

## 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.	<b>Intro Lesson (Ages 3-7)</b>	Greetings, names, follow simple instructions, identify and recognize 3 colors	"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.	<b>Colors</b>	Saying colors	"What color is it?"	red, yellow, pink, green, purple, orange, blue, rainbow, apples, sun, flowers, grass, grapes, carrots, sky.
3.	<b>Fruit</b>	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.	<b>Numbers 1-10</b>	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.	<b>Body</b>	Saying different parts of the body	"Which part of the body is that?", "Touch your ..."	head, shoulders, knees, toes, eyes, ears, mouth, nose.
6.	<b>Shapes</b>	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.	<b>Farm Animals</b>	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.	<b>Zoo Animals</b>	Saying zoo animals and animal noises	"Let's go to ...", "What will we see at ...?"	zoo, lion, elephant, monkey, tiger, snake, birds.
9.	<b>Classroom Objects</b>	Identifying and saying 5 different objects in the classroom	"What's this?", "What color is ...?"	table, chair, bookcase, door, window.
10.	<b>Toys</b>	- Identifying 8 different toys - Reviewing colors	"What's this?", "What color is this?"	toy, teddy bear, doll, blocks, robot, puppet, book, ball, balloon.
11.	<b>Our World</b>	Talking about our world	"What's this?", "What color is ...?"	sky, land, sun, moon, stars, mountain, sea, river, cloud, rainbow, lakes, fields, forest, brown, white, black.
12.	<b>Weather</b>	Asking about and describing the weather	"How's the weather?", "It's ~"	sunny, rainy, windy, cloudy, snowy, foggy, hot, cold, look outside.
13.	<b>Feelings &amp; Emotions</b>	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.	<b>Vegetables</b>	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.	<b>Wheels on the Bus</b>	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.	<b>Clothes</b>	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.	<b>Can - for Ability</b>	- Talking about ability - Asking questions and answering with "can"	"Can you ..?", "I can ...", "What can you do?"	jump, run, swim, hop, stomp my feet, turn around, fly, ride a bike.

18.	<b>Directions: left / right / forward / back</b>	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.	<b>Classroom Stationery</b>	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, eraser (GB: rubber), scissors, pencil case, stapler, pencil sharpener, tape.
20.	<b>Likes &amp; Dislikes</b>	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.	<b>Family</b>	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.	<b>Intro Lesson (Ages 8-12)</b>	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 favorite food/drink/color?", "How many brothers and sisters do you have?".	pet, food, drink, color, brother, sister, can, can't, must, mustn't, pen, pencil, eraser, crayon, ruler, stapler, staples, glue, paper, folder, hole punch, pencil sharpener, white out, scotch tape, pencil case, marker, calculator.
2.	<b>Days of the Week</b>	Saying the days of the week	"What day is it today?"	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
3.	<b>Numbers 1-20</b>	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.	<b>Months of the Year</b>	Saying the months of the year	"What month is it?"	January - December.
5.	<b>Seasons</b>	Talking about the four seasons	"Let's ...", "In the (season) ..."	spring, summer, autumn, winter, warm, hot, cool, cold, picnic, beach, walk, snow.
6.	<b>Morning Routines</b>	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.	<b>Pets &amp; Possessions</b>	Talking about different pets and possessions (using "I have ...")	"Do you have any ...?", "I have ...", "Yes, I do / No, I don't"	pets, a dog, cats, hamsters, rabbits, goldfish, mouse/mice, turtles, parrots, horses, elephants, 1-10.
8.	<b>Describing People</b>	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.	<b>Describing Things</b>	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.	<b>Telling the Time</b>	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.	<b>Daily Routines &amp; Times of the Day</b>	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.	<b>Subject Pronouns (I, you, he, she, we, they)</b>	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.	<b>Sports</b>	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, soccer/football, tennis, golf, basketball, baseball, volleyball, rugby, badminton, ball, kick, hit, throw, bounce.
14.	<b>Adverbs</b>	Saying actions with adverbs	"Let's ~", "What shall we do?"	run, quickly, walk, slowly, jump, high, crouch down, low, stomp, loudly, tip-toe, quietly, pat our heads, softly, clap, hard.
15.	<b>Transport &amp; Travel</b>	- 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.	<b>Places &amp; Where We Live</b>	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.	<b>Places in my Town</b>	- 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.	<b>Jobs</b>	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.	<b>Health &amp; Sickness</b>	Talking and asking about health and sickness	"What's wrong?", "What's the matter with you?", "I have a/an ..."	a headache, a cough, a stomachache, a sore throat, a runny nose, an earache, a cold.
20.	<b>Rooms of a House</b>	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.	<b>Prepositions of Location</b>	- 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.	<b>Demonstrative pronouns (this / that / these / those)</b>	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.	<b>Shopping and money</b>	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.	<b>Present Continuous</b>	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.	<b>Adverbs of frequency</b>	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.	<b>Past Tense Activities - Regular Verbs</b>	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.	<b>Past Tense</b>	Talking about yesterday using past	"What did you do yesterday?",	yesterday, woke up, ate, drank, went, sang, swam, had,

	<b>Activities - Irregular Verbs: Part 1</b>	tense irregular verbs	"Yesterday, I...(verb)".	came back, rode, did, put on, slept, breakfast, milk, school, song, pool, fun, home, bike, homework, pajamas, all night.
28.	<b>Past Tense Activities - Irregular Verbs: Part 2</b>	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.	<b>Measuring Parts of the Body</b>	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, centimeters (cm), hair, arms, nose, hands, legs, feet.
30.	<b>Favorites and Asking Why</b>	Talking about favorites and explaining why	"What is your favorite / least favorite ...?", "Why is it your favorite / least favorite ?", "Because it is (adjective)", "Really?", "Oh yeah?", "Oh yes?", "OK", "Oh right".	favorite, least favorite, why, food, video game, animal, sport, book, school subject, movie, TV show, game, drink, cartoon character, color, chocolate, potato chip flavor, actor, author, sports player, vegetable, fruit, comic book, magazine, dessert.
31.	<b>Comparing Things (Comparative Adjectives)</b>	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, colorful, delicious, expensive, good/better, bad/worse.
32.	<b>Comparing Things (Superlative Adjectives)</b>	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, colorful, delicious, expensive, best, worst

33.	<b>Time Frequency - "How often ...?"</b>	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.	<b>Future Plans using "going to"</b>	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 movie theater (cinema), play a sport, go swimming, go abroad, meet my friends, visit relatives, go to the beach, play video games, watch TV / movies, 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:

	<b>Lesson Plan</b>	<b>Objectives</b>	<b>Structures</b>	<b>Target Vocab</b>
	<b>Christmas (Lesson Plans 1 &amp; 2)</b>	Recognize and identify 8 Christmas words and sing a Christmas carol	"Merry Christmas", "What color 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.
	<b>Halloween</b>	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.
	<b>Thanksgiving</b>	Talking about Thanksgiving	"Happy Thanksgiving!", "How are you?", "Hip hip hooray!".	Thanksgiving, turkey, gobble, wobble, cold, colder, warm, warmer, hot.
	<b>Easter</b>	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"> <li>Welcome students</li> <li>Name Tags</li> <li>Greetings</li> <li>Sing "Hello Song" or a Review Song</li> <li>Talk about the weather</li> <li>Read a Classroom Reader again</li> <li>Homework check</li> <li>Do "Exercise Routine" activity</li> <li>Do a fun review activity from the previous lesson</li> </ol>	<ol style="list-style-type: none"> <li>Introduce the clothes vocab</li> <li>Practice the clothing vocab with flashcards</li> <li>Play "Team Racing"</li> </ol>	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"> <li>Assign Homework</li> <li>Say Goodbye</li> <li>Sing "Goodbye Song" or a Review Song</li> <li>Do "Quick Check"</li> </ol>
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"> <li>Welcome students</li> <li>Name Tags</li> <li>Greetings</li> <li>Sing "Hello Song" or a Review Song</li> <li>Talk about the weather</li> <li>Read a Classroom Reader again</li> <li>Homework check</li> <li>Do "Exercise Routine" activity</li> <li>Do a fun review activity from the previous lesson</li> </ol>	<ol style="list-style-type: none"> <li>Review clothes flashcards and play "Team Racing" again</li> <li>Sing "Let's Get Dressed"</li> <li>Read classroom reader "Let's Get Dressed"</li> <li>Do cut and paste craft sheets</li> </ol> <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"> <li>Assign Homework</li> <li>Say Goodbye</li> <li>Sing "Goodbye Song" or a Review Song</li> <li>Do "Quick Check"</li> </ol>
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"> <li>Welcome students</li> <li>Name Tags</li> <li>Greetings</li> <li>Sing "Hello Song" or a Review Song</li> <li>Talk about the weather</li> <li>Read a Classroom Reader</li> <li>Homework check</li> <li>Do "Exercise Routine" activity</li> <li>Do a fun review activity from the previous lesson</li> </ol>	<ol style="list-style-type: none"> <li>Introduce the clothes vocab</li> <li>Practice the clothing vocab with flashcards</li> <li>Play "Team Racing"</li> </ol>	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"> <li>Assign Homework</li> <li>Say Goodbye</li> <li>Sing "Goodbye Song" or a Review Song</li> <li>Do "Quick Check"</li> </ol>
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"> <li>Welcome students</li> <li>Name Tags</li> <li>Greetings</li> <li>Sing "Hello Song" or a Review Song</li> <li>Talk about the weather</li> <li>Read a Classroom Reader again</li> <li>Homework check</li> <li>Do "Exercise Routine" activity</li> <li>Do a fun review activity from the previous lesson</li> </ol>	<ol style="list-style-type: none"> <li>Review clothes flashcards and play "Team Racing" again</li> <li>Sing "Let's Get Dressed"</li> <li>Read classroom reader "Let's Get Dressed"</li> <li>Do cut and paste craft sheets</li> </ol>	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"> <li>Assign Homework</li> <li>Say Goodbye</li> <li>Sing "Goodbye Song" or a Review Song</li> <li>Do "Quick Check"</li> </ol>
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):
<ol style="list-style-type: none"> <li>1. Welcome students</li> <li>2. Name Tags</li> <li>3. Greetings</li> <li>4. Sing "Hello Song"</li> <li>5. Talk about the weather</li> <li>6. Read a "Let's Get Dressed" again</li> <li>7. Homework check</li> <li>8. Do "Exercise Routine" activity</li> <li>9. Review a game or activity from a past lesson.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review clothes flashcards and play "Team Racing" again</li> <li>2. Sing "Let's Get Dressed" again</li> <li>3. Create a "Clothes Catalogue Scene" activity</li> </ol>	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"> <li>1. Assign Homework</li> <li>2. Say Goodbye</li> <li>3. Sing "Goodbye Song" or a Review Song</li> <li>4. Do "Quick Check"</li> </ol>
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"> <li>Welcome students</li> <li>Name Tags</li> <li>Greetings</li> <li>Sing "Hello Song" or a Review Song</li> <li>Talk about the weather</li> <li>Read a Classroom Reader</li> <li>Homework check</li> <li>Do "Exercise Routine" activity</li> <li>Do a fun review activity from the previous lesson</li> </ol>	<ol style="list-style-type: none"> <li>Introduce the clothes vocab</li> <li>Practice the clothing vocab with flashcards</li> <li>Play "Team Racing"</li> </ol>	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"> <li>Assign Homework</li> <li>Say Goodbye</li> <li>Sing "Goodbye Song" or a Review Song</li> <li>Do "Quick Check"</li> </ol>
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"> <li>Welcome students</li> <li>Name Tags</li> <li>Greetings</li> <li>Sing "Hello Song" or a Review Song</li> <li>Talk about the weather</li> <li>Read a Classroom Reader again</li> <li>Homework check</li> <li>Do "Exercise Routine" activity</li> <li>Review a game or activity from a past lesson.</li> </ol>	<ol style="list-style-type: none"> <li>Review clothes flashcards and play "Team Racing" again</li> <li>Sing "Let's Get Dressed"</li> </ol>	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"> <li>Assign Homework</li> <li>Say Goodbye</li> <li>Sing "Goodbye Song" or a Review Song</li> <li>Do "Quick Check"</li> </ol>
15 mins	10-15 mins	5 mins	10 mins	10 mins	5 mins	5 mins

**Lesson Day 3:**

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

**Lesson Day 4**

<b>Warm-up (see warm-up lesson plan):</b>	<b>Main lesson body:</b>	<b>Review Fun:</b>	<b>Alphabet, Spelling or Reading practice:</b>	<b>Review Fun:</b>	<b>Wrap-up (see wrap-up lesson plan):</b>
<ol style="list-style-type: none"> <li>Welcome students</li> <li>Name Tags</li> <li>Greetings</li> <li>Sing "Hello Song"</li> <li>Talk about the weather</li> <li>Read a "Let's Get Dressed" again</li> <li>Homework check</li> <li>Do "Exercise Routine" activity</li> <li>Review a game or activity from a past lesson.</li> </ol>	<ol style="list-style-type: none"> <li>Review clothes flashcards and play "Team Racing" again</li> <li>Sing "Let's Get Dressed" again</li> <li>Create a "Clothes Catalogue Scene" activity</li> </ol>	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"> <li>Assign Homework</li> <li>Say Goodbye</li> <li>Sing "Goodbye Song" or a Review Song</li> <li>Do "Quick Check"</li> </ol>
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/>

Please report any mistakes at <https://eslkidstuff.com/contact/>

This syllabus and lesson plans was produced by ESL KidStuff (<https://www.eslkidstuff.com>) and is covered by copyright.