up to answer the question you ask: "Do you like bananas? What about your pizza?"

YES/NO JUMP
on the carpet

Hand out the worksheets to the children. Ask them to help with handing out copies of the worksheet. Sing "Pass it on, please" until everyone has got one. The children fill in the worksheets. They colour in the fruit and vegetables and match them with the correct numbers.

COLOUR IN
at their desks

Play the song again. Touch the food items on the screen and elicit the names as they appear. Set their homework. Ask the HOT questions. Show GENUINE interest in the children's answers.

TO FINISH
on the carpet

HOT Questions

You can ask these in Polish

Which word would you like to put in your basket?
Why is a pizza round?
Would you like chips if they were green?

Cel lekcji
wyrażony w języku rodzica

Dziecko wskazuje: kurczaka, makaron, ryż, marchewkę, wodę, rybę, frytki nazwane po angielsku.
Dziecko powtarza nazwy kolorów.

You will need

A picture of a fruit and vegetable market. Flashcards: fruit, vegetables, a fish, water, pizza, chicken, a carrot, a lettuce, a banana, an orange, an apple. Wordcards: Do you like? Yes, I do/No, I don't. Worksheets. A piece of rope/string. Crayons
Access to the internet.

43. He likes chicken...!

Lesson:
from start to finish

Language

Children hear and understand

Describe the picture "In the market". This is a carrot. I like carrots. Do you? Do you like chicken? I like pasta but I don't like rice. He likes chicken but he doesn't like fish. Does he like fruit? Do you like French fries?

Children hear and respond

Show me a carrot! Where is the banana? Touch the carrot. Give me a banana, please! Can I have an apple, please. Show me a fish, please. Could I have some French fries please?

Children repeat after the teacher

This is a carrot, this is an apple. I like carrots. Yes, I do. No, I don't. I don't like pizza.

Children can say on their own

A carrot, an apple, a chicken, a banana, a lettuce, a fish, fruit, vegetables, water, rice.

Homework

Draw your most and least favourite food.

HOT Questions You can ask these in Polish

Where's the best place to have a picnic?
What food can't you take on a picnic? Why not?
Is it better to have a big and heavy basket or a small and light basket on a picnic?

Cel lekcji
wyrażony
w języku rodzica

Dziecko powtarza słownictwo związane z jedzeniem.
Dziecko słucha poleceń i wykonuje własny koszyczek.
Dziecko opiuje zawartość swojego koszyczka.
Dziecko prosi o konkretną rzecz do koszyczka.

You will need

Flashcards connected with food. 10 flashcards for this lesson - picnic scene, sandwich, bread, butter, ham, cheese, lettuce, a tomato, jam, fruit juice. Plain A4 sheet of paper. Crayons, glue, scissors. Additional possible props - picnic basket, picnic blanket, flask, board magnets. Worksheets. Access to the internet.

44. Picnic time!

Lesson:
from start
to finish

Language

Children hear and understand

Let's make a delicious sandwich for a picnic! Here's the bread, butter, ham, cheese, lettuce and tomato. I love chocolate. My favourite is Milka. Orange juice? No, I don't like orange juice. That's enough. My basket's going to be really heavy!

Children hear and respond

What's your favourite chocolate? And you Tomek, do you like oranges? I do. They're delicious. Have you got some fruit juice in your basket? What have you got? Do you know what I've got in my picnic basket?

Children repeat after the teacher

Can I have bread please?
Can I have butter, please?
Have you got a tomato?

Children can say on their own

Bread, butter, ham, cheese, lettuce, a tomato, a sandwich, a picnic, jam.
Can I have some butter, please?

Homework

You can ask them to add some more items to their picnic basket.

WELCOME
at their desks

Greet the children and take the register. Quick revision game: select 12 - 15 flashcards from previous lessons. Take them out of the basket and place them on the board. Quickly remove 5 cards from the board and ask: "What's missing? 5 cards are missing. Can you tell me what they are?"

GROUP REVISION
at their desks

Ask five children to come to the board and remove one card each - model how they should hold the card (to their chests/behind their backs) so that the first group won't see them. Ask the second group to say what cards are missing. Say: "Look, 5 cards are missing. What are they? Do you know which cards are missing?" Give them a time limit, then change the groups.

I'M HUNGRY
on the carpet

Say: "Gosh, I'm hungry now. All that hard work. Let's have a picnic!". The first card sets the scene of a picnic. Elicit what kind of things you can eat/drink on a picnic. Say: "Tell me, what can you put in your picnic basket? What can you eat/drink?" The children will make suggestions. Especially encourage and praise those given in English.

I'M HUNGRY
on the carpet

Say: "When I go on a picnic, I take a sandwich and juice. My favourite is orange juice!". Show the sandwich and juice cards." Say: "Let's make a sandwich for a picnic! Here's the bread, butter, ham, cheese, lettuce and tomato." Show these cards. Say: "Oh, I forgot, one last thing. Some jam!" The children go 'bleurgh... what a combination.' Say: "No? No jam and ham?"

I'M HUNGRY
on the carpet

"Can I have some bread, please?" - show two slices with your hands. "Can I have some butter, please?" - pretend you're spreading butter. "Can I have some ham, please?" - place one hand on top of the other. "Can I have some yellow cheese, please?" - one hand on top of the other. "Mmm, yum yum. Delicious!"

THE PICNIC BASKET
at their desks

Get the children back to their desks. On the board, draw a big picnic basket and elicit what you can pack into the basket. Encourage them to say: "Can I have... please?" Ask the children to come up with suggestions, draw the items around the basket. Keep up a commentary as you draw. "Orange juice? No, I don't like orange juice. I think I'll take apple juice instead."

THE PICNIC BASKET
at their desks

Say: "Now it's time for us to make a picnic basket. Everyone, take a piece of paper please." Hand out the A4. Fold the paper in half, like a card. On the outside draw a picnic basket and a blanket. Show the A5 copies of the food items. Say: "I'm going to pack a sandwich, a tomato, cheese (point to the items) and then (count off on your fingers) some chocolate, water, a banana..." etc.

THE PICNIC BASKET
at their desks

Say: "Now it's your turn. What do you want on your picnic? Glue and cut out, colour and draw." As the children to cut, stick, colour and draw, monitor and ask individuals: "What's that Ania? What have you got? Have you got some fruit juice?" etc. Set a time limit at the start and signal the end of the time.

TO FINISH
on the carpet

Play the song "Do you like broccoli ice cream at <https://www.youtube.com/watch?v=frN3nvIHUk>
To finish ask the HOT questions and finally: "1, 2, 3 - look at me! Great. Show me your picnic baskets! Lovely! Hands up if you've got a tomato!..." etc.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

HOT Questions You can ask these in Polish

Would you like to have pizza for breakfast?
What would you put on your pizza?
What's your favourite ice-cream flavour?
Do like doing shopping with your parents?
Why?

Cel lekcji
wyrażony
w języku rodzica

Dziecko powtarza słownictwo związane z jedzeniem.
Dziecko używa prostych zwrotów związanych z robieniem zakupów.
Dziecko wita się i żegna.
Dziecko prosi o konkretną rzecz.

You will need

Flashcards with fruit. Flashcards with food. Pictures cut out from magazines with food and fruit. Ready made shopping lists for every group. English banknotes if possible or coins for each group). Shopping bags/baskets. A big piece card paper for every group. Board magnets. Access to the internet.

45. At the grocery shop.

Lesson:
from start
to finish

Language

Children hear and understand

I'm so hungry and I want to cook something nice.
Where can we buy food and fruit?
At the grocery shop.
This is a shopping list for you.
What do you have to buy?

Children hear and respond

Make a big recipe of your meal. Be creative! What fruit do you remember? How much is the ham? One, two, three pounds? Tell me, please. How much is one pound and three pounds?

Children repeat after the teacher

Can I have some cheese, please? A banana/ham/chicken/etc, please? Yes, here you are.

Children can say on their own

How much is the bread/butter/water?
Can I have some cheese/a banana/some ham/chicken please?

Homework

Draw a big bowl with different fruit and food you like the best.
Bring something GREEN if you're planning a St Patrick's Day class

WELCOME
at their desks

Greet the children holding a basket with some food. Ask some questions "Do you like pizza?" Elicit : "Yes, I do. No, I don't." Take the register. The children answer "present /absent" in English.

POTATO KING
on the carpet

Play with the children for the warm up. Say: "Let's make a circle, please!" Ask them to show you their fists. Say the rhyme:" One potato, two potatoes, three potatoes, four! Five potatoes, six potatoes, seven potatoes - no more!". Every time pound your fist on theirs one by one. On "no more" - pound twice - this one fist goes out. Play as long as one fist is left. You are a potato king!

KIM'S GAME
on the carpet

Show the flashcards from the previous lesson with food and fruit. Elicit the names. Ask them to close their eyes and remove card by card asking "What's missing?" Ask: "Where can we buy all these things?"

AT THE GROCER'S
on the carpet

Explain that we are going to play "a grocery shop" today. Create a "shop" area. Put some pictures cut out from some magazines, brochures, etc. with food and fruit on the carpet. YOU are the shop owner. Show them some 'real English' money and explain that you're going to use 'pounds and pence' like in England.

AT THE GROCER'S
on the carpet

YOU are the shop owner. Ask the children to decide the price for each item. Write the prices and make a display on the carpet. Divide the class into groups of four.

THE INGREDIENTS
on the carpet

Give each group a shopping list. Group 1 has to make a fruit salad. They have to buy: 1 banana, 1 peach, 1 watermelon, 2 pears and some honey. They look at the list and say the words aloud. Go around and monitor. Say: "What do you say when you go to a shop? You say: Hello, can I have a banana, please? Goodbye" Repeat several times pointing to the pictures.

GOING SHOPPING
on the carpet

Give out some paper money and coins. Choose one shopper from every group to demonstrate. The children visit the grocery shop and buy only one thing at a time. Elicit: "Hello, can I have a banana, please? Goodbye". Change shoppers, so each child has a chance to 'buy' something.

POSTER
at their desks

Get the children back to their desks, still in their groups. Give them a big sheet of card paper and ask them to glue the products onto their sheets to make a poster. They can have similar 'salads' differing in the numbers of items. Make an exhibition. Ask: "How many bananas have you got in your fruit salad? Five? Oh, good. What a delicious fruit salad!"

TO FINISH
on the carpet

Play the song "Do you like broccoli ice cream?" at <https://www.youtube.com/watch?v=frN3nvhlHUK>
Set their homework and round off the lesson with the HOT questions.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Put on a big green hat. Ask the children how they are?. Are you OK? Are you happy? Is everything OK? Show real interest in their answers. Take the register. Help the children to respond in English: "present, absent". Check the homework, praise the children, show their work to the class.

WELCOME
at their desks

Show the children a map with Ireland on it. Thank the children for bringing in something "green". Put the map on the carpet. Explain to the children where Ireland is and tell them that today you are going to take them there to celebrate St. Patrick's day. Show some pictures of how this day is celebrated in Ireland.

THE MAP
on the carpet

Read the children the fairy - tale "The Story of the Leprechaun". Show them the pictures during reading. Ask some questions to the children "Who is the Leprechaun? Where is the gold?"

THE STORY
on the carpet

Say: "I'm going to ask you about the story. Point to the gold, please. Where's the green hat? Touch the gold, please. Where's St. Patrick? Point to a rainbow. Touch a shamrock. Point to Ireland and then Great Britain on the map.

GUESSING GAME
on the carpet

Show them a picture story in the song form about a Leprechaun at www.youtube.com/watch?v=IA-YGKN7k_o where they can see all of the things you have read about.

VIDEO CLIP
on the carpet

Teach the children a song. They sing and act. Divide the class into 3 groups. Take one child from each group and ask them to close their eyes. Hide some money in the classroom. The children from the other groups have to give the one with the eyes closed some hints on how to get to the money. The children say "Go! Stop! Take one step."

SONG
on the carpet

Divide the class into 4 lines. Put some gold in front of them so they can see it. Only the first ones move. When you say "start" say "Jump on your left leg" to reach the gold. Then the next 4 move. Say "dance a jig" to reach the gold. Take the score for the groups.

WHERE'S THE GOLD?
on the carpet

The children stay in their previous groups. Give them a paper shamrock. They have to keep blowing the shamrock so that it doesn't fall down on the carpet. The winning team is the one that keeps the shamrock in the air the longest.

FLYING SHAMROCK
on the carpet

Show them the song about the Leprechaun again at www.youtube.com/watch?v=IA-YGKN7k_o The children fill in the worksheets. Set the homework. Ask the HOT questions. Show GENUINE interest in the children's answers.

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

Where does a rainbow start?
Have you ever found a shamrock? What did you wish for?
What is your favourite Polish tradition?

Cel lekcji
wyrażony w języku rodzica

Dziecko słucha i rozumie historyjkę o dniu św. Patryka: "The Story of the Leprechaun". Dziecko poznaje zwroty z historyjki. Dziecko rozumie instrukcję i zgodnie z nią koloruje postać Leprechaun z historyjki.

You will need

Pictures showing the celebration of St. Patrick's day.
A fairy-tale connected with St. Patrick. "The Story of the Leprechaun" by Katherine Tegen.
A picture of a Leprechaun to colour.
Worksheets.
Access to the internet.

46. St Patrick's Day.

Lesson:
from start to finish

Language

Children hear and understand

I've got a map today. It's Great Britain. This is Ireland. It's a shamrock. It's a Leprechaun. He is with his gold. It's a rainbow. Let's look for some gold now.

Children hear and respond

We're flying to Ireland. Let's look for some gold. Let's find some gold! Clap your hands, dance a jig, say hurra. Close your eyes. Go! Stop! Take 2 steps!

Children repeat after the teacher

Let's celebrate St. Patrick's day. It's a shamrock. It's a rainbow. We're flying to Ireland. Let's look for some gold.

Children can say on their own

Gold, St. Patrick's day, a rainbow, a shamrock, Ireland, Great Britain.

Homework

Colour the leprechaun.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Put on a summer hat and winter gloves/scarf. Ask the children what's wrong about your appearance? Make the context of the summer/winter clear. Take the register. Help the children to respond in English: "present, absent!". If anybody is absent, express your concern in English. Check the homework, praise the children, show the to work the class.

WELCOME
at their desks

Introduce the weather vocabulary. Show the children the flashcards with the weather (sunny, foggy) and name them. Ask the children to repeat after you. Say: "Look! What a beautiful day! It's sunny. It's hot. Do you like it when it is hot?" Ask the children to repeat whole sentences after you.

PRESENTATION
on the carpet

Say to the children "Look out of the window! What's the weather like today? Is it hot?" Teach the children the finger play "Weather". The children say the sentences and they act. "There's rain, rain, rain (your finger on the desk) Now it's sun, sun, sun (hands up, twist your hands) clap your hands twice, smile and let's have fun (jump up high).

DRAMA
on the carpet

Play the song: "How's the weather?" at www.youtube.com/watch?v=l8GeA3anPdo. Make the children sing what they see on the screen.

SONG
on the carpet

Divide the children into 5 groups. Give them one flashcard that they have to act out. The other groups have to guess the type of weather they are acting out.

DRAMA
on the carpet

Put the real clothes in a bag or clothes flashcards (before the lesson). Take each piece slowly showing a small part at a time. Make the children guess what you are taking out. Ask: "What do you wear when it's cold? What do you wear when it's hot? (use the weather flashcards if necessary).

CLOTHES
on the carpet

Put the flashcards in different places in the classroom so that they form stepping stones. Line the string around the pictures. Say: "You're going to cross the river (flashcard). You can only step from one stone to another. To move you have to say the word in the picture. If not there's a crocodile which can eat you.

STEPPING STONES
on the carpet

Demonstrate how to 'cross' the river. Ask the children to be a crocodile. If they make a mistake, they should call out "YUMMY". Play the game, monitor and if they make mistakes call out "YUMMY" and pretend to eat them.

STEPPING STONES
on the carpet

The children fill in the worksheets. The children colour in thermometers - red if a child in the picture is lightly dressed, and blue if the child is dressed warmly. Then the children have to say "It's cold." Set the homework. Ask the HOT questions. Show GENUINE interest in the children's answers.

TO FINISH
at their desks

HOT Questions
You can ask these in Polish

What do you do when it is hot/cold?
What do you like doing when it is rainy?
Why don't people go swimming when it is raining?

Cel lekcji
wyrażony w języku rodzica

Dziecko poznaje słownictwo związane z pogodą: ciepło, zimno, słonecznie, pochmurno, deszczowo, wietrznie, mgliście.

You will need

Flashcards demonstrating the weather: foggy, rainy, hot, cold, sunny, cloudy, windy.
Flashcards with clothes or real clothes.
Worksheets.
6 colourful strings. A 'river' and a 'crocodile' flashcards/toy.
Access to the internet.

47. What a lovely day!

Lesson:
from start to finish

Language

Children hear and understand

Look at this picture! What a lovely day. It's sunny. It's hot. Is it hot today? Look out of the window! What's the weather like today? Is it foggy? Is it rainy? Show me what you do when it is hot?

Children hear and respond

Point to the sandwich! Bring me an apple! Look out of the window! Is it hot today? Show me what do you do when it is cold.

Children repeat after the teacher

It's sunny/foggy/cloudy today. It's hot/cold. It's windy/rainy.

Children can say on their own

Sunny, rainy, foggy, windy, hot, cold, cloudy. It's sunny. It's foggy.

Homework

Draw the weather you like most.

Put on a scarf/hat/gloves. Ask the children how they?. Are you OK? Are you 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

WELCOME
at their desks

Sing a song about the rain (L.47) Ask about different types of weather: sunny/hot/cloudy/windy/rainy/cold. Check their homework, praise the children, show the work to the class.

REVISION
at their desks

Let the children move a little on the carpet, do some gymnastics activities. Stand up, turn around, jump up high, touch the sky, touch the floor, sit down, close your eyes, open your eyes, touch your feet, jump.

WARM-UP
on the carpet

Take the children onto the carpet and describe the picture of spring, winter, summer and autumn. Say: "It's spring here. I like spring because the weather is ...elicit "sunny". This is winter! Do you like winter? I like cold weather very much. Do you like rain? This it's autumn. Do you like to swim? This is summer here. I like summer.

SEASONS
on the carpet

The children have to repeat after the teacher: spring, summer, autumn, winter, seasons, weather. Put the flashcards face down, ask individual children to take one card and mouth the word. Ask the other children to guess the word. Demonstrate the first word yourself (e.g. weather)

PARROT GAME
on the carpet

Divide the children into 4-5 groups. They should sit one after another with some space between the groups. Ask the first children at the front to come to you and quietly say the word. They go back to their groups, whisper the word to the next child 2, then number 2 turns to child 3, tells the word, and so on. The last child gets up and says the word. Continue with the other words.

CHINESE WHISPERS
on the carpet

The children remain in their groups. Divide the flashcards with the names of the seasons between the groups. Call out the names of the weather and the clothes and the children say the name of the season if it matches their season well. Accept more than one answer for some items (jeans - any season is OK)

MATCHING TIME
on the carpet

Play the clip with "How's the weather?" clip at www.youtube.com/watch?v=l8GeA3anPdo. Ask the children to join in the song.

VIDEO
at their desks

The children fill in the worksheets. How's the weather? - Colour the pictures and choose the correct words. Set the homework. Ask the HOT questions. Show GENUINE interest in the children's answers.

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

What's your favourite word today?
What is the best season to play outside?
Which season is your pet's favourite?
Mime winter, mime autumn!

Cel lekcji
wyrażony w języku rodzica

Dziecko wskazuje na obrazku pory roku: wiosnę, lato, jesień i zimą.
Dziecko poznaje słownictwo związane z pogodą:
Jest zimno. Jest gorąco. Jest wietrznie. Jest słonecznie. Jest deszczowo. Jest mgliście.

You will need

Pictures of the four seasons.
Flashcards: summer, autumn, winter, spring, seasons.
It's cold. It's hot. It's sunny. It's rainy. It's cloudy. It's foggy. It's snowing. Weather.
How's the weather?
Worksheets. Real clothes/clothes.
Flashcards.
Access to the internet.

48. What's your favourite season?

Lesson:
from start to finish

Language

Children hear and understand

What is your favourite season? Do you like autumn? My favourite season is summer. I like hot weather. I don't like cold weather. Do you like hot weather. Summer is my favourite season. I like snow.

Children hear and respond

Show me winter! What's the weather like in summer? It's cold or hot, what do you think? What's the weather like today? It's sunny? It's cloudy? It's windy?

Children repeat after the teacher

It's spring. It's summer. It's winter. It's autumn. Weather. How's the weather today?

Children can say on their own

summer, winter, autumn, spring, weather, sunny, windy, cloudy, hot, cold, rainy, snowy.

Homework

Draw your favourite season.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Put a hat with a big white snowflake on. Greet the children and take the register. Refer to the weather outside, say: "What's the weather like today? Is it hot/cold/or sunny?"

WELCOME
at their desks

Draw a house on the board with arrows radiating out from it. Say: "When it's sunny, I like playing outside. Don't you?" Ask the children: "Do you like playing football outside?" etc. Repeat every phrase a number of times. Add the cards one by one. At each one ask the class: "Do you like...?"

ACTIVITIES
at their desks

Move the children onto the carpet. Sing: "Make a circle..." Say: "Let's play the 'Hollywood cinema' game!" Select five children to be actors. Show the group of actors one of the flashcards, make sure the audience can't see. Check that the actors understand they are miming the action. Introduce each group and applaud and praise when they've finished.

ACTION GAME
on the carpet

Turn with the group towards the children on the carpet. Mime together with the groups for the first few times until they all get the idea. Ask: "What are the actors showing? What are they doing? Are they reading a book? Drawing a picture?" Invite the next group, say: "Who's next? Actor, actor... Come on then!" Repeat the whole 'show'.

ACTION GAME
on the carpet

When you're ready, get the children to go back to their places. Say: "OK. If you like playing football, go and sit on your chair, please! 5, 4, 3, 2, 1. If you like going for a walk, go and ..." etc.

BACK TO THE DESKS
on the carpet

Present the children's worksheet - your version already cut up. Ask: "Can you see the pictures? What's this one? Do you like...?" Hand out the BW copies to the children to cut up. Say: "Pass it on, please!" Hand out the BW copies to the children to cut up. Say: "Pass it on, please!"

WORKSHEETS
at their desks

Encourage the children to do this really carefully. Those that finish first can put their initials in the front bottom corner. Demonstrate on your cards. Model the game. Ask one child to come to you with their cards. "Kuba have you finished? Come here, show me your cards." Check Kuba's cards - go through them one by one with the whole class. Praise Kuba! Demonstrate 'Memo pairs!'

WORKSHEETS
at their desks

Tell the children: "Now it's your turn. Play 'Memo pairs' with your neighbour." As they finish, you can ask them to colour them in.

MEMO GAME
at their desks

Say: "It's time for us to pack up now! Let's check our pictures." You can review the lesson's vocabulary to round off. Ask them to get up and move onto the carpet. Play the clip "Little snowflake" at www.youtube.com/watch?v=tbbkDjMDok Ask the HOT questions.

TO FINISH
on the carpet

HOT Questions

You can ask these in Polish

Do you like getting wet when it's raining?
If you could control the weather, what would it be like? Why?
If you were a cloud would you be afraid of thunder?

Cel lekcji
wyrażony
w języku rodzica

Dziecko odgrywa czynności związane z byciem na zewnątrz zimą.
Dziecko tworzy własny komplet obrazków do gry 'Memo'.
Dziecko gra z kolegą w 'memo' i powtarza nowe słowa.

You will need

Flashcards for this lesson.
An already cut-up version of the children's worksheet as your copy.
Copies of the worksheet for the children to cut up and then play the memo game.
One copy per child.
Access to the internet.
A flashcard with a snowflake.

49. I like playing outside.

Lesson:
from start
to finish

Language

Children hear and understand

When it's sunny, I like playing outside.
I like playing football in the spring, summer and autumn.

Children hear and respond

Do you like playing football outside?
What's this one? Is it 'going for a walk'?
What is the weather like today? Is it hot/cold/sunny?
Do you like... when it's raining?

Children repeat after the teacher

I like playing football.
Going for a walk/throwing snowballs/
catching snowflakes/jumping

Children can say on their own

Hot/cold/sunny etc.
I like ... I don't
football, snowflakes, snowballs.

Homework

Draw what you like doing when it's raining.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Greet the children and take the register. Using the flashcards from the previous lessons start with a short revision game with a general focus on the following: "What do you like doing? What's your favourite?", "What colour hair/eyes/shoes/T-shirt has she got?" "Happy or sad? How many brothers has she got?" etc.

WELCOME
at their desks

Move the children onto the carpet. Sing: "Make a circle...". Say: "Look. I've got some new friends today." And present the first of the pictures. Talk about what they can see. Ask: "What's her name? Do you think she has any brothers or sisters?" etc. Elicit as much information from the children as possible. Go through all four characters.

NEW FRIENDS
on the carpet

Spread all four pictures out so that everyone can see them. Ask the children: "Can you tell me who has got a brother? Who can ride a bike? Who doesn't like tomatoes?" Practice first person statements as a true/false. Say: "My name's Sonia and I'm 8. True or false? My name's Andrew and I've got 2 cats." and so on.

NEW FRIENDS
on the carpet

Ask direct questions to the children "Tell me Filip, can you play basketball?", "Amelia, do you like spaghetti?" Encourage them to give you some information about themselves. "Can you tell me what your favourite colour is?", "Have you got a pet? What is it?" When you're ready, get the children to go back to their places. Say: "We have a very big project today"

NEW FRIENDS
on the carpet

Draw the outline of a figure on the board. Ask the children to give you the details. "Is this a girl or a boy? What's his/her name? Has he/she got long hair?" "Draw the outline of a figure. Ask the children to give you details. "Is this a girl or a boy? What's his/her name? Has he/she got long hair?" "What's he/she wearing? A dress? Jeans? How old is he/she?". Build up the character.

PROJECT
at their desks

Now, as in the four pictures, draw some arrows radiating out from the figure. Now change into first person. Say: "My name's ... and I'm ... years old. I live in My favourite food is..." and here wait for suggestions. Continue as above with the different 'zones': pets/family colours/I can/I can't/I've got/I haven't got etc. Show the copy with the outline of the figure.

PROJECT
at their desks

Say: "Now it's your turn." As the children draw themselves, monitor and help individuals with ideas. "You've got a blue T-shirt. Is blue your favourite colour?" Remember to start a countdown as you come to close this lesson. Say "You've got 5 minutes, 3 minutes and finally 10, 9, 8...3, 2, 1. Stop!"

ALL ABOUT ME
at their desks

Say: "Show me your beautiful posters! They're wonderful. Well done!"
Finish with the HOT questions.

POSTER SHOW
at their desks

Play the "This is me" song practising parts of the body at www.youtube.com/watch?v=QkHQ0CYwjal

TO FINISH
on the carpet

HOT Questions

You can ask these in Polish

Close your eyes and imagine your family.
What can you hear? What can you smell?
What do you look like in your dreams?

Cel lekcji
wyrażony w języku rodzica

Dziecko wykonuje plakat auto-portret i opisuje siebie.
Dziecko opowiada co lubi w swojej rodzinie.

50. All about me.

Lesson:
from start to finish

Language

You will need

The four character figures pictures.
Coloured pencils/crayons.
Copies of a person's outline.

Children hear and understand

I've got some new friends today. I've got short hair. It's brown. My eyes are purple. Purple? No, they're not purple, they're brown too. Now it's your turn.

Children hear and respond

What do you like doing? What's your favourite...? What colour hair/eyes/shoes/T-shirt has she got? Tell me Filip, can you play basketball? Amelia, do you like spaghetti?

Children repeat after the teacher

I've got a sister/two brothers/a cat. My favourite colour is... I can/I can't ... I live in...

Children can say on their own

I like.../I don't like...
A sister/a brother/a cat/a dog/a hamster. My name's ... /I'm 6/7....

Homework

You can ask the children to either finish off, or do another one based on a family member/ favourite character.

Greet the children and take the register. Say: "I've got something to show you today. So everybody, let's move onto the carpet."

WELCOME
at their desks

Move the children on to the carpet. Sing: "Make a circle...". Review: Talk about one of the figures from the last lesson. Ask them to 'introduce' it. Say: "Tell me about 'X'. Prompt questions: "What's his/her name? How old is he/ she? Where does he/she live? Tell me about his/her hair, what colour is it?"

REVISION
on the carpet

With the lessons flashcards, say: "Do you think 'X' can play the piano?" and go through all six flashcards. Now turn the questions to the children. "Kasia, can you play the piano?" Kasia's response: "Yes/No." Encourage the children to form the questions too. Say: "Hmm, what do you think? Can 'Ewa' play the piano hmm?"

WHAT CAN HE DO?
on the carpet

Say: "Stand up if you can play the piano! Stand up if you can play football! etc. When everyone is standing, lead into miming, say "Show me: I can play the piano!" To end this activity say: "I can sit on my chair and be quiet! Shhh...." and in a whisper "5, 4, 3, 2, 1."

ACTION GAME
on the carpet

On the board, draw three columns and six rows (one for each flashcard). Column 1= Flashcard "Can you...?" questions. Column 2 = teacher's answers. Column three = a volunteer. Model the questionnaire worksheet activity. Get the children to ask you, when you show them flashcard number 1. "the teacher, can you play football?"

QUESTIONNAIRE
on the carpet

Put a big 'X' for 'No, I can't' in the first row of your column. Put a big 'TICK', for 'Yes'. Go through the questions. Invite a volunteer to the board. Put their name at the top of their column. Ask them the "Can you..?" questions and get the class to ask them too. Move the children back to their desks.

QUESTIONNAIRE
on the carpet

Show the worksheet. Hand out the copies. "Pass it on, please!". Point out the extra row, ask: "Have you got any ideas? What can we put here? Hmm, let's think...Can you...?" Show the children the strips of 6 pictures. Model cutting it up and pasting it into the right place on the survey worksheet. Hand out the strips and monitor them sticking the pictures on.

WORKSHEETS
at their desks

As the children to finish the 'me' column answers and get them into pairs to ask each other. They can mingle. Ania, go and ask Tosia. Tosia, can you play football?" Fast finishers can come and ask you individually. They can colour in the pictures. Do a loud countdown from 10 - Zero to get everyone back in their seats.

PAIRWORK
at their desks

Say: "It's time to pack up everyone. Don't move though. Sit down! Hands up when you're ready!" To finish, do a quick review of today's new vocabulary. Play 'Flash the Flashcard' and elicit answers. You can ask the HOT questions. Play the song "Can you...Yes, I can/No, I can't." at www.youtube.com/watch?v=_lr0Mc6Qilo

TO FINISH
on the carpet

HOT Questions

You can ask these in Polish

If you could learn how to do anything in one day, what would it be?
What is your favourite thing to do when you are alone?

Cel lekcji
wyrażony
w języku rodzica

Dziecko odgrywa przed rówieśnikami różne czynności: pływanie, granie na pianinie, śpiewanie etc.
Dziecko odpowiada na pytanie "Czy potrafisz...?"

You will need

The figures from lesson 50 to talk about as a warm-up.
The six flashcards for this lesson.
Copies of the picture strips for the children to cut-up in class. (one strip = 6 pictures)
Scissors, glue, sticky tack for the board.
Worksheets.
Access to the internet.

51. I can dance!

Lesson:
from start
to finish

Language

Children hear and understand

Stand up if you can play the piano!
Stand up if you can play football!
Show me: I can play the piano! Swim like a fish! I can swim like a fish! I can move slowly like a snail. Tosia, can you play football?

Children hear and respond

Do you think Tomek can play the piano?
Can you dance/sing/jump high? Can you show me?

Children repeat after the teacher

Can you play the piano/football? dance, sing, run fast. jump. Yes, I can/No, I can't.

Children can say on their own

Yes, I can. No, I can't.
Play the piano, play football, dance, sing, run fast. jump.

Homework

You can ask the children to mark an extra column down the side of the worksheet (or on the back) and ask a member of their family the same questions.

Greet the children and take the register. The children answer present/absent in English. Put the jumbled numbers from 1-6 on the board. Ask the children to put them into the correct order from 1 to 6. The children come to the board and reorder the numbers. Turn every card over and the subject of the lesson appears - Easter.

Create a circle and sit down. Show an Easter basket full of many objects: some chicks, a bunny (chocolate or a figure), some Easter eggs, a lamb, a duckling. Repeat every word twice. Revise the vocabulary many times. Say: "How many chicks can you see? One, two, three? Let's count!" Repeat the structure: There is a chick. There are three chicks.

Get the children's attention. Show them a flashcard very fast. The children identify what's on the flashcard. Be ready to remodel or recast if they respond in they Polish.

Play the parrot game. Use the Easter vocabulary flashcards.

Put the flashcards in a row on the carpet. Get the children to repeat the words with you in a rhythmic way. When you think the children are doing this confidently remove the first flashcard and continue in the same way. Remove the second flashcard in the same way and repeat the sequence with the children again. Do it until every card is missing - say the sequence by heart.

Put the flashcards on the board - wordcards on the one side, pictures on the other. Ask the children to put the names under the correct pictures. Read aloud every word. Ask them to read with you. Ask the children to describe the pictures using the words they know. Describe each person or thing with one or two words. Use gestures and mimes.

Divide your class into groups of 3 - 4 children. Give each group a picture with an Easter image. Different for each group. Ask them to tell each other in the same group what they can see. Use the timer to encourage them - give them 3 minutes. Give them a set of words and ask them to choose only those which are suitable for their picture. Add one odd word. Tell them it's a secret.

Give a number to every child in every group. Ask all no 1's to stand up and go to the next group. Ask them to move around. The "New" no 1 has to look at the picture, read the words and point at the odd one out. When no 1 comes back to their seats, ask no 2, then 3 and 4 to do the same.

Round off the lesson with the HOT questions.

WELCOME
at their desks

EASTER BASKET
on the carpet

FLASH!
on the carpet

PARROT GAME
on the carpet

MAGIC EYES
at their desks

MATCHING GAME
at their desks

GROUP ACTIVITY
at their desks

GROUP ACTIVITY
at their desks

TO FINISH
at their desks

HOT Questions
You can ask these in Polish

What do you do on Easter with you family?
What colour would you like to paint Easter eggs this year?
Can the Easter Bunny read? How does he know what presents to bring?

Cel lekcji
wyrażony w języku rodzica

Dziecko nazywa przedmioty z koszyka wielkanocnego zaprezentowanego na lekcji. Dziecko ćwiczy konstrukcję: "There is/There are ". Dziecko powtarza kolory, części ciała i poznane przymiotniki. Dziecko opisuje przedmioty z koszyka używając prostych słów.

You will need

An Easter basket with a figure of a lamb, chicks, eggs, a bunny, a duckling in it. Flashcards with Easter characters and objects. Wordcards: "There are..." "There is..." a chick, an Easter basket, an egg, a bunny, a lamb, a duckling. Pictures with Easter images. Magnets. A timer.

52. Easter basket

Lesson:
from start to finish

Language

Children hear and understand

Look at the picture. What can you see. Tell me, please.

Children hear and respond

To Easter vocabulary.

Children repeat after the teacher

An Easter basket/a lamb/a chick/chicks/etc. There's a chick/a lamb/a bunny/etc. There are...

Children can say on their own

There's a lamb/There are two chicks. It's a basket. It's a bunny/a chick/an egg.

Homework

Ask the children to write down what they put in their Easter basket.

HOT Questions

You can ask these in Polish

Where is the best place to hide an egg in this classroom?
 What is the best way to find something you have lost?
 Does the Easter Bunny know Santa Claus?

Cel lekcji
 wyrażony
 w języku rodzica

Dziecko powtarza słownictwo i przyimki z lekcji o Wielkanocy.
 Dziecko dowiaduje się jak dzieci w Anglii i w USA się bawią w Wielkanoc.
 Dziecko powtarza przyimki miejsca: pod, nad, na, za, w.

You will need

Flashcards from lesson 52 - Easter basket.
 Egg/chick and bunny pictures already cut out and coloured in to hide around the classroom.
 Coloured pencils/crayons.
 Sticky tack.
 Worksheets.
 Access to the internet.

53. Easter Egg Hunting.

Lesson:
 from start
 to finish

Language

Children hear and understand

The Easter Bunny is sad. His basket is empty.
 Well, Easter Bunny, we're going to help you.
 Let's look for the eggs.
 He can put them in the basket. Look! I can see egg number one!

Children hear and respond

Can we help the Easter bunny children? Where is the blue egg?
 Is it under the table?
 How many green eggs are there?
 Where's the yellow chick with the blue eyes?

Children repeat after the teacher

Cold, warm, warmer, HOT! A yellow chick, a white Easter Bunny. It's in/ under/on/behind/next to.

Children can say on their own

In on/under/next to/behind the chair...
 One egg, two yellow chicks.
 A butterfly/a snail.

Homework

Draw some Easter Eggs - make each egg a different colour.

WELCOME
 on the carpet

Greet the children with a basket full of eggs. Move the children to the carpet. Sing: "Make a circle..." Say: "I've got something to show you. Who remembers these? Who can tell me what this is? Take out the cards/props one by one. Place one prop behind your back. Ask: "Where has the "X" gone? I can't see it! Is it under the desk? No, it's behind me!" Repeat with different objects.

THE EASTER BUNNY
 on the carpet

"Let's help the Easter Bunny look for the eggs, shall we? It can put them in his basket." Play 'Cold, warm, warmer, hot!' Demonstrate the game first. Ask two children to close their eyes and not peek. Say: "Close your eyes, don't look now! It's a secret."

GROUPWORK
 on the carpet

Divide the class into groups. One group is to stand in the corner and not look - they will be looking for the eggs. The others can take a cut-out and hide it somewhere in the classroom. With the first groups, keep the number of eggs hidden to three, so that you can control their movements better.

HOW MANY EGGS?
 on the carpet

Play the film (max 7 min) ask the boys to count how many eggs the boy has collected and the girls how many eggs the girl has collected. At www.youtube.com/watch?v=8YnfkS0jdqM

HOW MANY EGGS?
 at their desks

Ask: "Do you look for Easter eggs? Where do you look for eggs? At home/in the garden? Elicit how many eggs have the children collected. Who else was in the garden? Did the dog collect any eggs? Stop the film and ask : "Where's the egg?" Elicit: "In the tree/on the grass" Has the dog collected any eggs?

Dicta-DRAW
 at their desks

When you're ready, get the children to go back to their places. Show copy of the dicta-draw base, together, review the words - table/chair/tree and prepositions. Move around the classroom and put the Easter basket in different places. Elicit the prepositions. Ask "Where's the basket now? And where's it now? Is it behind Krzysiu?"

Dicta-DRAW
 at their desks

Draw the children's attention. Say: "Can you see the Easter Bunny? Let's help it to look for the eggs shall we?" Fill in your copy and show it to the children. Compare your version with the children when you've finished.

REAL MOVIE
 on the carpet

Say: "Let's watch a boy and a girl who are looking for eggs. Are they in the garden? What colour is the boy's/girl's basket? What colour are the eggs? Who else is in the garden? Play the film (max 7 min) ask the boys to count how many eggs the boy has collected and the girls how many eggs the girl has collected. The real video is at www.youtube.com/watch?v=8YnfkS0jdqM

TO FINISH
 on the carpet

Play the song "Hippity Hop - Easter Bunny Song for kids - Counting Easter Eggs" how many Easter Eggs can you find? At www.youtube.com/watch?v=4hfV3ubcnqM
 You can stop and ask about colours and numbers. Ask the HOT questions to finish. Don't forget to wish everyone a Happy Easter!

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Greet the children with an open umbrella and take the register. The children answer "present/absent" in English. Give every child three vouchers - if they respond or say something in English during the lesson, you take the voucher back. This encourages the children to pay attention and be active. Look through the window and ask: "What's the weather like today?"

Create a circle and sit down. Get the children's attention. Show them the weather flashcards very quickly. The children identify what's on the flashcard. Lip reading. Stick the flashcards on the board. Say the word/words with no sound. Move your lips only.

Show the children the photo of sunny weather. Say: "It's sunny". The children repeat after you. Put the photo on the carpet and present the rest of the images. Ask: "What can you do when it's sunny and hot?" Elicit some activities you can do outside.

Say: "Let's watch some toys you can play with outside." Play the first part of the clip presenting "OUTSIDE TOYS" (single words only) at www.youtube.com/watch?v=ywGqd137ipl. Ask the children to repeat the words they hear (ball, bat, scooter, bicycle, tricycle, mono-cycle, jump rope, hula hoop).

Play the first part of the song again, this time stop before the word is said and try to elicit the words. Play the second part where the actions are written (bounce/swing/ride/jump rope/hula hoop) and mime the actions together with the children.

Divide your class into two teams. Assign three weather flashcards to the team on one side (e.g. rainy, cloudy, sunny) and the other three to the team on the other side (e.g. hot, snowy, cold). The children listen out for the words that belong to their team and respond by jumping.

Show the activities flashcards, one by one, say "I can dance/play football/ski/run fast/swim/jump high. Mime the action. When you have finished, start again this time and say the action and ask the children to act it out.

Put all the weather flashcards on the carpet, eliciting each word. Flash the activities cards briefly and make them guess the word. Say: "When do you ski? When is it hot? When is it cold? When is it snowy?" Match the activity card with one or two weather types (on the carpet)

Give out the worksheets and ask them to draw their favourite activity. Round off the lesson with the HOT questions.

WELCOME
at their desks

REVISION
on the carpet

PRESENTATION
on the carpet

OUTSIDE TOYS
on the carpet

OUTSIDE ACTIVITIES
on the carpet

HOP AND JUMP
on the carpet

ACTIVITIES
on the carpet

MATCHING
on the carpet

TO FINISH
at their desks

HOT Questions

You can ask these in Polish

What's your favourite weather?
How do you do when there is a thunderstorm? Are you afraid?
What's the best weather for a holiday/Christmas?
What games do you like playing outside?

Cel lekcji
wyrażony w języku rodzica

Dziecko nazywa stany pogody. Dziecko rozróżnia czynności, które może wykonywać przy danej pogodzie: grać w piłkę, bawić się na dworze, pływać.

You will need

Flashcards with types of weather (49). Big photographs of different types of the weather. Flashcards: ski, swim, run fast, jump high, dance, play football, rainy, cloudy, sunny, hot, snowy, cold. Board magnets. SNOWFLAKE flashcard. A timer. Access to the internet. Worksheets, vouchers.

54. Let's go outside!

Lesson:
from start to finish

Language

Children hear and understand

It's rainy/cloudy/sunny/hot/snowy/cold.
Look through the window!
Can you see?
What's the weather like?

Children hear and respond

How's the weather today?
Can you ski when it's hot and sunny?
Can you swim when it's hot?
Can you play outside when it's raining?

Children repeat after the teacher

It's hot and sunny.
It's cold. It's rainy and cloudy.
It's snowy and cold.

Children can say on their own

Sunny, hot, cloudy, rainy, snowy, cold. I can swim/play football/ski/jump/dance/play outside.

Homework

The children may want to finish their drawing at home.

Greet the children with sunglasses on, and take the register. The children answer: "present/absent" in English. Check their homework. Encourage every child to show his or her picture to the class and tell you what activity they have drawn (lesson 54).

Say: "Your pictures are wonderful. Let's make an exhibition." Put their drawings on the board and elicit some weather vocabulary. Ask: "Is it hot in your picture? Is it cloudy? What are you doing in the picture?" If the children do not have any drawings use the weather flashcards instead.

Look through the window and ask: "What's the weather like today?" Put a big colourful picture of a beach in the summer on the carpet. Do the same with a picture of a rainy day and snowy weather. Ask: "What's the boy doing? Touch the girl who is playing with the ball." Elicit some words connected with the picture.

Put a boy dressed in a coat/warm hat/gloves on the 'rainy' picture, a girl dressed in a summer dress/shorts/T-shirt/ sunglasses on the picture with winter and another one in wellingtons/raincoat/umbrella on the picture with the beach. Ask: "Is that right?" Encourage them to match the three little children to the suitable pictures.

Point to the sun and some 'normal' glasses someone is wearing and elicit "sunglasses". Present the words: a hat, a jacket, boots, wellingtons. Ask what other pieces of clothing they remember. Put all the flashcards on the carpet.

Divide the children into groups of three or four. Give each group a laminated picture of a boy or a girl. In the middle of the carpet leave a set of many laminated pieces of clothing. Ask the children to listen. If you say: "Cold and snowy" - they have to choose the right clothes for the weather and put them on their boy or girl. Ask each group to describe their boy or girl.

Make the children stand in a line facing you. Show the 'winter' picture. Say: "What do you wear in winter? I say a word and if it's right you jump. If it's not right you don't move". Say: "wellingtons", wait a moment and show them the flashcard. Show the 'summer' and 'rainy' pictures and repeat the game.

Put all the clothes flashcards on the carpet. Give the children one minute to remember all the cards. Use a timer. Ask them to close their eyes and turn one card face down. Say: "Open your eyes and tell me which card is missing?" Flash the picture to check if they are right or wrong. Continue until all the cards are used.

Put all the clothes flashcards on the carpet. Give the children one minute to remember all the cards. Use a timer. Divide them into three groups (winter/summer/rainy). Ask them to send one child to choose a word connected with 'their' weather. Before you give the card the child must say the word. Change the representatives. Round off the lesson with the HOT questions.

Welcome
at their desks

EXHIBITION
on the carpet

PICTURES
on the carpet

IS THAT RIGHT?
on the carpet

SUNGLASSES
on the carpet

DRESSING UP
on the carpet

HOP AND JUMP
on the carpet

KIM'S GAME
on the carpet

TO FINISH
on the carpet

HOT Questions

You can ask these in Polish

What's your favourite piece of clothing?
If you had to be a piece of clothing, would you like to be a sock? Why? Why not?
What would you wear if you were a superhero?

Cel lekcji
wyrażony
w języku rodzica

Uczeń nazywa stany pogody.
Uczeń nazywa części garderoby.
Uczeń mówi co należy nosić gdy jest ciepło, gdy pada deszcz, gdy jest zimno i pada śnieg.

You will need

Big photographs of different types of weather. Flashcards: play football, dance, run fast, jump high, swim, play outside, ski; rainy, cloudy, sunny, hot, snowy, cold. Big colourful pieces of clothing - laminated. A picture of a boy or a girl. Pictures of three children dressed in different clothes. Some magnets, a timer.

55. Sunglasses in summer.

Lesson:
from start
to finish

Language

Children hear and understand

Is it right?
Do you agree?
What should we wear?
Where should we put this boy?
What is this boy doing?

Children hear and respond

What should we wear? Is it hot or cold? Is it rainy or sunny? Do we need an umbrella? Do we need a coat? What are you wearing? Are you wearing a T-shirt and shorts? It's cold - what are you wearing?

Children repeat after the teacher

It's hot - I'm wearing sunglasses and shorts. It's rainy - I'm wearing wellington boots. It's snowy.

Children can say on their own

Hot, rainy, sunny.
Sunglasses, a hat, a jacket, boots, wellington boots.

Homework

Draw a pair of your wellington boots and decorate them with some pictures

Greet the children and take the register. Refer to the weather outside today. Ask: "What's the weather like today? What can you see outside?" Flashcards from 47, 48, 55 may be used to review some vocabulary. Move the children on to the carpet. Sing: "Make a circle..."

Present the four season labels and place them on the carpet. You need four big labels: spring, summer, autumn, winter. Cut-up pictures connected to the four seasons at least for one per child. You can use pictures from magazines/photos and the cut-up worksheet too.

Take one of the pictures, talk about it and place the right label next to it. Ask the children to describe the other pictures and place the right wordcards next to them. "I think he's going swimming in the sea. Perhaps he's going to Łeba or Kolobrzeg (sea resorts)." Ask the children: "What can you do in the summer?" Present one picture for each season, talk about each one and ask questions.

Spread out the four seasons labels around the room. Say a sentence about each season as you place the label and spot check as you go by asking "Where's spring? Over there? That's right!" etc. Show the class a picture. Ask "Where does it go?" etc. Hand out the pictures for the children to sort. As they move around, monitor what they are doing and ask them questions.

Go through the seasons, repeat some of the new words. Don't worry about the children remembering them all, it's the idea of the seasons that's important. Teach the 'Seasons' song with hand movements. Do a countdown for the children to go back to their places.

Play the song "There are four seasons in a year" at <https://www.youtube.com/watch?v=ksGiLalx39c> or "What's your favourite season?" at <https://www.youtube.com/watch?v=TBLFMXU8FLI>

Stick the wordcards on the board and just draw a couple of things for each season. When drawing stop in the middle of the picture and try to elicit the words. Show the children your version of the worksheet and model filling in the missing letters, refer to the labels on the board.

Hand out copies to each child. Say: "Can you write the letters in the spaces?" Model choosing and cutting out a picture from the mini-pictures worksheet, then glue it.

You can help the children present their posters to the class. You can play the song again. Ask the HOT questions.

WELCOME
at their desks

THE FOUR SEASONS
on the carpet

MATCHING GAME
on the carpet

SORTING ACTIVITY
On the carpet

SEASON SONG
on the carpet

WORKSHEETS
on the carpet

WORKSHEET
at their desks

WORKSHEET
at their desks

TO FINISH
at their desks

HOT Questions
You can ask these in Polish

Have you got a favourite season, which one is it?
Why don't some people like autumn?
Do you think polar bears like the summer?

Cel lekcji
wyrażony w języku rodzica

Dziecko uczy się o porach roku.
Dziecko potrafi dopasować czynności do pory roku.

You will need

The mini-pictures worksheets.
The poster base worksheets.
Colours, scissors, glue.
Big labels: spring, summer, autumn, winter.
Access to the internet.

56. Four seasons of the year.

Lesson:
from start to finish

Language

Children hear and understand

I like summer, it's hot and it's sunny and I can go swimming in the sea. Yes, there are four seasons. Summer, autumn, winter and spring. It's sun-cream for hot, sunny days. It's windy so I can fly my kite. It's cold. I've got my hat, scarf.

Children hear and respond

What's the weather like today? What can you see outside? What can you do in the summer? What's your favourite ice-cream Andrzej?

Children repeat after the teacher

It's spring, summer, autumn, winter. It's rainy/hot/cold/foggy/. I can go swimming. The leaves are falling.

Children can say on their own

Summer, autumn, winter, spring. Presents, kite, ice-cream, flowers, snow, snowman. Hot! Cold!

Homework

Ask the children to add one or two pictures to their posters.

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

Greet the children, put/draw a big red heart and the date 26th May on the board (earlier, so as to surprise the children). Ask: "Do you know why I have put a big red heart on the board? What day is today/tomorrow? It's Mother's Day! Good."

WELCOME
at their desks

Move the children onto the carpet. Ask: "Who else is in your family? Flash the family cards and try to elicit the names of family members. Put the flashcards on the carpet."

MY FAMILY
on the carpet

Divide the children into 3-4 groups, give them wordcards with the family members (written on different coloured paper and different handwriting). Say: "Work in groups. Put your cards under the correct pictures like this". Demonstrate one or two, remove your cards. The groups take turns to put their words - one at a time. Encourage the child who puts the wordcard to say the word."

MATCHING
on the carpet

Say: "Now, let's listen to the song about a family". Play the clip, ask what each finger represents. Go through each finger: daddy finger, mummy finger, brother, sister, baby. Say: "Touch the daddy finger. Daddy finger, daddy finger where are you?" Repeat. Say: "Here I am, here I am. How do you do?" <https://www.youtube.com/watch?v=YJyNoFkud6g>

FINGER SONG
on the carpet

Have similar 'conversations' with all the fingers. Make the children say: mummy finger, mummy finger, where are you? You can say the rest of the line. Say: "Here I am, here I am. How do you do?" Play the song again, children act out and sing along."

FINGER FAMILY
on the carpet

Ask the children to move to their desks. Put your hand on the board and draw a contour of it. Draw 'your' face in the middle and write 'ME' with an arrow pointing to it. Draw faces of the family members and write: "MUMMY, I LOVE YOU" Say: "This is a card for MY MUMMY. Now, it's your turn. Let's make cards for your mummy."

CARD INTRO
on the carpet

Give out sheets of paper, ask the children to fold it in two to make a card. Say: "Put your hand on the card and draw like this." Demonstrate on a sheet of paper. Say: "Draw all the fingers in your family. Draw your face in the middle of the hand and write: ME/your name."

CARD
at their desks

Go around the class, monitor the children's work. Say: "If you have finished put your card into your schoolbag and give it to your mummy." Play the song again, this time focus on the question: "Where are you?" and the answers: "Here I am, here I am, how do you do?"

SONG
on the carpet

Round off with the second version about an INDIAN family (Asia) where the names of family members are different. Say: "In India children sing the same song but the names daddy and mummy, brother, sister and baby are different. Listen and tell me what they are" (papa, mamma, bhaiyya, didi, munna). Ask them to sing: "Where are you?" and "Here I am, here I am, how do you do?"

INDIAN FAMILY
on the carpet

HOT Questions

You can ask these in Polish

What makes your mum happy?
What makes her sad?
If you could give your mum any present in the world, what would it be?
What does your mom say or do when she is really, really happy?

Cel lekcji
wyrażony w języku rodzica

Dziecko utrwała nazwy członków rodziny.
Dziecko wykonuje kartkę dla mamy zgodnie z angielską instrukcją.

You will need

Flashcards and wordcards (3-4 sets of wordcards): mummy, daddy, brother, sister, grandma, grandpa, baby
Wordcards: MY FAMILY, I LOVE, ME
Sheets of paper to make cards.
Crayons/coloured pencils.
Access to the internet.

57. Mother's Day.

Lesson:
from start to finish

Language

Children hear and understand

Let's listen to the song about my family. Look at my hand - this is daddy finger, touch daddy finger Draw your hand like this. look at me.

Children hear and respond

Daddy finger, daddy finger, where are you?
Here I am, here I am. How do you do?
Touch daddy finger, touch mummy finger.

Children repeat after the teacher

Daddy/mummy/sister/brother/baby finger, Where are you? Here I am, here I am, how do you do?

Children can say on their own

Daddy/mummy/sister/brother/baby finger, Where are you? I love my family

Homework

Sing the "Finger Family Song" to your mum and give her your card.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Greet the children holding an open umbrella and take the register. The children answer 'present/absent' in English. If you have a colourful umbrella elicit the names of colours as they are arriving.

WELCOME
at their desks

Review the seasons of the year. Flash the cards and elicit the names. Put all the flashcards on the board in a circle and draw lines between them. Take your umbrella, open it and say: "When do you need an umbrella? In the winter? No, it snows in the winter. In the autumn? Yes, sometimes. In the summer and in the spring. Yes, it often rains in the spring.

WARM-UP
at their desks

Move the children onto the carpet. Say: "Get up and sit on the carpet if you like the summer." Continue with the other seasons until everyone is sitting.

ACTION
on the carpet

Say: "Listen to MY story." Show page 1 (the title page), ask: "What can you see? What season of the year is it? Is it sunny? No. It is cloudy? Yes, good." Read the lines of the story, then ask: "What can you see under the ground? This is a seed. What can you see in the sky? A bee and a butterfly! Yes, well done!" Repeat.

START THE STORY
on the carpet

Page 2 - read the lines, then ask: "What's happening in the picture?" It's raining. Page 3 - read the lines, then ask: "Who's got the umbrella? The bee or the butterfly? The bee. Good, well done children. Page 4 - read the lines showing the 'growing bigger and bigger' movement with your hands. Is it still raining? Yes, it is. Ask the children to repeat the phrase 'growing bigger and bigger'

STORY CONTD.
on the carpet

Page 5 - read the lines, showing the 'growing higher and higher' movement with your hands. Ask: "Is it raining now? Is it sunny? Yes, the sun is shining. What's happening with the seed? It's 'growing higher and higher'. Ask the children to repeat the phrase: 'growing higher and higher'. Page 6 - read, then ask: "Can you see the little seed? Where is it? It is a FLOWER NOW!"

STORY CONTD.
on the carpet

Read the story again, ask the children to act out the actions: greeting, flying, raining, holding the umbrella, growing bigger and higher, shining, smelling.

TPR
on the carpet

Divide the children into three groups, each gets 2 pictures. Tell the story and ask the children to put the pictures in the correct order (on the carpet). "Well done, everyone!" Say: "Now, stand in line and read the story with me." The children see the pictures and 'try to read' it. You say the beginning of each line, they can finish it.

MATCHING
on the carpet

Say: "Now, it's time for YOUR story. Let's make a little book." Hand out a copy of the zig-zag book sheet. Demonstrate in stages: "Do this/Look at me/Fold/Press hard/Show me". Ask them to colour in and complete the missing bits. To finish the lesson ask the HOT questions.

ZIG-ZAG BOOK
at their desks

HOT Questions
You can ask these in Polish

Who need the rain?
Is the seed in the soil lonely?
How does the seed know which way to grow?

Cel lekcji
wyrażony
w języku rodzica

Dziecko słucha i rozumie historijkę o Rosnącym Ziarenku, które zmienia się w kwiatek.
Dziecko poznaje słownictwo związane z historijką.
Dziecko układa obrazki według kolejności zdarzeń.
Dziecko powtarza słownictwo o porach roku.

You will need

Flashcards: seasons
The Growing Seed story cards.
The Growing Seed story outline.
The Growing Seed story children's zig-zag book.
The zig-zag book in a double-sided copy.
Be careful when copying so that it folds correctly! An umbrella, a pea/bean seed, a flower as props.

**58. Story time -
The Growing Seed.**

Lesson:
from start
to finish

Language

**Children hear
and understand**

Get up and sit on the carpet if you like the summer. What can you see? What season of the year is it? Do you need an umbrella in the winter? Listen to my story, well done, everyone. Let's make a little book

**Children hear
and respond**

When do you need an umbrella? Is it raining now? Is the sun shining? What can you see in the sky/under the ground? What's happening in the picture?

**Children repeat
after the teacher**

Bee, butterfly, seed, flower, bigger and bigger, higher and higher
Here comes the rain/sun.

**Children can say
on their own**

Bee, butterfly, seed, flower, bigger and bigger, higher and higher
Here comes the rain/sun.

Homework

Draw one picture from the Growing Seed story and bring one seed to the next lesson.

HOT Questions

You can ask these in Polish

What do you do if you're happy/sleepy?
 What do you do if you're scared/angry?
 What was your favourite Kid's Day activity?

Cel lekcji
 wyrażony
 w języku rodzica

Dziecko powtarza poznane słownictwo:
 happy, angry, scared, sleepy.
 Dziecko rozumie i wykonuje polecenia: clap your hands/stamp your feet/say oh, no/take a nap.

You will need

"1 minute" sign. A timer.
 "If you're happy and you know it" recording. Access to the internet.
 A very big picture with children playing outside. Crayons, paper.
 "Kid's Day - hooray!" recording.
 12 flashcards from several different lexical sets.
 Sweets!

59. Kid's Day - fun and games!

Lesson:
 from start
 to finish

Language

Children hear and understand

Today is a very special day.
 It's the day we have fun and play.
 If you're happy/clap your hands
 If you're angry/stamp your feet/
 If you're scared/say oh,no!
 If you're sleepy take a nap.

Children hear and respond

Clap your hands.
 Stamp your feet.
 Say oh, no!
 Take a nap.

Children repeat after the teacher

Song "Kid's Day! Hooray!"
 Counting-out rhyme.

Children can say on their own

Selected vocabulary from several lexical sets.

Homework

There's no homework because it's Kids' Day but they can draw (in a picture form) their favourite WORD in English.

WELCOME
 on the carpet

Greet the children wearing a nice hat with flowers and take the register. The children answer "present/absent" in English.
 Write: Kid's Day on the board. Explain what it is. You can play a clip "It's a beautiful day" at <https://www.youtube.com/watch?v=7PNyGMJd0to>
 Stop the film to elicit some vocabulary.

IF YOU'RE HAPPY
 on the carpet

Stand up and as a warm up sing "If you're happy and you know it - clap your hands!" or you play the clip at <https://www.youtube.com/watch?v=4WNRvVjiTw>
 Here you'll find: happy/clap your hands; angry/stamp your feet; scared/say oh,no!; sleepy/take a nap.

KID'S DAY
 on the carpet

Create a circle and sit down. Ask the children to put their hands on their laps and repeat after you putting their hands on their laps in a rhythmical way. Kid's - Day - Kid's - Day - Let's - sing - and - jump - and - dance - and - play. Kid's - Day - Kid's - Day - let's - have - fun - hoo - ray! You can change the rhythm - from slow to fast. You can also change the sound of your voice.

GAME TIME
 on the carpet

Create a lot of space in the classroom. Someone is a grandma who stands at the far end of the classroom, with her back turned to the rest of the group. The rest of the group stands at the opposite end in a line. The idea is that they have to sneak up on grandma. At any point, the grandma can turn around. And then everyone has to freeze! Anyone caught by grandma starts over.

CHINESE WHISPERS
 on the carpet

Stick twelve different flashcards from several lexical sets (pets, food, parts of body, etc.) on the board. Create a circle and sit down. Point at the pictures and say the words. Ask the children to repeat after you. They're going to play a game by saying the password very quietly to each other one by one. They use the words from the board. The last person says the password.

HIDE AND SEEK
 on the carpet

Remove the flashcards that the children have difficulties with. Ask some children to go and stand behind the door. The rest of the class hide the flashcard somewhere in the classroom. Ask the children to come back and give them some clues by saying the word from the flashcard very quietly when the children are far from the picture and louder when they are getting closer.

KIM'S GAME
 at their desks

Put the flashcards on the board again. Explain to the children that you're going to give them one minute to look and remember all the flashcards that are there. Say: "Are you ready? Go!" After a minute say: "STOP!" and remove all the flashcards. Once you've taken the flashcards off the board ask the children to work with their partner and draw as many words they remember.

GROUP ACTIVITY
 on the carpet

Show them a new game or play the clip "Rock, scissors, paper, play with me" at <https://www.youtube.com/watch?v=CG8F-6dZk8k>
 Make two teams. They decide what they are, take the scores.

TO FINISH
 on the carpet

Round off the lesson with the HOT questions.
 You can give them some sweets at the end - it's their day!

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Greet the children and take the register. Play 'disappearing flashcards' with a focus on verbs in the present continuous. You can use a selection of flashcards from previous lessons. The children will most likely give one word descriptions e.g. "football" but keeping singing with the children. "He's playing football, grandpa's sleeping on the sofa." etc.

WELCOME
at their desks

Move the children on to the carpet. Sing: "Make a circle..." Ask: "Do you like going to a park? What can you do in a park?" and elicit some ideas. Show the children a picture of a park. Talk about the picture, the details, ask questions, true/false questions, etc.

IN THE PARK
on the carpet

Ask the children to stand up and get ready. "You're going to be actors in my story, OK?" Say: "I'm going to tell the story and you're going to show me the actions." Mime through the story together with the children.

DRAMA
on the carpet

Put the sentence labels up on the board, get the children to help you put them in the correct order. 1. The boys are playing football etc. Say: "Can you read with me? Look. The boys are playing football. Is this number one?"

LABELS
at their desks

Take your copy of the hand-made booklet and show the children how to fill in the missing letters. Let the children tell the story together with you.

RETELLING STORY
at their desks

Say: "Now it's your turn. You'll need your colours." Hand out their copies and encourage them to fill in the gaps, copying from the labels on the board. Fold the page in half, and then zig-zag fold it to make the booklet. As you monitor, ask individuals questions. Give a countdown to finish. And tell the story together as a class.

ZIG-ZAG BOOK
at their desks

Say: "When you go to a park you can play in the playground. Let's watch a film and see how the children play." The first time you play mime the actions: up and down, down and down, low and high, round and round.
<https://www.youtube.com/watch?v=T384r14uqXo>

IN THE PLAYGROUND
on the carpet

The second time you play stop the clip to see what objects there are. Say: "Where are the children? In the playground." Repeat several times. Ask: "Can you sit on a see-saw/climb a climbing frame/play hopscotch/slide on a slide/play merry-go-round/swing on a swing in your playground? Yes? or No?"

IN THE PLAYGROUND
on the carpet

Ask the children to make a circle. Walk around in a circle. When you say: "up and down" the children stop moving and do the action. Choose some children to be 'the teacher' to lead the game. Ask the HOT questions to finish.

TO FINISH
on the carpet

HOT Questions
You can ask these in Polish

What do you like to do when you are in the park?
Is it better for a tree to live in the forest or in the park?
Is it difficult to make a book?

Cel lekcji
wyrażony w języku rodzica

Dziecko słucha historyjki i potem ją odgrywa. Dziecko wykonuje własną książeczkę i opowiada historię używając kluczowych słów. Dziecko słucha piosenki o zabawach i wykonuje ruchy: w górę/ w dół, wysoko/nisko; wkoło.

You will need

Flashcards from previous lessons with a focus on the present continuous. The big colour class story cards (6 cards). Coloured pencils/ crayons. Worksheets - zig-zag booklet. Access to the internet.

60. In the park.

Lesson:
from start to finish

Language

Children hear and understand

Is this at school? You're right. It's not. It's a park. Oh look, what's she doing? You're going to be actors in my story, OK? I'm going to tell the story and you're going to show me the actions.

Children hear and respond

Do you like going to a park? What can you do in a park? Can you play football? Have you got a dog? Can you have a picnic in a park? Up and down, down and down High and low, round and round.

Children repeat after the teacher

The boys are playing football. The girls are smelling the flowers. Mum is reading a book.

Children can say on their own

Playing football/flowers/birds/dogs/ book/hot and sunny/butterflies/trees/ snail/spider.

Homework

Draw one object from your playground.

Człowiek - najlepsza inwestycja

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Greet the children and take the register. Have a big bag, sunglasses, a sun hat. Ask: "What is our subject today? Where are we going?"

WELCOME
at their desks

Bring in some props connected with holidays; sun cream, mosquito spray, sunglasses etc. Take the objects out of a big bag one by one and let the children guess what they are. Give a short definition - with gestures and mime - before you show them. Give elaborate descriptions of every object. Practice the pronunciation of each new word. Get the class to repeat.

HOLIDAY PROPS
on the carpet

Divide the children into groups. Three (or more) different objects are removed each time and the group that wasn't looking must guess what's missing.

KIM'S GAME
on the carpet

Hold up the picture of a beach scene followed by a mountain scene. Elicit the different people and activities. Highlight the words that are from the worksheet to prepare the children. Talk about the picture, the details. Ask: "Do you like the seaside? Can you swim? What can you do? What can you wear?" etc.

SUMMER HOLIDAYS
on the carpet

Get the children to stand up and together act out being at the seaside. Give instructions such as: "Uff, it's so hot, isn't it? I need to put my sun cream on my nose and my arms." Make the children act out those instructions.

ACTION GAME
on the carpet

Practice the vocabulary on the cards and then with the second set, model a game of memo pairs.

MEMO GAME
on the carpet

Say: "Right, now it's time to make your own cards. Have you got your scissors ready? Yes? Good, then pass it on please..." and hand out the worksheets.

WORKSHEETS
at their desks

As they finish get pairs together and tell them to play. "Off you go then, Kuba, you start." As you monitor, ask individuals questions. Some children may want to colour in their pictures, or you could set this for homework.

PAIRWORK
on the carpet

Play a film (6 min) about a day on a beach (very easy and funny!!). Pre-teach: "I'm bored. Let's go to the beach. Let's go home."
<https://www.youtube.com/watch?v=8o8Mzd-vpRU>

TO FINISH
on the carpet

Ask the HOT questions to finish.

HOT Questions
You can ask these in Polish

Do you prefer to go to the mountains or the seaside?
What kind of animals might you see there?
Do you think a mountain bear would like a vacation at the seaside?

Cel lekcji
wyrażony w języku rodzica

Dziecko wykonuje własną książeczkę i opowiada historijkę używając kluczowych słów.
Dziecko ogląda i rozumie zabawny film o rodzinie spędzającej dzień na plaży.

You will need

Photos connected with holidays.
Memo worksheets.
2 sets of the memo cards, already cut out and stuck on backing paper.
Colours and scissors.
Colour pictures to present to the class - A mountain scene and a beach scene.
Access to the internet, (6 min funny film): A day on the beach).

61. At the seaside.

Lesson:
from start to finish

Language

Children hear and understand

What do you think I've got in my bag? I put something on my skin and my face and the sun does not burn me! There are no mosquitoes flying around, no bites and no itching and no scratching. What do you think I've got in my bag?

Children hear and respond

Do you like the seaside? Can you swim? What can you do? What can you wear? Is this for the seaside or the mountains? Do you like walking in the mountains?

Children repeat after the teacher

Sun-cream, mosquito spray, sunglasses, postcards, photos, flip-flops. I like seaside/mountains.

Children can say on their own

Ice-cream, T-shirt, shorts, flip-flops, water, mountains, seaside, a costume. I can swim.

Homework

Ask the children to colour in their booklets.

Greet the children wearing sunglasses. Take the register. On the board put (before the lesson) separated cards with letters: "S-C-H-O-O-L-I-S -O-V-E-R".(On the back of each letter put S-U-M-M-E-R O-L-I-D-A-Y).Try to elicit what it means. Ask the children to turn the letters and read the new word - which letter is missing? Repeat the phrase and elicit the letter "H".Write a big H.

Say: "Today is our last English lesson. It's time for your summer holiday. No school for 2 months!! You're going to work in groups and make a big, big (hand movement) poster with the words and pictures" (show flashcards and wordcards).

Show the flashcards and try to elicit the words. Put all the pictures on one pile. Put aside one flashcard from each category you want to work on. Read the categories (show wordcards) and match them with the chosen pictures. Pretend that you glue the category word (FAMILY) and the corresponding picture (DADDY) onto a sheet of paper.

Divide the children into groups, each gets one category. Deal out the pictures between all groups. The children go from group to group and exchange pictures to get a full set. When ready ask them to glue the pictures.

In groups ask them all to glue all the pictures under the category word, leaving some space (for wordcards). Move them back onto the carpet. Choose some wordcards and ask them to 'read'. Help by lip reading or whispering. They should recognize the words which belong to their category, take them and when all words are gone go to the posters and glue the words next to the pictures.

If they want they can draw some extra pictures in their category. When finished collect all of the posters and make a display on the board. Praise the children. Go round the class and ask them: "What's your favourite WORD in English? Can you write it? Let's write it on the paper" Give out small coloured pieces of paper for them to write down 'their favourite' word.

You may play some films to revise the vocabulary. The websites are given below or just work with the flashcards and wordcards. INSIDE TOYS (with words written; 3.08 min) at https://www.youtube.com/watch?v=aozX-ORODYk&feature=iv&src_vid=ywGqdl37ipl&annotation_id=annotation_872246

SHAPES (3.53 min) at <https://www.youtube.com/watch?v=JsWOS575gxk> COLOURS https://www.youtube.com/watch?v=9Dczg71L_vkP IN THE PLAYGROUND at <https://www.youtube.com/watch?v=T384r14uqXo> MY FAMILY (words) at https://www.youtube.com/watch?v=P4v_eIC2yM

To finish off play the Children's Goodbye Song (3.20 min). The children watch and join in the chorus: "We had fun but it's time to go home" <https://www.youtube.com/watch?v=sGT9hjGcA10>

WELCOME
at their desks

INTRO
on the carpet

REVISION
on the carpet

CATEGORIES
on the carpet

ACTION
at their desks/on the carpet

DISPLAY
on the carpet

FILMS
on the carpet

FILMS
on the carpet

GOODBYE SONG
on the carpet

HOT Questions

You can ask these in Polish

Do you think Polish and English are similar?
What English word is the funniest?
What do you like most about English lessons?
What was the funniest moment in our English lessons?

Cel lekcji
wyrażony w języku rodzica

Lekcja powtórzeniowa.
Dziecko powtarza wyrażenia z różnych grup leksykalnych np. liczby, rodzina, kolory, zabawki, zwierzęta, kształty, jedzenie, przybory szkolne, klasa, Boże Narodzenie, Wielkanoc, przyimki
Dziecko wykonuje w grupie plakat z przerobionym słownictwem.

You will need

Flashcards and wordcards: different sets of vocabulary items covered in the first grade course; copies of these to be used by the children for the project (1 set of small pictures and 1 set of words from each category).
Big sheets of paper, glue sticks, crayons.
Small pieces of coloured paper.
Access to the internet; Board magnets.

62. My favourite English words.

Lesson:
from start to finish

Language

Children hear and understand

Today is our last English lesson. It's time for your summer holiday. You're going to work in groups and make a big, big poster with words and pictures.
Thank you very much and have a great holiday!

Children hear and respond

Which pictures are from the 'FAMILY' category? Is 'dad' part of 'family' or 'food'? Is 'blue' a colour or a 'shape'? Which is the colour: blue or dinosaur? Glue the picture like this. Glue the word under the picture.

Children repeat after the teacher

Words from the vocabulary sets.
We had fun but it's time to go home.

Children can say on their own

Words from the vocabulary sets.
We had fun but it's time to go home.

Homework

Write one word you like in English and put it on your fridge with a magnet or somewhere in your room.

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 pobudzaniu 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
first
graders