

A Day At The Beach – Teacher’s Book

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| Work Sheets | Coming soon |
| Extra Resources | Coming Soon |

New vocabulary Lesson One: wave, ocean, sand, sand castle, sea-shell, beach
 Lesson Two: sun, sun-screen, umbrella, water, hot, sky, cloud
 Lesson Three: towel, sun-glasses, hat, thongs/flip-flops, shorts
 / bathing suit
 Lesson Four: beach ball, swim, surfing, water-skiing, ice-cream, frisbee

New Structure(s) Possible structures (these are not worked into the lesson plan, but would work quite well):
 What is it? It’s a *sea shell*.
 What are they? They’re *thongs*.
 Put on your *thongs*.
 Take off your *thongs*.
 What do you want to do? I want to eat an *ice-cream*.
 What are they doing? They’re *surfing*.
 What did you do at the *beach*? I went *waterskiing*.
 What are you doing? I’m *swimming*.
 You can also substitute “we” for he/she/they/I/you.

Preparation

Age/level Beginner about 5/6/7 years.

A Day at The Beach is great way to introduce your young learners about what the beach is like, what to wear at the beach as well as some of the activities that we all have so much fun with. You may have to change the lesson around a little, as some of them are quite advanced (for beginner students).

As with all the lesson plans at simplyesl.com, this one has special activities that are geared to this theme.

As with all the lesson plan series available at www.simplyesl.com, this lesson can be done as a series or you can choose whichever lesson suit you.

Lesson One – Introduction to the beach

New vocabulary wave, ocean, sand, sand castle, sea-shell, beach

New Structure(s) What is it? It's a sea shell.

Preparation Flashcards, sea shells (if available), paint (if you are going to use the "Sea Shells" activity), "Ice-cream song" if desired, paper for drawing your family at the beach.

Age/level Beginner about 5/6/7 years.

Time About an hour

Other Comments Phonics taught: s-a-n-d

Home work

| <i>Lesson Stage</i> | <i>Description</i> | <i>Timing</i> |
|---------------------|---|---------------|
| Warmer | Ice-cream song – sing the song with actions. | 5 |
| Review | New lesson series – no review | |
| Introduction | Use a big picture of a beach and introduce and drill the new vocabulary. Get the students out the front to draw each part of the beach. | 10 |
| Follow-up | Run and slap – Get the students into two lines in front of the picture of the beach. Get the students to say "What is it?" then you reply with "It's a _____." The two students at the front of the line must slap and say the beach vocabulary that you mentioned. The student who slapped and said the word first gets a point for their team. You can let the winner become the 'teacher' (i.e. the students ask them the question). | 5-7 |
| Special Activity | Painting Sea shells or draw your family at the beach. If you have sea shells, or you can get them easily, children (usually) really enjoy painting sea shells. It gives them something that they can touch and take home at the end of the day. If you don't have any sea shells then get your students to draw a picture of themselves, their friends and their family at the beach. | 20 |
| Phonics: | s-a-n-d - Drill phonic values. 5 minutes. Play stations (Have a phonic value at each side of the room. Say a phonic value and the students have to run to the correct letter) with phonic values. 5-7 minutes. | |
| Fun Activity | Charades – give the students a theme and play charades. The animals theme always works well. 5-7 minutes. | |

Lesson Two – Hot!

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| New vocabulary | sun, sun-screen, umbrella, water, hot, sky, cloud |
| New Structure(s) | What is it? It's an umbrella. |
| Preparation | Preparation: Flashcards, "Ice-cream song" if desired, lots of little flashcards of today's vocabulary for the scavenger hunt. |
| Age/level | Beginner about 5/6/7 years. |
| Time | About an hour |
| Other Comments | Phonics taught: h-o-t |

| <i>Lesson Stage</i> | <i>Description</i> | <i>Timing</i> |
|-------------------------|---|---------------|
| Warmer | Ice-cream song – sing the song with actions. | 5 |
| Review | Draw a picture of a beach on the board. Remember to elicit the language from the students as you do this. | 5 |
| Introduction / Practice | Use a big picture of a beach and introduce and drill the new vocabulary. Get the students to add the new vocabulary to the beach that you drew for the review stage of the lesson. Drill the new words as they are introduced. | 10 |
| Follow-up | Seat swapper – give the students an item of vocabulary (can be just a drawing). Charade an item of vocabulary, the students who have that vocabulary item must now switch seats. You could also remove one of the chairs so that there will always be one student without a chair. The student without a chair is the teacher. After he/she mimes the vocabulary, they can race to get a chair, leaving the next student without a chair to be the teacher. | 5-7 |
| Special Activity | Scavenger hunt – give the students a list of items (pictures) that they must find. You should do this in a playground, if possible. Explain to the students that the first student to find all of the items on their list is the winner! | 15 |
| Phonics: | h-o-t - Drill phonic values. Whisper erase phonic values – Chinese whispers with phonic values! Write the three phonic values on the board and start a whisper chain with one of the phonic values. The student at the front of the line must erase the letter corresponding to the phonic value. | 10 - 15 |
| Fun Activity | duck, duck, goose – change the words "duck" and "Goose" to something different, like sun and sky. | 5-7 |

Lesson Three – What To Wear At The Beach

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| New vocabulary | towel, sun-glasses, hat, thongs/flip-flops, shorts / bathing suit |
| New Structure(s) | Possible sentence structures for this lesson: What is it? It's a towel. / What are they? They're thongs. / Put on your thongs. / Take off your thongs. |
| Preparation | Flashcards, "Ice-cream song" if desired, clothes (as many as you can). |
| Age/level | Beginner about 5/6/7 years. |
| Time | About an hour |
| Other Comments | Phonics taught: h-a-t |

| Stage | Description | Time |
|------------------|--|------------|
| Warmer | Ice-cream song – sing the song with actions. | 5 |
| Review | Draw a picture of a beach on the board. Remember to elicit the language from the students as you do this. | 5 |
| Intro / Practice | Introduce and drill the new vocabulary. Use realia (if you can get it) for this. Now would be a good time to introduce this structure: "Put on/take off your thongs." | 10 |
| Follow-up | A game of "Put on/take off your..." This game can be played much like teacher says. "Teacher says put on your shoes." Then the students mime putting on their shoes. If the teacher doesn't say "teacher says" and the students mime the action, then the students who did the action must sit down. Keep going until there is one student left. | 10 |
| Special Activity | What's missing? Make a pile of as many items of clothes as you can. Put the clothes somewhere where the students can't see them. Select one student and have them choose one item of clothing, set it aside. Bring out the rest of the clothing. Have the students guess which item of clothing is missing. The student who guesses the correct item chooses the next item of clothing. | 10 |
| Phonics: h-a-t | Drill phonic values. Upside down game with phonic values Place phonic cards upside down with students in two lines. Say a phonic value – the two students at the front must try and get the letter you said. First student who gets it wins a point and can be the teacher – i.e. they get to say the phonic value | 10 - 15 |
| Fun Activity | Big wind blows – This game is simple, but fun. The teacher says: "big wind blows for anyone wearing glasses." All the students who are wearing glasses must stand up and switch positions. Repeat for different items of clothing. | 5-7 |

Lesson Four – What Can We Do At The Beach?

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| New vocabulary | beach ball, swim, surfing, water-skiing, ice-cream, frisbee |
| New Structure(s) | Possible sentence structures for this lesson: What do you want to do? I want to eat an ice-cream. What are they doing? They're surfing. What did you do at the beach? I went waterskiing. What are you doing? I'm swimming. You can also substitute "we" for he/she/they/I/you. |
| Preparation | Flashcards, "Ice-cream song" if desired, clothes (as many as you can). |
| Age/level | Beginner about 5/6/7 years. |
| Time | About an hour |
| Other Comments | Phonics taught: s-w-i-m. |

| <i>Stage</i> | <i>Description</i> | <i>Time</i> |
|------------------|--|-------------|
| Warmer | Ice-cream song – sing the song with actions. | 5 |
| Review | Put on/ take off your <i>thongs</i> . This game can be played much like teacher says. "Teacher says put on your shoes." Then the students mime putting on their shoes. If the teacher doesn't say "teacher says" and the students mime the action, then the students who did the action must sit down. Keep going until there is one student left. | 5 - 7 |
| Intro / Practice | Introduce and drill the new vocabulary. Use TPR to teach the actions. | 10 |
| Follow-up | Charades | 5 - 7 |
| Special Activity | Last student standing – You should make a pose for each action. When you say "let's surf", the students should all get into the surfing pose. They must sit down if they strike the wrong pose. The last student standing is the winner. | 10 |
| Phonics: s-w-i-m | Drill Phonic Values Run and slap – Get the students into two lines in front of the picture of the beach. Say a phonic value. The two students at the front of the line must slap the letter and say the correct phonic value. The student who slapped and said the word first gets a point for their team. You can let the winner become the 'teacher' (i.e. he/she says the phonic value). | 10 - 15 |
| Fun Activity | Target throwing. Draw each action on the white board. Mime out the action and the students have to throw a ball at the action and say it as they throw the ball. Let the students take turns at miming out the actions. | 5-7 |