

Suggested lesson plan order

We have received a lot of emails asking which order our lesson plans should be taught in. The original idea was to have our lesson plans as a "dip in" and "pick out" what you need system, so they were not made with a syllabus in mind. However, due to huge response we have created the below 'syllabus' where the lessons progress logically and allow students to build up their English skills as they go. However, please treat this as a rough guide and feel free to change according to your students' needs.

Please note: this document will be **updated frequently** as we add more lesson plans to our website. Please be sure to return to <https://eslkidstuff.com/esl-lesson-plans-for-esl-kids-teachers/> to get the latest version.

AGES 3-7:

	Lesson Plan	Objectives	Structures	Target Vocab
1.	Intro Lesson (Ages 3-7)	Greetings, names, follow simple instructions, identify and recognize 3 colours	"Hello", "What's your name", "My name is...", "Goodbye", "Give me..."	red, blue, green, flower, stand up, sit down, hands up, hands down, jump, run, turn around, pass, touch.
2.	Colours	Saying colours	"What colour is it?"	red, yellow, pink, green, purple, orange, blue, rainbow, apples, sun, flowers, grass, grapes, carrots, sky.
3.	Fruit	Saying different fruit and talking about likes	"What fruit do you like (to eat)?", "I like ...", "I like them very much."	apples, bananas, oranges, grapes, melons, pineapples, lemons, strawberries, yummy, yuk.
4.	Numbers 1-10	Counting numbers 1-10	"1-2-3-4-5-6-7-8-9-10".	1-2-3-4-5 -6-7-8-9-10, jump, turn around, clap your hands, kick, wiggle.
5.	Body	Saying different parts of the body	"Which part of the body is that?", "Touch your ..."	head, shoulders, knees, toes, eyes, ears, mouth, nose.
6.	Shapes	Saying different shapes and face vocab	"What is it?", "How are you this morning?"	square, circle, triangle, rectangle, head, eyes, ears, nose, mouth, hair.
7.	Farm Animals	Saying farm animals and animal	"What animal is that?", "What noise	farm, cow, moo, dog, woof, sheep, baa, duck, quack, pig,

		noises	does it make?"	oink.
8.	Zoo Animals	Saying zoo animals and animal noises	"Let's go to ...", "What will we see at ...?"	zoo, lion, elephant, monkey, tiger, snake, birds.
9.	Classroom Objects	Identifying and saying 5 different objects in the classroom	"What's this?", "What colour is ...?"	table, chair, bookcase, door, window.
10.	Toys	- Identifying 8 different toys - Reviewing colours	"What's this?", "What colour is this?"	toy, teddy bear, doll, blocks, robot, puppet, book, ball, balloon.
11.	Our World	Talking about our world	"What's this?", "What colour is ...?"	sky, land, sun, moon, stars, mountain, sea, river, cloud, rainbow, lakes, fields, forest, brown, white, black.
12.	Weather	Asking about and describing the weather	"How's the weather?", "It's ~"	sunny, rainy, windy, cloudy, snowy, foggy, hot, cold, look outside.
13.	Feelings & Emotions	Talking about Feelings and Emotions	"How do you feel when ...?", "Do you feel ... when...?", "When it's ... I am ..."	happy, sad, hungry, angry, scared, sleepy, sunny, rainy, lunchtime, eat, yummy, noisy, stormy, bedtime, sleep, good night.
14.	Vegetables	Talking about different vegetables	"I like~", "I don't like~"	farmer, farm, growing, carrots, potatoes, cabbages, onions, pumpkins, corn, radish, lettuce, basket, yummy, delicious.
15.	Wheels on the Bus	Talking about travelling on the bus	".. go/goes ...", "All around the town"	bus, wheels, go round, town, wipers, go swish, horn, goes beep, doors, open, shut, babies, go boo-hoo, driver, sit down.
16.	Clothes	Talking about different clothes	"Let's get dressed", "Put on your ~", "Quick, get ready", "He/She is wearing ~".	shirt, pants/trousers, socks, jacket, shoes, hat.
17.	Can - for Ability	- Talking about ability - Asking questions and answering with "can"	"Can you ..?", "I can ...", "What can you do?"	jump, run, swim, hop, stamp my feet, turn around, fly, ride a bike.

18.	Directions: left / right / forward / back	Saying action verbs and directions: left, right, forward, back	"Jump (to the left, to the right, forward, back)"	left, right, forward, back, jump, turn around, touch the ground, turn, sit down, stand up, clap your hands.
19.	Classroom Stationery	Talking about classroom stationery and requesting things	"What's in your bag?", "Bring me the (pencil), please", "Put it / them in my bag", "Do you have my/a (pencil)?"	bag, pencil, pen, book, glue, crayons, ruler, rubber, scissors, pencil case, stapler, pencil sharpener, tape.
20.	Likes & Dislikes	Talking about likes and dislikes for food	"I like ~", "I don't like~", "What a stink!"	cheese, chocolate, rice, French fries, strawberries, bread, ice cream, grapes, pasta, pizza, beans, food, drink, very nice, yummy, yuk.
21.	Family	Talking about different members of the family	"Who is this?", "How are you?", "I'm fine thank you", "See you soon"	father, mother, brother, sister, grandfather, grandmother, family.

AGES 8-12:

	Lesson Plan	Objectives	Structures	Target Vocab
1.	Intro Lesson (Ages 8-12)	Greetings, Asking & answering personal questions, using modal verbs for rules, Identifying different classroom stationery	"What's your name", "My name is...", " Where are you from?", "What pet do you have?", "What is your favourite food/drink/colour?", "How many brothers and sisters do you have?".	pet, food, drink, colour, brother, sister, can, can't, must, mustn't, pen, pencil, rubber, crayon, ruler, stapler, staples, glue, paper, folder, hole punch, pencil sharpener, white out, tape, pencil case, marker, calculator.
2.	Days of the Week	Saying the days of the week	"What day is it today?"	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
3.	Numbers 1-20	Counting up to 20	"1-20"	1-2-3-4-5 -6-7-8-9-10-11-12-13-14-15-16-17-18-19-20.
4.	Months of the Year	Saying the months of the year	"What month is it?"	January - December.
5.	Seasons	Talking about the four seasons	"Let's ...", "In the (season) ..."	spring, summer, autumn, winter, warm, hot, cool, cold, picnic, beach, walk, snow.
6.	Morning Routines	Saying morning routine verbs	"It's time to ...", "I have to ..."	Good morning, wake up, get up, wash my face, brush my hair, get dressed, eat breakfast, brush my teeth, put on my shoes, go to school.
7.	Pets & Possessions	Talking about different pets and possessions (using "I've got ...")	"Have you got any ...?", "I have ...", "Yes, I have / No, I haven't"	pets, a dog, cats, hamsters, rabbits, goldfish, mouse/mice, turtles, parrots, horses, elephants, 1-10.
8.	Describing People	Describing people using adjectives	"What does s/he look like?", "Tell me all about him/her", "She/she is/has"	tall, short, long hair, short hair, brown eyes, blue eyes, blonde hair, black hair, s/he is great.
9.	Describing Things	Describing things with common adjectives	"Let's look at~", "What's that?", "It's a/an (adjective)+(noun)"	big, small, long, short, fat, thin, fast, slow, strong, weak, apple, pencil, cat, man, car, bear, mouse, snake, hippo, horse, lion.

10.	Telling the Time	Telling and asking for the time	"What time is it?", "Please could you tell me the time?", "It's _ o'clock"	clock, o'clock, time.
11.	Daily Routines & Times of the Day	Using the present simple tense to talk about daily routines and different times of the day	"I ... at (8 o'clock in the morning)", "What time do you ...?", "When do you ...?"	morning, afternoon, evening, night, wake up, get up, eat breakfast, eat lunch, eat dinner, go to school, start school, go home, arrive home, watch TV, do homework, go to bed.
12.	Subject Pronouns (I, you, he, she, we, they)	Using subject pronouns to practice saying how different people are feeling or acting	"Who is ...?", "I am", "you are", "he is", "she is", "we are", "they are", "who is", "I/you/we/they like ...", "he / she likes ..."	today, happy, sad, hungry, quiet, noisy, sleepy.
13.	Sports	Talking about playing different sports	"What sports do you play?", "I play ~" and "I don't play ~", "To play (tennis) you have to (hit a tennis ball)."	sports, play, football, tennis, golf, basketball, baseball, volleyball, rugby, badminton, ball, kick, hit, throw, bounce.
14.	Adverbs	Saying actions with adverbs	"Let's ~", "What shall we do?"	run, quickly, walk, slowly, jump, high, crouch down, low, stamp, loudly, tip-toe, quietly, pat our heads, softly, clap, hard.
15.	Transport & Travel	- Identifying different transport vocab - Saying how you got to school	"How Did You Get Here Today?", "I got here on foot / by ..."	on foot, bus, bicycle, car, train, boat, airplane, rocket.
16.	Places & Where We Live	Talking about where animals and people live	"Where do you live?", "Where does (a cow) live?", "I live (in/on) ...", "It lives (in/on) ..."	fish, cow, bear, camel, bat, duck, goat, hippo, sea, farm, forest, desert, cave, lake, mountain, river, city, town, village, countryside.
17.	Places in my Town	- Talking about places in your town - Using the present continuous with the structures "Where are you going?" & "I'm going to~"	"Where are you going?", "Where are you going right now?", "I'm going to~", "Over here"	school, the park, the shops, the beach, my friend's house, the station, the zoo, home.
18.	Jobs	Asking about jobs and saying 12 different jobs	"What do you do?", "I'm a ...", "My dream job", "I want to be a ..."	farmer, bus driver, doctor, teacher, dentist, police officer, chef, hair dresser, nurse, soldier, fire fighter, student.

19.	Health & Sickness	Talking and asking about health and sickness	"What's wrong?", "What's the matter with you?", "I've got a/an ..."	a headache, a cough, a stomachache, a sore throat, a runny nose, an earache, a cold.
20.	Rooms of a House	Talking about different rooms of a house and household objects	"What room is this?", "Where in the house do you ...?", "Do you have a/an (sofa)?" or "Have you got a/an (sofa)?" (British English)	house, bedroom, kitchen, bathroom, living room, dining room, garden.
21.	Prepositions of Location	- Saying where things are using prepositions - Using singular and plural forms	"Where is/are ...?", "Is it ...?", "Are they ...?", "It is ...", "They are ..."	on, under, in, behind, next to, in front of, between.
22.	Demonstrative pronouns (this / that / these / those)	Pointing to specific things using "this / that / these / those"	"What is this / that / that over there?", "What are these / those / those over there?"	various shopping items.
23.	Shopping and money	Talking about shopping and money	"May I help you?", "Yes, please", "Here you are", "Thank you". "How is is/are?", "Do you have (Have you got) a/any ...?", "Do you want ... or ...?", "That's expensive!", "I'll take it!"	various classroom objects.
24.	Present Continuous	Using the present continuous tense to talk about activities you are doing now	"What are you doing?", "I am", "He is", "She is", "They are"	running, cooking, eating, swimming, walking, drinking, drawing, sleeping.
25.	Adverbs of frequency	Saying how often you do things with adverbs of frequency	"Do you ...?", "How often do you ...?"	always, almost always, often, usually, sometimes, rarely, hardly ever, almost never, never.
26.	Past Tense Activities - Regular Verbs	Talking about yesterday using past tense regular verbs	"What did you do yesterday?", "Yesterday, I...(verb+ed)".	yesterday, today, tomorrow, fantastic, great, played with my friends, painted a picture, walked in the park, watched TV, jumped in puddles, played a game, kicked a ball, danced.
27.	Past Tense	Talking about yesterday using past	"What did you do yesterday?",	yesterday, woke up, ate, drank, went, sang, swam, had,

	Activities - Irregular Verbs: Part 1	tense irregular verbs	"Yesterday, I...(verb)".	came back, rode, did, put on, slept, breakfast, milk, school, song, pool, fun, home, bike, homework, pyjamas, all night.
28.	Past Tense Activities - Irregular Verbs: Part 2	Saying the present and past forms of irregular verbs	"What did you do yesterday?", "Yesterday, I...(verb)".	woke up, ate, drank, went, sang, swam, had, came back, rode, did, put on, slept, gave, wrote, read, ran.
29.	Measuring Parts of the Body	Measuring parts of the body using large numbers and adjectives to describe size	"I am / You are ... cm tall", "My/Your (hair/arms/etc.) is/are ... cm long", "How tall am I?", "How long is my ...?", "I am / He/She is ... the tallest/shortest", "My/His/Her ... hair/arms/etc ... is/are ... the longest / the shortest.	tall, short, long, the tallest, the shortest, the longest, centimetres (cm), hair, arms, nose, hands, legs, feet.
30.	Favourites and Asking Why	Talking about favourites and explaining why	"What is your favourite / least favourite ...?", "Why is it your favourite / least favourite ?", "Because it is (adjective)", "Really?", "Oh yeah?", "Oh yes?", "OK", "Oh right".	favourite, least favourite, why, food, video game, animal, sport, book, school subject, movie, TV show, game, drink, cartoon character, colour, chocolate, potato chip flavour, actor, author, sports player, vegetable, fruit, comic book, magazine, dessert.
31.	Comparing Things (Comparative Adjectives)	Comparing objects using comparative adjectives	"This is smaller" (adj + ed), "That is more beautiful" (more + adj)	tall/taller, short/shorter, long/longer, fast/faster, slow/slower, heavy/heavier, big/bigger, small/smaller, new/newer, old/older, cheap/cheaper, beautiful, colourful, delicious, expensive, good/better, bad/worse.
32.	Comparing Things (Superlative Adjectives)	Comparing objects using superlative adjectives	"This is the smallest" (the + adj+est), "That is the most beautiful" (the + most + adj)	tallest, shortest, longest, fastest, slowest, heaviest, biggest, smallest, newest, oldest, highest, youngest, cheapest, beautiful, colourful, delicious, expensive, best, worst

33.	Time Frequency - "How often ...?"	Using the present simple tense to say how often you do things	"How often do you ...?", "never", "once", "twice", "(3) times", "every day", "a week", "a month", "a year"	day, date, week, month, year, calendar, ride a bike, swim, ski, play piano, play (a sport), do ballet, get a haircut, read a book, eat (steak), take a bath, play a board game, go bowling, go to the movie theatre, play TV (video) games.
34.	Future Plans using "going to"	Talking about future plans using "going to" + infinitive	"What are you going to do (this/next weekend / during the summer)?", "I'm (not) going to..."	go shopping, go to the cinema, play a sport, go swimming, go abroad, meet my friends, visit relatives, go to the beach, play video games, watch TV / films, fly a drone, eat out, go to a party, go dancing, get my hair cut, study, read comic books, exercise, go hiking, sleep a lot.

Special Lesson Plans:

These can be dropped into your syllabus at the required time:

	Lesson Plan	Objectives	Structures	Target Vocab
	Christmas (Lesson Plans 1 & 2)	Recognize and identify 8 Christmas words and sing a Christmas carol	"Merry Christmas", "What colour is it?", "Who is this?", "Here you are", "Thank you"	Santa (G.B. Father Christmas), Rudolph, sleigh, presents, Christmas tree, decorations, roast turkey, Christmas pudding.
	Halloween	Talking about Halloween and popular Halloween characters	"Happy Halloween!", "Look there's a/an ...", "Look out of the window", "What will we see?", "Go outside in the street", "Who will we meet?"	Halloween, ghost, monster, witch, black cat, wizard, mummy, bat, zombie.
	Thanksgiving	Talking about Thanksgiving	"Happy Thanksgiving!", "How are you?", "Hip hip hooray!".	Thanksgiving, turkey, gobble, wobble, cold, colder, warm, warmer, hot.
	Easter	Recognize and identify 6 Easter words and 3 prepositions of location	"Happy Easter", "Where is the Easter egg?", "It's in / on / under (the cup)", "Do you like ...?", "Yes, I do", "No, I don't".	Easter egg, Easter bunny / rabbit, chocolate, basket, ears, tail.

Using the Lesson Plans in class:

Each lesson plan can be **stretched over 2 to 4 lessons**, depending on the level and age of your students. By using lots of review activities, games, and worksheets each lesson plan can be lengthened to fit the learning speed of your students, allowing them the chance to fully practice the structures and vocabulary in the lesson plan.

Below are some examples of **how you can structure a single lesson plan to run smoothly over 2, 3 or 4 lessons**. For this example, we will use the "Clothes Lesson Plan":

Teaching the "Clothes" Lesson Plan over 2 lessons (approx 50 mins to 1 hour per lesson):

Lesson Day 1:

Warm-up (see warm-up lesson plan):	Main lesson body:	Review Fun:	Alphabet, Spelling or Reading practice:	Review Fun:	Wrap-up (see wrap-up lesson plan):
<ol style="list-style-type: none"> Welcome students Name Tags Greetings Sing "Hello Song" or a Review Song Talk about the weather Read a Classroom Reader again Homework check Do "Exercise Routine" activity Do a fun review activity from the previous lesson 	<ol style="list-style-type: none"> Introduce the clothes vocab Practice the clothing vocab with flashcards Play "Team Racing" 	Review a game, activity or song from a past lesson.	Dedicate part of your lesson to learning the alphabet, doing spelling exercises or doing reading activities - use worksheets from our site.	Review another game, activity or song from a past lesson.	<ol style="list-style-type: none"> Assign Homework Say Goodbye Sing "Goodbye Song" or a Review Song Do "Quick Check"
15 mins	15-20 mins	5 mins	10 mins	5 mins	5 mins

Lesson Day 2:

Warm-up (see warm-up lesson plan):	Main lesson body:	Review Fun:	Alphabet, Spelling or Reading practice:	Review Fun:	Wrap-up (see wrap-up lesson plan):
<ol style="list-style-type: none"> Welcome students Name Tags Greetings Sing "Hello Song" or a Review Song Talk about the weather Read a Classroom Reader again Homework check Do "Exercise Routine" activity Do a fun review activity from the previous lesson 	<ol style="list-style-type: none"> Review clothes flashcards and play "Team Racing" again Sing "Let's Get Dressed" Read classroom reader "Let's Get Dressed" Do cut and paste craft sheets <p>(If time: Create a "Clothes Catalogue Scene")</p>	Review a game, activity or song from a past lesson.	Dedicate part of your lesson to learning the alphabet, doing spelling exercises or doing reading activities - use worksheets from our site.	Review another game, activity or song from a past lesson.	<ol style="list-style-type: none"> Assign Homework Say Goodbye Sing "Goodbye Song" or a Review Song Do "Quick Check"
15 mins	15-20 mins	5 mins	10 mins	5 mins	5 mins

Teaching the "Clothes" Lesson Plan over **3** lessons (approx 50 mins to 1 hour per lesson):

Lesson Day 1:

Warm-up (see warm-up lesson plan):	Main lesson body:	Review Fun:	Alphabet, Spelling or Reading practice:	Review Fun:	Wrap-up (see wrap-up lesson plan):
<ol style="list-style-type: none"> Welcome students Name Tags Greetings Sing "Hello Song" or a Review Song Talk about the weather Read a Classroom Reader Homework check Do "Exercise Routine" activity Do a fun review activity from the previous lesson 	<ol style="list-style-type: none"> Introduce the clothes vocab Practice the clothing vocab with flashcards Play "Team Racing" 	Review a game, activity or song from a past lesson.	Dedicate part of your lesson to learning the alphabet, doing spelling exercises or doing reading activities - use worksheets from our site.	Review another game, activity or song from a past lesson.	<ol style="list-style-type: none"> Assign Homework Say Goodbye Sing "Goodbye Song" or a Review Song Do "Quick Check"
15 mins	15-20 mins	5 mins	10 mins	5 mins	5 mins

Lesson Day 2:

Warm-up (see warm-up lesson plan):	Main lesson body:	Review Fun:	Alphabet, Spelling or Reading practice:	Review Fun:	Wrap-up (see wrap-up lesson plan):
<ol style="list-style-type: none"> Welcome students Name Tags Greetings Sing "Hello Song" or a Review Song Talk about the weather Read a Classroom Reader again Homework check Do "Exercise Routine" activity Do a fun review activity from the previous lesson 	<ol style="list-style-type: none"> Review clothes flashcards and play "Team Racing" again Sing "Let's Get Dressed" Read classroom reader "Let's Get Dressed" Do cut and paste craft sheets 	Review a game, activity or song from a past lesson.	Dedicate part of your lesson to learning the alphabet, doing spelling exercises or doing reading activities - use worksheets from our site.	Review another game, activity or song from a past lesson.	<ol style="list-style-type: none"> Assign Homework Say Goodbye Sing "Goodbye Song" or a Review Song Do "Quick Check"
15 mins	20-25 mins	5 mins	10 mins	5 mins	5 mins

Lesson Day 3

Warm-up (see warm-up lesson plan):	Main lesson body:	Review Fun:	Alphabet, Spelling or Reading practice:	Review Fun:	Wrap-up (see wrap-up lesson plan):
1. Welcome students 2. Name Tags 3. Greetings 4. Sing "Hello Song" 5. Talk about the weather 6. Read a "Let's Get Dressed" again 7. Homework check 8. Do "Exercise Routine" activity 9. Review a game or activity from a past lesson.	1. Review clothes flashcards and play "Team Racing" again 2. Sing "Let's Get Dressed" again 3. Create a "Clothes Catalogue Scene" activity	Review a game, activity or song from a past lesson.	Dedicate part of your lesson to learning the alphabet, doing spelling exercises or doing reading activities - use worksheets from our site.	Review another game, activity or song from a past lesson.	1. Assign Homework 2. Say Goodbye 3. Sing "Goodbye Song" or a Review Song 4. Do "Quick Check"
15 mins	20 mins	5 mins	10 mins	5 mins	5 mins

Teaching the "Clothes" Lesson Plan over 4 lessons (approx 50 mins to 1 hour per lesson):

Lesson Day 1:

Warm-up (see warm-up lesson plan):	Main lesson body:	Review Fun:	Alphabet, Spelling or Reading practice:	Review Fun:	Wrap-up (see wrap-up lesson plan):
<ol style="list-style-type: none"> Welcome students Name Tags Greetings Sing "Hello Song" or a Review Song Talk about the weather Read a Classroom Reader Homework check Do "Exercise Routine" activity Do a fun review activity from the previous lesson 	<ol style="list-style-type: none"> Introduce the clothes vocab Practice the clothing vocab with flashcards Play "Team Racing" 	Review a game, activity or song from a past lesson.	Dedicate part of your lesson to learning the alphabet, doing spelling exercises or doing reading activities - use worksheets from our site.	Review another game, activity or song from a past lesson.	<ol style="list-style-type: none"> Assign Homework Say Goodbye Sing "Goodbye Song" or a Review Song Do "Quick Check"
15 mins	15-20 mins	5 mins	10 mins	5 mins	5 mins

Lesson Day 2:

Warm-up (see warm-up lesson plan):	Main lesson body:	Review Fun:	Alphabet, Spelling or Reading practice:	*Free-time Fun:	Review Fun:	Wrap-up (see wrap-up lesson plan):
<ol style="list-style-type: none"> Welcome students Name Tags Greetings Sing "Hello Song" or a Review Song Talk about the weather Read a Classroom Reader again Homework check Do "Exercise Routine" activity Review a game or activity from a past lesson. 	<ol style="list-style-type: none"> Review clothes flashcards and play "Team Racing" again Sing "Let's Get Dressed" 	Review a game, activity or song from a past lesson.	Dedicate part of your lesson to learning the alphabet, doing spelling exercises or doing reading activities - use worksheets from our site.	See notes below "Lesson Day 4".	Review another game, activity or song from a past lesson.	<ol style="list-style-type: none"> Assign Homework Say Goodbye Sing "Goodbye Song" or a Review Song Do "Quick Check"
15 mins	10-15 mins	5 mins	10 mins	10 mins	5 mins	5 mins

Lesson Day 3:

Warm-up (see warm-up lesson plan):	Main lesson body:	Review Fun:	Alphabet, Spelling or Reading practice:	Review Fun:	Wrap-up (see wrap-up lesson plan):
<ol style="list-style-type: none"> Welcome students Name Tags Greetings Sing "Hello Song" Talk about the weather Read a "Let's Get Dressed" again Homework check Do "Exercise Routine" activity Review a game or activity from a past lesson. 	<ol style="list-style-type: none"> Review clothes flashcards and play "Team Racing" again Sing "Let's Get Dressed" again Read classroom reader "Let's Get Dressed" Do cut and paste craft sheets 	Review a game, activity or song from a past lesson.	Dedicate part of your lesson to learning the alphabet, doing spelling exercises or doing reading activities - use worksheets from our site.	Review another game, activity or song from a past lesson.	<ol style="list-style-type: none"> Assign Homework Say Goodbye Sing "Goodbye Song" or a Review Song Do "Quick Check"
15 mins	20-25 mins	5 mins	10 mins	5 mins	5 mins

Lesson Day 4

Warm-up (see warm-up lesson plan):	Main lesson body:	Review Fun:	Alphabet, Spelling or Reading practice:	Review Fun:	Wrap-up (see wrap-up lesson plan):
<ol style="list-style-type: none"> Welcome students Name Tags Greetings Sing "Hello Song" Talk about the weather Read a "Let's Get Dressed" again Homework check Do "Exercise Routine" activity Review a game or activity from a past lesson. 	<ol style="list-style-type: none"> Review clothes flashcards and play "Team Racing" again Sing "Let's Get Dressed" again Create a "Clothes Catalogue Scene" activity 	Review a game, activity or song from a past lesson.	Dedicate part of your lesson to learning the alphabet, doing spelling exercises or doing reading activities - use worksheets from our site.	Review another game, activity or song from a past lesson.	<ol style="list-style-type: none"> Assign Homework Say Goodbye Sing "Goodbye Song" or a Review Song Do "Quick Check"
15 mins	20 mins	5 mins	10 mins	5 mins	5 mins

*Free-time Fun:

Younger kids:

Put students into small groups and give each group different things to play with (e.g, paper and pencils, play-doh, building blocks, box of toys, puppets, etc.). As students are playing, circulate and join in, using English to ask questions and chat.

Older Kids:

Do the "Post-box" activity: Have a "Post-box" in the classroom (a box with a letter hole). Assign students a pen friend (another student in their class or even from another class). Each week, have your students write and post a letter to each other and then reply (and post again). This is a really fun and meaningful writing activity.

- All lesson plans, flashcards, worksheets, craft sheets, readers and songs used in these lesson plans can be downloaded at <https://eslkidstuff.com/esl-lesson-plans-for-esl-kids-teachers>
- All Lesson Plans are available at <https://eslkidstuff.com/esl-lesson-plans-for-esl-kids-teachers/>

Any questions? Contact us at <https://eslkidstuff.com/contact/>

Can you suggest any additional lesson plan for us to add to this syllabus? Feel free to let us know: <https://eslkidstuff.com/contact/>

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