

Lesson 22

Vegetables and likes 2



General:

Level:	2 – KOALAS (ages 5-7)
Time:	50 mins - 1 hour 10 mins
Objectives:	Talking about different vegetables, saying what you like and dislike.
Structures:	"I like ~", "I don't like ~", "Do you like ~?", "Yes, I do / No, I don't".
New vocab:	rabbit, basket, vegetable soup, delicious.
Review vocab:	carrot(s), potato(es), cabbage(s), onion(s), pumpkin(s), corn, radish(es), lettuce(s), farmer, farm, growing, fruit vocab.

You will need to download:

Flashcards:	<ul style="list-style-type: none"> Vegetable flashcards
Printables:	<ul style="list-style-type: none"> Vegetable basket craft sheets Vegetable basket worksheet The farmer's vegetables reader worksheet
Songs:	<ul style="list-style-type: none"> Hello Song Goodbye Song The weather song Mr. Farmer's vegetables
Readers:	<ul style="list-style-type: none"> The farmer's vegetables

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
- plastic vegetables or flashcards (carrot, potato, cabbage, onion, pumpkin, corn, radish, lettuce)
- real vegetables OR plastic vegetables OR flashcards / pictures for the following: carrot, potato, cabbage, onion, pumpkin, corn (on the cob if possible), radish, lettuce
- 1 basket (for the vegetables) weather board
- 1 blindfold
- Blu-Tack or tape to stick flashcards on the wall
- pencils/crayons, glue
- large cooking pot, ladle, plastic/paper bowls and spoons

- weather board
- cushions (1 per student)
- CD / Tape player or something to play the song on

Notes:

In this lesson students continue to talk about different types of vegetables and express which food they like and dislike. They read a funny story, play games, do a vegetable craft and make soup.

***NOTE:** Before class, try to get some real vegetables – if possible, the following: carrot, potato, cabbage, onion, pumpkin, corn (on the cob if possible), radish, lettuce.*

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"
11. Sing "Mr. Farmer's vegetables"
12. Play "Find the vegetables"
13. Review / Teach the vegetables vocabulary
14. Play "The missing vegetable" and "Blindfold touch"
15. Play "Musical pass the vegetables"

New learning and practice:

1. Read classroom reader "The farmer's vegetables"
2. Read and write time
3. Do the "Vegetable basket craft"
4. Play "Let's make vegetable soup"

Wrap up:

1. Assign homework: "Vegetable basket"
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

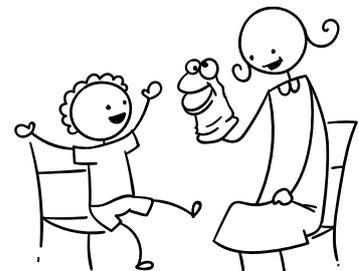
Before class, prepare some blank name tags (stickers or pin-on tags) and some cards, each with a student's name written on clearly – students will use them to copy their names onto their name tags. Sit down with your students and lay out the name cards in front of you. Pick up each card and encourage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

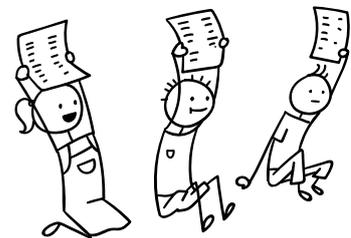
4. Sing "The Hello Song"

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

Lyrics for "The Hello Song"	Gestures for "The Hello Song"
<p>Hello, hello, How are you today? Hello, hello, How are you today?</p> <p>I'm fine, thank you, I'm fine, thank you, I'm fine, thank you, And how about you?</p> <p>Hello, hello, How are you today? I'm fine, thank you, And how about you?</p>	<p>Sit in a circle and listen to the song (clap along or pat knees).</p> <ul style="list-style-type: none"> • 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 the scenes on their homework worksheet e.g. "What's this?", "I like carrots. How about you?", 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).



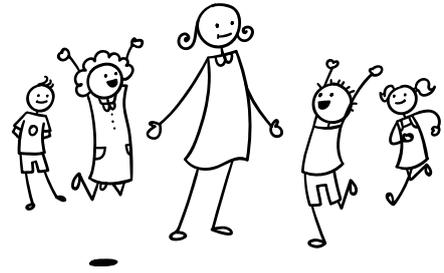
Finally, tell your students to put their homework back into their bags.

6. Do "Exercise routine" activity

Say the following and have the students follow your lead:

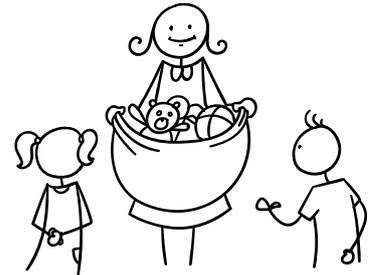
"Stand up (T stands and so does everyone else)

"Hands up / hands down" (up to 10 times)
 "Jump" (up to 10 times)
 "Kick" (up to 10 times)
 "Run! / Stop!" (up to 10 times)
 "Turn around! / Stop!" (up to 10 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>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

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).



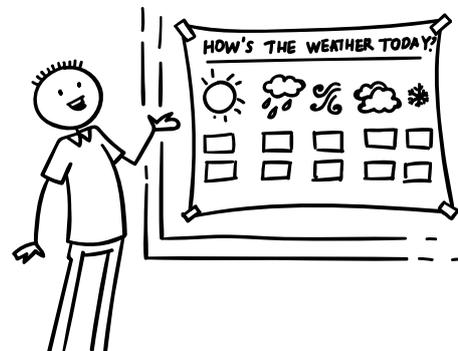
Depending on weather conditions, you can introduce more weather words, such as:

- | | | | |
|-----------|------------|----------|-----------|
| • 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.



11. Sing "Mr. Farmer's vegetables"

Let's begin the vegetable section of the lesson with the song we learned last lesson. Stick the vegetable flashcards around the walls of the classroom in the order of the song. Try and get it so that the cards are evenly distributed around the walls (still in the order of the song) so you will have to turn 360 degrees to look at all the cards. Get everyone to stand up and dance, sing and point to the vegetables.

Lyrics for "Mr. Farmer's vegetables"	Gestures for "Mr. Farmer's vegetables"
<p>Chorus: Oh, Mr. farmer, what are you growing? On your farm, on your farm. Oh, Mr. farmer, tell us what you're growing, On your farm, on your farm.</p> <p>Verse 1: I am growing carrots, carrots, I am growing potatoes, potatoes, I am growing cabbages, cabbages, I am growing onions, onions.</p> <p>Chorus: Oh, Mr. farmer, what are you growing? On your farm, on your farm. Oh, Mr. farmer, tell us what you're growing, On your farm, on your farm.</p> <p>Verse 2: I am growing pumpkins, pumpkins, I am growing corn, corn, I am growing radish, radish, I am growing lettuce, lettuce.</p>	<p>Before playing the song, put flashcards of the vegetables all around the walls of the classroom (in the same order of the song). Then start the song and do the following gestures:</p> <ul style="list-style-type: none"> • During the chorus have everyone do the cowboy dance – thumbs in belt hoops and kicking your legs out in time with the music. • For the verses point to each of the vegetable flashcards on the wall. 

12. Play "Find the vegetables"

As you did in the last lesson, buy and bring to class one of each of the following vegetables: a carrot, a potato, a cabbage, an onion, a pumpkin, corn (on the cob if possible), a radish, a lettuce. Also, bring in a few more extra vegetables to teach, especially ones that are common in your area/country. If you can't bring vegetables into class, other options are plastic vegetables, vegetable flashcards and vegetable photos cut out of free supermarket magazines. Also, bring in a basket for the vegetables.

We'll play the treasure hunt game again - before your students enter your classroom hide the vegetables all around the room – in draws, behind books, under things, etc. Have everyone sit down and say to your students, "Let's look for some vegetables!". Then stand up and demonstrate that you are searching for something. Find one of the vegetables (e.g.

under a cushion) and show your thrill in doing so. Take it over to the basket and drop it in saying, "Put it in the basket".

Then get everyone to hunt around the room until all the vegetables have been found and placed in the basket.



13. Review / Teach the vegetables vocabulary

Start off by reviewing the vegetable vocabulary from the last lesson. Hold up the first vegetable (e.g. carrot) and elicit/chorus the word. Then pass the vegetable around the class, each student saying its name, taking a pretend bite and saying "Yummy/Yuk", "I like / don't like (carrots)".

When you reach any new vegetables that you brought to class, chorus each word x3 and the pass around again, same as before, getting everyone to say if they like it or not.

14. Play "The missing vegetable" and "Blindfold touch"

Line all the vegetables up on a desk. Say "Close your eyes" and get everyone to cover and close their eyes. Take away one of the vegetables and hide it behind your back – everyone must open their eyes and shout out the missing vegetable. Play this until all the vegetables vocabulary has been practiced.

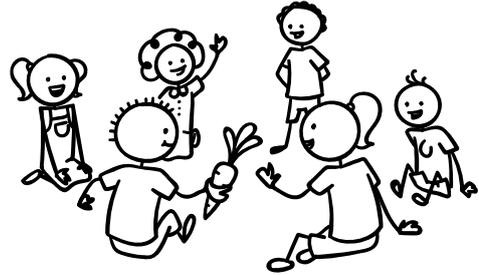
Keep the vegetables lined up on the desk. Take out a blindfold and model the activity – put on the blindfold then touch and feel one of the vegetables. Look confused and say the wrong word (e.g. touch a cabbage and say "Is it a carrot?"). Get the students to help you until you guess correctly. Then blindfold one student, turn him/her around 3 times and help him/her to go to the desk and touch/feel one vegetable and say what it is. Give all the students a go.



15. Play "Musical pass the vegetables"

Sit everyone in a circle, put on some music, and have everyone pass all the vegetables around the circle (in the same direction). So the music will be playing and all your vegetables will be going around the circle.

Suddenly stop the music – the students holding the vegetables must shout out the name of the vegetable they are holding. The last person to shout out the correct word is out (and also remove their vegetable). Keep playing, with each round the last person going out. You should end up with just 2 students passing two vegetables back and forth. It's a really fun game – you can play a few rounds if you have time!



New learning and practice:

1. Read classroom reader: The farmer's vegetables

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!



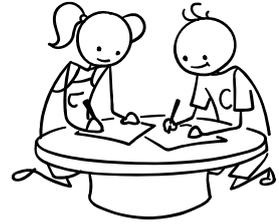
Get the students really involved in the story by asking lots of questions (e.g. eliciting colors, clothes and other objects) and try and get everyone to speculate why the vegetables keep disappearing.

After reading the story, give out a reader worksheet to each student and read through the story one more time (without stopping for questions, etc.) as students write the order that the rabbit eats the vegetables. Then go through the answers as a class.

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

2. Read and write time

This segment can be part of all your lessons. Spend 10 to 15 minutes building up your students' writing and reading skills. You'll need to assess your students' reading/writing level and then choose to start at one of the following stages:



1. **Beginners: students cannot read or write the alphabet.**

Each lesson introduce 3 lower-case letters of the alphabet (first lesson will be a, b, c). Use flashcards to do this. Play alphabet games and do printing worksheets. **See our 'Alphabet a-z (lowercase)' mini-lesson plan for full details.**

2. **Early starters: students have experience with the alphabet but need phonics practice.**

Each lesson introduce 5 lower-case letters of the alphabet (first lesson will be a, b, c, d, e). Use flashcards to do this. Start by working on the sounds of the letters and then move onto letter clusters (e.g. sh, ee, etc). **See our 'Alphabet' and 'Letter clusters' mini-lesson plan for full details.**

3. **Early readers.**

Work on reading and writing simple sentences with lots of practice activities. **See our 'Early reading' mini-lesson plan for full details.**

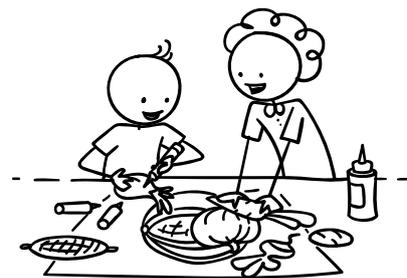
4. **Elementary readers: students can read and write simple sentences well.**

Work on reading and writing short texts and stories. **See our 'Reading short texts' mini-lessons for full details.**

3. Do the "Vegetable basket craft".

Use the following craft sheets:

- Vegetable basket craft – Sheet A
- Vegetable basket craft – Sheet B



Before class, print off enough craft sheets for each student as well as yourself and cut out the basket and vegetable pictures. Give the cut-outs to each student and then get everyone to follow you as you color in the vegetables and the basket – as you are doing this chat with your students, asking the question, "Do you like (cabbage)?", whilst teaching the response, "Yes, I do" or "No, I don't".

When everything has been colored in, glue the baskets to construction paper and get the students to put in their vegetables (have them say the names of the vegetables as they do so).

An alternative is to print off just one large basket and get everyone to put their colored vegetables into the "class basket".

4. Play "Let's make vegetable soup"

To finish off the lesson we are going to make some imaginary vegetable soup. You need a large cooking pot, ladle and some plastic/paper bowls and spoons.

Say "I'm hungry. Let's make some soup!" (while rubbing your empty stomach). Take out the large pot and say "Let's cook vegetable soup! We need some vegetables". Model by taking one of your vegetable cut-outs from your craft basket – say "Yummy, I like (radish)" and put it into the pot and stir. Be sure to ask your students, "Do you like (radish)?" and get the appropriate responses. Then say, "Hmm. We need some more vegetables". Invite each student to take some of their vegetables from their craft basket and put into the pot, saying "Yummy, I like ~". Keep stirring – you can also invite students to give the soup a stir.

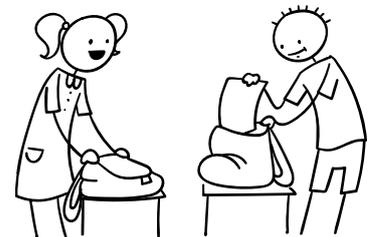
Finally, say "The soup is ready!". Get everyone to hold out their bowls and ladle in some imaginary soup. If some students refuse, this is fine – try and get them to say, "I don't like vegetable soup". Then say, "Let's eat!". Make lots of slurping noises and say things like "Yummy!" and "Delicious!" and encourage everyone else to do the same. You can even offer seconds! Finish off by getting everyone to retrieve their vegetable cut-outs from the pot and put back into their baskets.



Wrap up:

1. Assign homework: "Mr. Farmer's vegetables"

Hold up the homework worksheet – this is a fun coloring activity to follow the song. Model coloring in the vegetables by asking students what color they are, "What are these? Oh, what color are carrots?". Do this for 3 or 4 vegetables.



Have students choose the worksheet they want and say, "Put your homework in your bags" and help them to do so - this is important as they will probably want to start working on 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.



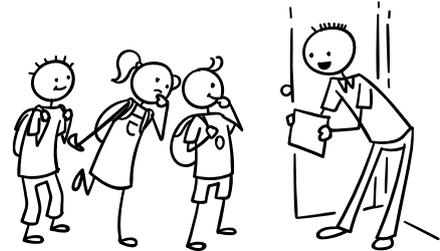
Gestures for "The Goodbye Song"

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 a vegetable (or use flashcards) and ask, "What's this?" and also get them to say if they like it or not. When they respond correctly 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!

- 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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