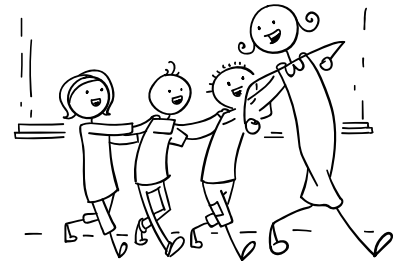


Lesson 37

Review - feelings, directions, wheels on the bus



General:

Level:	1 – BEAR CUBS (ages 3-5)
Time:	40 mins - 1 hour
Objectives:	Review and practice the language and skills from the feelings, directions, wheels on the bus lessons.
Structures:	"How do you feel (when it's sunny)?"", "Jump (to the left, to the right, forward, back)", ".. go/goes ...", "All around the town".
New vocab:	All aboard!
Review vocab:	feelings vocab, directions vocab, wheels on the bus vocab.

You will need to download:

Flashcards:	Feelings 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 directions song The wheels on the bus
Readers:	<ul style="list-style-type: none"> Are you ready? Let's go! Bob's bus How do you feel when ...?

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
- bus driver's cap (optional)
- cushions (1 per student)
- CD / Tape player or something to play the songs on

Notes:

In this lesson we review the previous 4 lessons. Students revisit some songs and readers and play lots of fun games. They also learn some new activities.

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
8. Sing "The weather song"
9. Talk about the weather outside
10. Use the "Weather board"

Review and practice:

1. Read classroom reader "Are you ready? Let's go!"
2. Play "Copy the teacher"
3. Sing "The directions song"
4. Do the "Bus chain" activity
5. Read classroom reader "Bob's bus"
6. Sing "The wheels on the bus"
7. 5-minute play time
8. Play "Guess the feelings"
9. Read classroom reader "How do you feel when ...?"
10. Do "Draw the faces on the board"

Wrap up:

1. Assign homework: "Review directions, bus and feelings"
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"

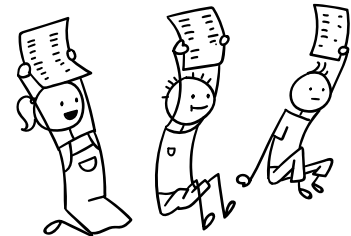
Sit in a circle and listen to the song (clap along or pat knees).

- 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?", "Are these windows?", 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).

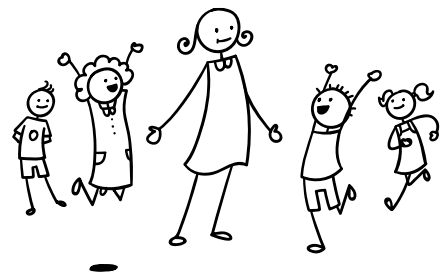


Finally, tell your students to put their homework back into their bags.

6. Do "Exercise routine" activity

Say the following and have the students follow your lead:

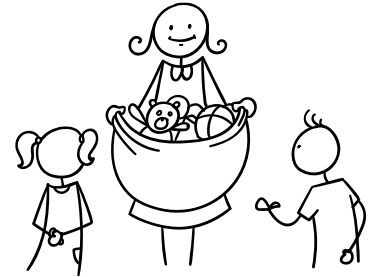
"Stand up (T stands and so does everyone else)
"Hands up / hands down" (do 4 or 5 times)
"Jump" (4 or 5 times)
"Kick (4 or 5 times)
"Run! / Stop!" (4 or 5 times)
"Turn around! / Stop!" (4 or 5 times)
"Wiggle!" (a few seconds)
finally "Sit down".



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.

8. 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 (or use our Weather song poster). Have all the students stand up and watch you as you sing along and use the gestures. Encourage them to join in and sing along.

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>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>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 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



"It's sunny"

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

9. 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).



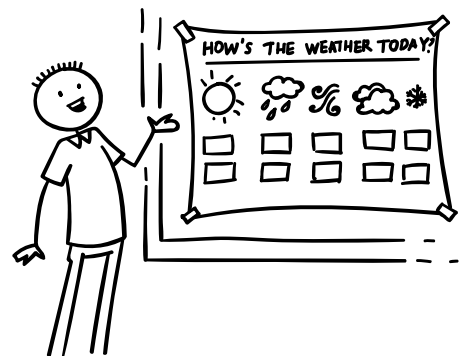
Depending on weather conditions, you can introduce more weather words, such as:

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

10. 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.

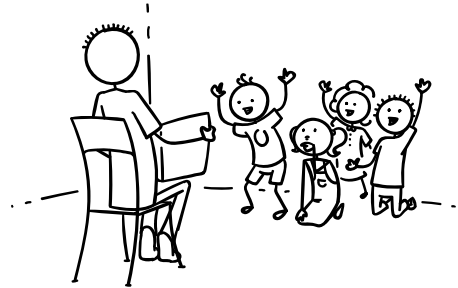
If you introduced any new weather words as you were talking about the weather just now, add these pictures to your board – you can either draw them there and then or prepare the pictures before class.



Review and practice:

1. Read classroom reader "Are you ready? Let's go!"

Let's kick off the review with this fun reader again. It is an active story so make sure you get everyone involved, doing the same actions as Charlie the clown. Use either these slides or print out the reader booklet.



As you go through each page, point to the pictures, elicit the actions and have everyone copy the actions:

Teacher: (pointing to the picture of the clown on page 2 and reading) "Stand up ..." What is he doing?

Students: Clap!

Teacher: Yes, that's right! (Reading) "... and clap 6 times". Ok, everybody stand up and clap 6 times. Are you ready? Let's go!

(Students stand up and clap)

Get the students really involved in the story by joining in with the actions. You can even get single students to do different actions (giving lots of praise when correctly doing the actions).

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

2. Play "Copy the teacher"

Let's do some more of the actions from the story. Stand everyone in front of you. Say a verb and do the action (e.g. "turn around 5 times"). Get everyone to follow you. Continue through all the actions and repeat a few times so that everyone knows the actions.


Verbs/Actions:

- jump (to the left/right / forward / back)
- turn around
- touch the ground
- turn (to the left / right)
- sit down
- stand up
- jump up and down
- clap your hands



3. Sing "The directions song"

Now that everyone is warmed up we'll sing the song. The song is pretty fast so make sure everyone is ready. The teacher should also do the actions of the song and sing along so to encourage everyone to follow. Play the song through the first time and just focus on getting the actions right. After that, play the song a couple more times and encourage everyone to sing as well.

<p>Lyrics for "The directions song"</p> <p><i>Are you ready?</i></p> <p>Chorus: Jump to the left, Jump to the right, Jump forward, And jump back. (x2)</p> <p>Verse 1: Turn around and touch the ground, Turn to the left and turn to the right. Turn around and touch the ground, Turn to the left and turn to the right.</p> <p>Chorus</p> <p>Verse 2: Sit down and stand up, Jump up and down and clap your hands. Sit down and stand up, Jump up and down and clap your hands.</p>	<p>Gestures for "The directions song"</p> <p>The actions are very simple: as you sing along do the actions of the song.</p>  <p><i>"Jump up and down"</i></p>
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4. Do the "Bus chain" activity

Last lesson we sang "The wheels on the bus" song, and we'll sing it again in this lesson. Let's start by having some fun and reviewing some of the vocabulary from the song by doing a chain activity.

You are the bus driver (if you have a driver's cap, put it on). Have one student (a passenger) hold on behind you to form a 2-person chain. All the other students should be standing around the classroom waiting for the bus to pick them up. Start by shouting, "All aboard!" and beeping the horn. Then make driving noises and walk around the class with your passenger holding on and following you. Snake around the classroom, beeping the horn and shouting directions phrases, such as "Turn left/right", "turn around", etc.

Then stop next to a student and shout, "All aboard!", so the student joins the chain. Now the three of you 'drive' around the classroom, making bus noises and beeping the horn, etc.



Continue to pick up students until you have picked up everyone and you are all snaking around the classroom, saying, "turn left / right", etc.

Finally, the bus will reach its destination at the front of the classroom – shout, "Stop!" and then say, "Everyone, please get off the bus".

5. Read classroom reader "Bob's bus"

Let's continue to review the song vocabulary with the reader from last lesson. Before class, download and print off the reader "Bob's bus" from our website. As you go through each page, point to the different features and elicit what they are, for example:

Teacher: (on page 3) Look, what are these? (pointing at the wheels)

Students: Wheels!

Teacher: Yes, that's right. And the wheels go ...?

Students: Round and round! (everyone does the gesture from the song)

Teacher: Yes, very good! (reading from page 3) "Look at the wheels go round and round".

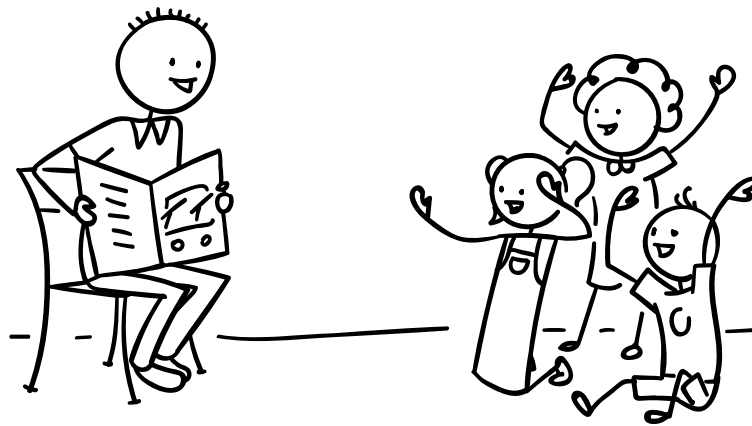
Teacher: (reading from page 4) "Oh no, it's raining!". Oh but that's ok because ... what are these? (pointing at the wipers)

Students: Wipers!

Teacher: Yes, good job! And the wipers go ...?

Students: Swish, swish! (everyone does the gesture from the song)

*Teacher: Yes, very good! (reading from page 4) "The wipers go swish, swish".
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 of the uniform, bus and people's clothes, the clothing vocab for the driver's uniform, etc.).

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

6. Sing "The wheels on the bus"

Now let's sing the song! Have everyone follow your actions and sing along with you.

<p>Lyrics for "The wheels on the bus"</p> <p>Verse 1: The wheels on the bus Go round and round Round and round Round and round. The wheels on the bus Go round and round All around the town.</p> <p>Verse 2: The wipers on the bus Go swish, swish, swish Swish, swish, swish Swish, swish, swish. The wipers on the bus Go swish, swish, swish All around the town.</p>	<p>Verse 5: The babies on the bus Go "Boo-hoo-hoo! Boo-hoo-hoo! Boo-hoo-hoo!" The babies on the bus Go "Boo-hoo-hoo!" All around the town.</p> <p>Verse 6: The driver of the bus Says "Please sit down! Please sit down! Please sit down!" The driver of the bus Says "Please sit down!" All around the town.</p>	<p>Gestures for "The wheels on the bus"</p> <p>The actions of the song are really easy and mimic what is happening in the song.</p> <ul style="list-style-type: none"> • For verse 1, whirl your arms around in the air for "The wheels on the bus go round and round ..." part. • For verse 2, swish your arms lefts and right for "The wipers on the bus go swish, swish, swish ..." part. • For verse 3, beep an imaginary horn for "The horn on the bus goes beep, beep, beep ..." part. • For verse 4, swish your arms back and forth for "The doors on the bus go open and shut ..." part. • For verse 5, put your fists to your eyes and mimic crying for "The babies on the bus go boo-hoo-hoo ..." part. • For verse 6, look angry and wave your
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<p>Verse 3: The horn on the bus Goes beep, beep, beep Beep, beep, beep Beep, beep, beep. The horn on the bus Goes beep, beep, beep All around the town.</p> <p>Verse 4: The doors on the bus Go open and shut Open and shut Open and shut. The doors on the bus Go open and shut All around the town.</p>	<p>Verse 7: The wheels on the bus Go round and round Round and round Round and round. The wheels on the bus Go round and round All around the town.</p>	<p>finger for "The driver on the bus says "Please sit down ..." part.</p> <ul style="list-style-type: none"> Verse 7 is the same as verse 1  <p><i>"The wheels on the bus Go round and round"</i></p>
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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 "Guess the feelings"

Let's play this game to review the feelings vocabulary. First, the teacher looks at a feeling flashcard and acts out that feeling - the students shout out the feeling word. Do for all the feelings words from the last lessons.

Next, have a volunteer come to the front of the class and show him/her a feelings flashcard. The student does the action and the first to shout out the answer can come to the front of the class to do the next one.



9. Read classroom reader "How do you feel when ...?"

Let's continue to review feelings by reading this fun reader again. Before class, download and print off the reader "How do you feel when ...?" from our website. As you go through each page, point to the pictures and ask your students how they feel in each situation, for example:

Teacher: (reading from page 1) What's this?

Students: Sun!

Teacher: Yes, that's right! It's a sun so it's sunny. How do you feel when it's sunny?

Students: Happy!

Teacher: Let's check (turning to page 2) ... "I am happy", yes, that's right!

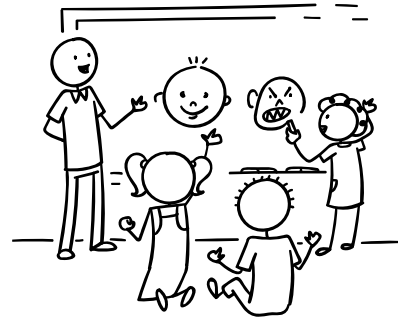


Get the students really involved in the story by asking lots of questions and asking them if they feel differently in each situation.

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

10. Do "Draw the faces on the board"

Let's end the lesson with some drawing fun. Invite a student up to the front of the class and give him/her the chalk/marker. Whisper a feelings word (e.g. "angry") and get him/her to draw the face in the circle. If he/she is having difficulty, show a picture or flashcard.

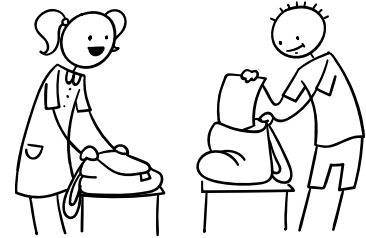


Invite the class to shout out the answers – the first student with the correct answer can draw the next picture.

Wrap up:

1. Assign homework: "Review directions, bus and feelings"

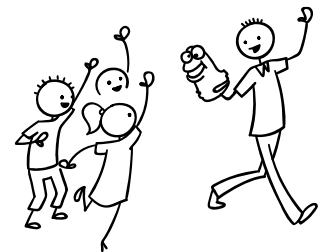
Hold up the homework worksheet – there are three sections to this sheet. Model tracing over the dotted lines and drawing emotions on the faces.



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.



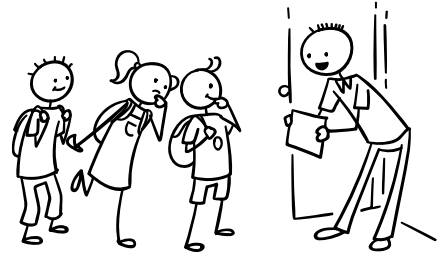
Gestures for "The Goodbye Song"

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 give a directions order, such as "Clap 5 times". When they do the correct action 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
 - More free Lesson Plans are available at 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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