

Lesson 32

Review - our world, weather, clothes, vegetables



General:

Level:	1 – BEAR CUBS (ages 3-5)
Time:	40 mins - 1 hour
Objectives:	Review and practice the language and skills from the our world, weather, clothes, vegetables lessons.
Structures:	“Do you like (apples)?”, “Yes, I do / No, I don’t”, “I like / don’t like ...”,
New vocab:	none.
Review vocab:	our world vocab, weather vocab, clothes vocab, vegetables vocab.

You will need to download:

Flashcards:	Vegetables flashcards, Weather flashcards, Fruit flashcards, Our world flashcards
Printables:	<ul style="list-style-type: none"> Review weather, clothes and vegetables worksheet
Songs:	<ul style="list-style-type: none"> Hello Song Goodbye Song The weather song The nature song
Readers:	<ul style="list-style-type: none"> What weather do you like? The farmer’s vegetables Rainbowman saves the day Let’s get dressed

These can be downloaded at <https://www.eslkidstuff.com/esl-kids-lesson-plans.html>

You will also need:

- name tags and name cards for each student
- a glove puppet
- a large cloth bag
- weather board
- cushions (1 per student)
- colored crayons / pencils
- CD / Tape player or something to play the song on

Notes:

In this lesson we review the previous 9 lessons. Students revisit some songs and readers and play lots of fun games. They also learn to respond to "Do you like ...?" questions.

Lesson overview:

Warm up and maintenance:

1. Greetings
2. Name tags
3. Glove puppet greetings
4. Sing "The Hello Song"
5. Homework check
6. Do "Exercise routine" activity
7. Do the "What's in the bag?" activity

Review and practice:

1. Sing "The weather song"
2. Talk about the weather outside
3. Use the "Weather board"
4. Read classroom reader "What weather do you like?"
5. Play the like / dislike game
6. Read classroom reader "The farmer's vegetables"
7. 5-minute play time
8. Play "Shout when you see it!"
9. Play "Touch the sky or land"
10. Sing "The nature song"
11. Read classroom reader "Rainbowman saves the day"
12. Play "Draw clothes on the board" game
13. Read classroom reader "Let's get dressed"

Wrap up:

1. Assign homework: "Review weather, clothes and vegetables"
2. Say goodbye to glove puppet
3. Sing "The Goodbye Song"
4. Do "Quick check" and say goodbye

Lesson procedure:

Warm up and maintenance:

1. Greetings

Greet the students by name as they enter the classroom and gesture for them to sit down (on cushions if you have them) in a fan-shape around you.



2. Name tags

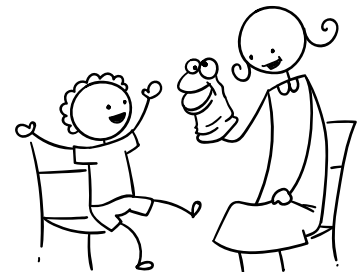
Before class, prepare some blank name tags (stickers or pin-on tags) and some cards, each with a student's name written on clearly – students will use them to copy their names onto their name tags. Sit down with your students and lay out the name cards in front of you. Pick up each card and encourage the student to recognize his/her name. Do this for everyone.



Finally, have everyone take out a crayon or pencil and copy their name on their tags and stick them on.

3. Glove puppet greetings

Bring out your glove puppet bag and have everyone shout "Hello!" into the bag until he wakes up and jumps out of the bag. Then model chatting with the glove puppet ...



Puppet: "Hello", What's your name?"

Teacher: "My name is..."

Puppet: "How are you?"

Teacher: "I'm fine, thank you".

Puppet: "How old are you?"

Teacher: "I'm ...".

... and then have the puppet say hello to each student and ask them the same questions, including their age.

Finally, go around saying "Goodbye" and "See you" before going back into the bag and back to sleep.

4. Sing "The Hello Song"

Sit in a circle and sing the song (clap along or pat knees).

Lyrics for "The Hello Song"

Hello, hello,
How are you today?
Hello, hello,
How are you today?

I'm fine, thank you,
I'm fine, thank you,
I'm fine, thank you,
And how about you?

Hello, hello,
How are you today?
I'm fine, thank you,
And how about you?

Gestures for "The Hello Song"

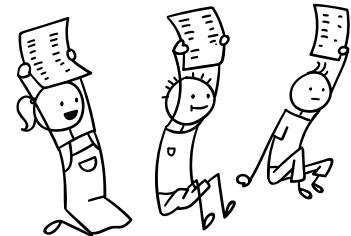
Sit in a circle and listen to the song (clap along or pat knees).

- Wave as you sing the "Hello, hello" parts.
- Gesture to others as you sing "How are you today?"
- Point to yourself as you sing "I'm fine, thank you"
- Hand gesture towards another student as you sing "And how about you?".



5. Homework check

Check each student's homework that you set in the last lesson. Ask each student some questions about their homework worksheet (e.g. "What's this?", "What color is it?", etc.), give lots of praise, and then put some kind of mark on the homework sheet (e.g. a sticker, a stamp or draw a smiley face).

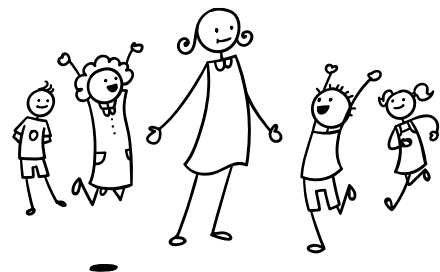


Finally, tell your students to put their homework back into their bags.

6. Do "Exercise routine" activity

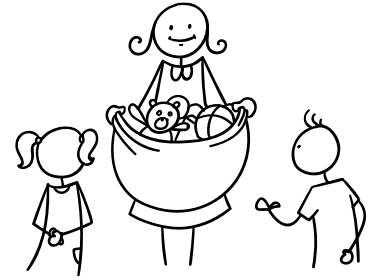
Say the following and have the students follow your lead:

"Stand up (T stands and so does everyone else)
"Hands up / hands down" (do 4 or 5 times)
"Jump" (4 or 5 times)
"Kick (4 or 5 times)
"Run! / Stop!" (4 or 5 times)
"Turn around! / Stop!" (4 or 5 times)
"Wiggle!" (a few seconds)
finally "Sit down".



7. Do the "What's in the bag?" activity

Before class, put a couple of new objects (e.g. a crayon, a plastic bottle, a sock, a paper cup, a leaf, a ball, a teddy, etc. - anything lying around (and safe!)) into the bag.



Show the bag to your students, shake it to rattle the objects inside, and ask, "What's in the bag?".

Randomly pull out different objects and teach/ elicit the words – in each case, have students hold and pass the objects around. You can even have students pull the objects out of the bag instead of you taking them out – with eyes closed to make it fun!

Finally, place/throw the objects around the classroom and have each student retrieve an object as you call out its name and put it back in the bag.

Review and practice:

1. Sing "The weather song"

Time for the weather section of the lesson! Put the weather flashcards on the board in the order of the song. Have all the students stand up and watch you as you sing along and use the gestures.

Lyrics for "The Weather Song"	Gestures for "The Weather Song"
<p>Verse 1: How's the weather? How's the weather? Look outside. How's the weather? How's the weather? Look outside.</p> <p>It's sunny, it's rainy, it's windy, it's cloudy. It's snowy, it's foggy, it's hot, it's cold.</p> <p>Verse 2: How's the weather? How's the weather? Look outside. How's the weather? How's the weather? Look outside.</p>	<p>There are some easy gestures you can do as you sing along to the song:</p> <ol style="list-style-type: none"> For the question part "How's the weather?", sing along and do the 'palms of the hands up' question gesture. For the "Look outside" part, face the window and put your hand over your eyes (like a salute), as if you were looking into the distance. Use hand gestures for the weather words: <ul style="list-style-type: none"> sunny: slowly spread your arms out

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



"It's sunny"

- rainy: wiggle your fingers downwards like rain
- windy: gesture wind blowing out of your mouth
- cloudy: make cloudy shapes with your hands
- snowy: wiggle your fingers downwards like snow and shiver
- foggy: close your eyes and put your hand out in front like you are trying to feel for something you can't see
- hot: fan your face
- cold: shiver and wrap your arms around your body

2. Talk about the weather outside

Motion for your students to come over to the window (or even outside). Say, "How's the weather? Look outside". Elicit the weather from the words they learned in the last lessons (It's sunny / cloudy / windy / rainy / snowy / foggy / hot / cold).



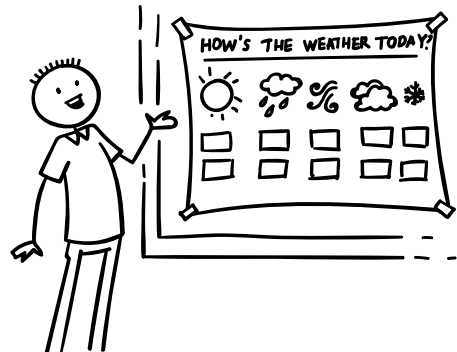
Depending on weather conditions, you can introduce more weather words, such as:

- | | | | |
|-----------|------------|----------|-----------|
| • stormy | • warm | • humid | • drizzly |
| • misty | • cool | • frosty | |
| • showery | • freezing | • icy | |

3. Use the "Weather board"

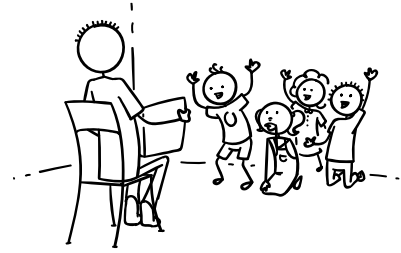
Use the weather board that you created in the previous class. Invite some students to come up and put weather pictures for today's weather on the board. Make sure they say the word as they put the card on the board.

If you introduced any new weather words as you were talking about the weather just now, add these pictures to your board – you can either draw them there and then or prepare the pictures before class.



4. Read classroom reader "What weather do you like?"

Before class, download and print off the reader "What weather do you like?" from our website. As you go through each page, point to the pictures and elicit each key word, for example:



Teacher: What is this?

Students: It's a flower.

Teacher: And how's the weather?

Students: It's sunny!

Teacher: That's right! ...(reading) ... "I am a flower. I like sunny weather". Do you like sunny weather Ken?

Student (Ken): Yes, I do.

Get the students really involved in the story by asking lots of questions (e.g. eliciting colors and other objects) and getting them to tell you which weather they like.

Alternatively, watch our video version of the reader on our website.

5. Play the like / dislike game

Let's stay on likes and dislikes to review weather, fruit and vegetables. You'll need your weather, fruit and vegetables flashcards for this game, all shuffled together. Explain that you will show some pictures and everyone needs to say whether they like them or not using the structures, "I like ..." or "I don't like ...".



Hold up a flashcard (e.g. an apple) and have everyone shout out the word and the phrase, "I like (apples)" or "I don't like (apples)".

Then, introduce the yes/no question, "Do you like ...?" by asking some students, "Do you like (apples)?" and teach, "Yes, I do / No, I don't". Do the same for all pictures and give lots of praise for correct answers! For weather pictures, ask questions such as, "Do you like rainy weather?".

6. Read classroom reader: The farmer's vegetables

Let's read this cute story again. Before class, download and print off the reader "The farmer's vegetables" from our website. As you go through each page, point to the pictures

and elicit each key word, and also make sure everyone is aware if the rabbit hiding in each picture, for example:

Teacher: What is this?

Students: Corn!

Teacher: And what's missing?

Students: Carrots!

Teacher: And who's hiding here?

Students: A rabbit!



Get the students really involved in the story by asking lots of questions (e.g. eliciting colors, clothes and other objects) and try and get everyone to speculate why the vegetables keep disappearing.

Be sure to get students to say if they like each vegetable or not by asking, "Do you like?" questions with the response, "Yes, I do / No, I don't".

Alternatively, watch our video version of the reader on our website.

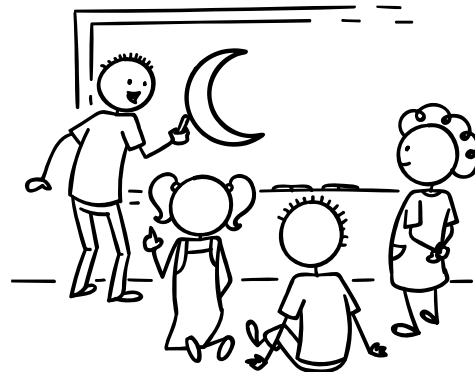
7. 5-minute play time

This is an optional segment that can be part of all your lessons at this level. Allow your students to play with any games or toys you have. If possible, use large tubs or boxes to hold the toys and bring them out for a few minutes each lesson. Tubs filled with animals, plastic fruit, building blocks, kitchen sets, plastic food, cars & vehicles, Mr. Potato Head dolls and so on.

Encourage your students to ask you for the toy they want to play with, circulate during the play time and ask students about their toys. It's also a good opportunity for a quick rest room break!

8. Play "Shout when you see it!"

Let's move onto reviewing the "Our world" lesson vocabulary with a fun drawing game to review the sky and land objects. You are going to draw these sky and land review objects onto the board: sun, cloud, rainbow, moon, stars, land, mountain, sea, river, lake, field, forest. For each one, draw slowly and pause often – encourage everyone to shout out what it is.



This can also be played as a team game with points for the first to shout out the correct answer.

If you feel that your students are able, have some volunteers come up and draw one of the objects on the board for everyone to guess – you'll be surprised how much they love drawing on the board!

8. Play "Touch the sky or land"

You'll need the 'Our world' flashcards for this game. Get everyone to stand up and show the first flashcard picture – ask "Is this in the sky or on the land?". For sky pictures, have everyone jump up and touch the sky shouting, "Sky!". For land pictures, have everyone crouch down and touch the ground, shouting, "Land!".

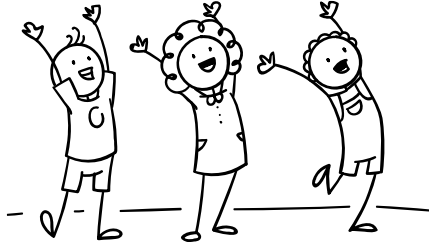
For the first round, go through the pictures slowly so everyone understands what to do. For the next rounds, make a game of it by going quickly through the pictures. It should be fun and furious!



9. Sing "The nature song"

Let's review this song. Have everyone sing along and do the "sky" and "land" gestures:

Lyrics for "The nature song"	Gestures and activities for "The nature song"
<p>Verse 1: Sun, moon, stars, Sun, moon, stars, Sun, moon, stars, In the sky.</p> <p>Sky, sky, sky, sky.</p> <p>Verse 2: Mountain, sea, river, Mountain, sea, river, Mountain, sea, river, On the land.</p>	<p>The gestures in this song are very simple - even very little ones will be able to join in.</p> <ul style="list-style-type: none"> • For verses 1 and 3: these verses are about the sky, so have everyone sway their arms in the air in time with the music as they sing. • For verses 2 and 4: these verses are about the land, so have everyone sway their arms low down near

<p>Land, land, land, land.</p> <p>Verse 3: Cloud, rainbow, sun, Cloud, rainbow, sun, Cloud, rainbow, sun, In the sky.</p> <p>Sky, sky, sky, sky.</p> <p>Verse 4: Lakes, fields, forest, Lakes, fields, forest Lakes, fields, forest, On the land.</p> <p>Land, land, land, land.</p>	<p>the ground in time with the music as they sing.</p>  <p>"Sky, sky, sky, sky"</p>
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10. Read classroom reader "Rainbowman saves the day"

Before class, download and print off the reader "Rainbowman saves the day" from our website. As you go through each page, point to the different features and elicit what they are, for example:

Teacher: (reading from page 2) "Into the sky" ... What is this?

Students: Sun!

Teacher: Yes, that's right. (pointing at a cloud) ... And what's this?

Students: Cloud

Teacher: Yes, a cloud! (continuing to read from page 2) "Past the clouds and sun. No one here!"

etc.

Continue through the story, eliciting the key vocab. Get the students really involved in the story by asking lots of questions (e.g. about the colors on the rainbow and Rainbowman's costume, the different transport vocab, etc.).

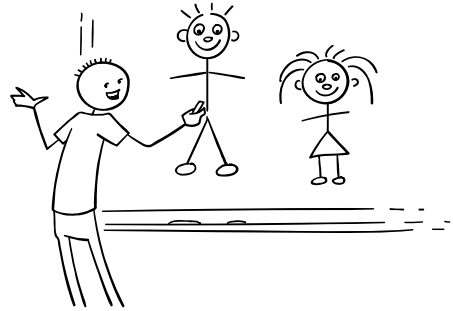


Alternatively, watch our video version of the reader on our website.

11. Play "Draw clothes on the board" game

Let's end the class by reviewing clothes vocabulary. Sit everyone down and draw a stick boy and stick girl on the board. As you do so, elicit body vocabulary that you have covered in previous lessons (head, eyes, shoulders, hair, toes, etc.).

Next, draw the following clothes onto your pictures, one-at-a-time, eliciting each as you go: shirt, pants, socks, jacket, shoes, hat. Also add any other clothes you taught in the lessons.



Once done, erase everything and draw the stick figures again. This time, have your students take turns coming up to the board to draw clothes on – either they can choose what to draw or you can whisper in their ears. The rest of the class must shout out the items.

12. Read classroom reader "Let's get dressed"

Let's review the clothes vocabulary and structures with a fun story. Before class, download and print off the reader "Let's get dressed" from our website. As you go through each page, point to the pictures, elicit each key word, and have your students try to guess which item of clothing the character will put on next, for example:

Teacher: What's this? (pointing at hat)

Students: It's a hat!

Teacher: And what's this? (pointing at shoes)

Students: Shoes!

etc.

Teacher: Ok, so what do you think Ken will put on first?

Students: His socks?

Teacher: Well, let's see. (Turns page) ... Oh look, it's his shirt!

etc.



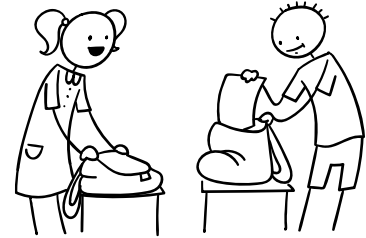
Get the students really involved in the story by asking lots of questions (e.g. eliciting colors) and getting them to point to their clothes as well.

Alternatively, watch our video version of the reader on our website.

Wrap up:

1. Assign homework: "Toys, animals, classroom objects review "

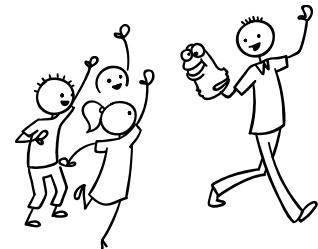
Hold up the homework worksheet – this is a motor skills, trace the line activity. Model tracing over the dotted line to join up the objects in each category, saying the words of each object as you go.



Give out the worksheets and say, "Put your homework in your bags" and help them to do so - this is important as they will probably want to start coloring them right away.

2. Say goodbye to glove puppet

Take out the bag again and get everyone to wake up the glove puppet by shouting its name into the bag (e.g. "Cookie Monster!"). Bring out the puppet and go through the same routine - go to each student and say hello, ask their name and the say goodbye / see you.



Then put the puppet back in the bag (back to sleep).

3. Sing "The Goodbye Song"

Sit together in a circle and sing and clap along.

Lyrics for "The Goodbye Song"

Goodbye, goodbye,
See you again.
Goodbye, goodbye,
See you again.

It's time to go,
It's time to go,
It's time to go,
See you next time.

Goodbye, goodbye,
See you again.
It's time to go,
See you next time.



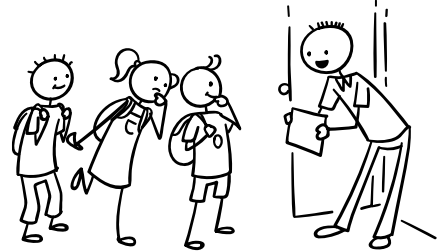
Gestures for "The Goodbye Song"

Have everyone do the gestures with you.

- Wave as you sing the "Goodbye, goodbye" parts.
- Hold your hand above your eyes (as you would when you are looking into the distance and keeping the sun out of your eyes) and look at another student as you sing "See you again".
- Tap watch (or imaginary watch) and then point to the door as you sing "It's time to go".
- Point towards another student as you sing "See you next time".

4. Do "Quick check" and say goodbye

Time to leave the class. Make sure everything is put away and the students have gathered their belongings. Have them line up at the door and place yourself between the door and the students.



For each student hold up the homework worksheet and point to a weather or vegetable object and ask them to say what it is and also ask them to say if they like it or not. When they give an appropriate response say goodbye and let them leave. If they make a mistake, have them go back to the end of the line - they will have to try again once they reach the front!

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- All flashcards, worksheets, craft sheets, readers and songs used in this lesson plan can be downloaded at [eslkidstuff.com/esl-kids-lesson-plans.html](https://www.eslkidstuff.com/esl-kids-lesson-plans.html)
 - More free Lesson Plans are available at [eslkidstuff.com/esl-kids-lesson-plans.html](https://www.eslkidstuff.com/esl-kids-lesson-plans.html)

Can you suggest any additions to this lesson plan? If you know of any great games, activities, teaching points, links to other sites or any other ideas that can be added to this lesson plan, please email us: <https://www.eslkidstuff.com/contact.htm>

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

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