

Kids 2: Places & Buildings (3) / Transport (1)



Teacher's Introduction	<i>'The wheels on the bus don't go round and round because it's not allowed!'</i>	Time & Resources
<p>Today's lesson will finish on the topic of Places & Buildings and focus more on the new topic of Transport, however, the two do go hand in hand in hand.</p> <p>Play a few vocabulary games based on Places & Buildings and Prepositions of Place to get the children warmed up. Also, <i>'The Wheels on the Bus'</i> is another song that they sing to death in schools, so it is not allowed in the academy.</p>		5 – 10 minutes
		Class Dojo on TV

Activity 1	Vocab: Places & Buildings, Transport	Grammar: (N/A)	Time & Resources
<p>With this last activity, you can simply show them the flashcards and illicit the vocabulary from the children. To change things up a little, slip in a few of the different modes of Transport and make sounds with each of them, see if anyone knows what they are.</p> <p>Try and highlight the Places & Buildings related to Transport as you'll be using those together for the rest of today's lesson, such as <i>'bus stop', 'bus station', 'train station', etc.</i> You can then say things like: <i>'A bus goes to the bus stop.'</i>, <i>'A plane goes to the airport.'</i>, etc.</p>			10 – 15 minutes
			Flashcards

Activity 2	Vocab: Transport	Grammar: Demonstrative Pronouns, Adjectives	Time & Resources
<p>With the flashcards, you can get the children to play <i>'What's that?'</i> or some other type of vocabulary game that you know of, where they are learning about the different modes of Transport. You can even stick some of the flashcards on the wall and say them out loud, to test their Listening skills and see if they manage to touch the correct mode of Transport.</p> <p>This kind of game depends on the classroom you are in and the number of students. In smaller spaces, you can't really have 15 children running around, whereas in a bigger classroom, you can. Just think about obstacles, table corners, etc. You have to be wary of <i>'How can any of these children become injured in a physical, run-around game?'</i></p>			15 minutes
			Flashcards

Activity 3	Vocab: Transport	Grammar: Adjectives	Time & Resources
<p>Sit the group down on the floor and then describe the different modes of Transport using Adjectives. You can simply describe the colour, but try and teach a few other basic adjectives, such as <i>'small', 'big', 'fast', 'slow'</i>. Make sure they are repeating after you...otherwise it won't sink in!</p> <p>You can say statements like: <i>'A plane is sloooooow.'</i> to which the children should shout out <i>'Nooooooo!'</i>. In which case, try and illicit the correct adjective from them, which could be: <i>'A plane is BIG!'</i> or <i>'A plane is fast!'</i>, etc.</p> <p>You can also get the children to try and say two sentences together, such as: <i>'This is a bus. It is big and red.'</i>, <i>'This is a place. It is fast and white.'</i>, etc.</p>			15 minutes
			Flashcards

Repetition Time / End Routine	Time & Resources
<p>Are you understanding the whole thing about repetition now? I do hope so...it is rather important.</p> <p>So, from now on, you should use this time as <i>'Summary Time'</i> or <i>'Plenary'</i> as it is professionally known. This is a time to test your students to see what they have learned with you today. This should be done at the end of every class otherwise how do you know if they have learned anything. As a teacher, it is our responsibility to monitor progress and this is a good way to continually do so, little by little.</p>	10 minutes



Vocabulary

For a list of vocabulary, please check the **'INK Vocabulary/Grammar for Kids Courses 2, 3 & Juniors 1'** at the top of the Google Classroom, found under CONSTANT RESOURCES.

Vocabulary topics covered include: **Places & Buildings, Transport**

Grammar Notes

Demonstrative Pronouns

To describe what different buildings and modes of transport are

Adjectives

Using a small selection of adjectives to describe different modes of transport

'small', 'big', 'fast', 'slow'