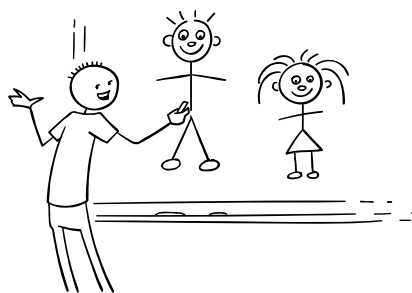


Lesson 25

Review - clothes, vegetables, likes, feelings



General:

| | |
|---------------|--|
| Level: | 2 – KOALAS (ages 5-7) |
| Time: | 50 mins - 1 hour 10 mins |
| Objectives: | Review and practice the language and skills from the clothes, vegetables & likes, feelings lessons. |
| Structures: | "Put on (your) ~", "What are you wearing?", "I'm wearing ~", "I like/don't like ~", "Do you like ~?", "How do you feel?", "I'm (happy)". |
| New vocab: | none. |
| Review vocab: | clothes vocab, vegetables vocab, feelings & emotions vocab. |

You will need to download:

| | |
|-------------|--|
| Flashcards: | <ul style="list-style-type: none"> • Feelings flashcards • Vegetables flashcards • Fruit flashcards • Weather flashcards |
| Printables: | <ul style="list-style-type: none"> • Review clothes, vegetables and feelings worksheet |
| Readers: | <ul style="list-style-type: none"> • How do you feel when ...? • The farmer's vegetables • Let's get dressed |
| Songs: | <ul style="list-style-type: none"> • Hello Song • Goodbye Song • The weather song • Mr. 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
- weather board with weather pictures
- cushions (1 per student)

Notes:

In this lesson, students review the past 6 lessons - they sing some songs they have learned, read some stories, do review activities and take quizzes to check their progress.

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. Play "Shout out the feelings"
2. Read classroom reader "How do you feel when ...?"
3. Do "Draw the faces on the board"
4. Sing "Mr. Farmer's vegetables"
5. Play the like / dislike game
6. Read classroom reader "The farmer's vegetables"
7. Play "Draw clothes on the board" game
8. Read classroom reader "Let's get dressed"

Wrap up:

1. Assign homework: "Review clothes, vegetables 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.



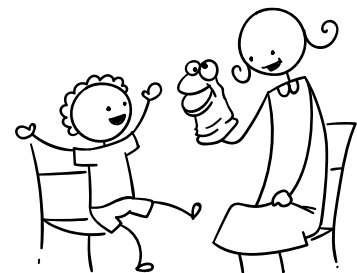
2. Name tags

By now your students shouldn't have any problems writing their names, so there is no need to give them name cards to copy from. However, keep their name cards handy, just in case some students still have problems.

Simply give a blank name tag to each student to write their name on in pencil and stick it 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).

| | |
|--|--|
| <p>Lyrics for "The Hello Song"</p> <p>Hello, hello,</p> | <p>Gestures for "The Hello Song"</p> <p>Sit in a circle and listen to the song (clap along or</p> |
|--|--|

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?

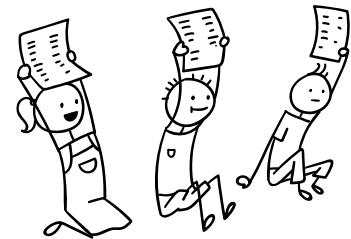
pat knees).

- 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?", "How do you feel when it's sunny?"), 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).

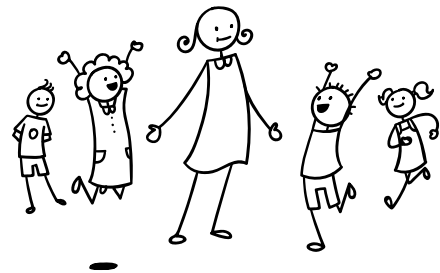


Finally, tell your students to put their homework back into their bags.

6. Do "Exercise routine" activity

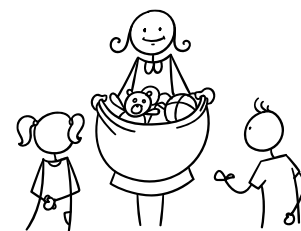
Say the following and have the students follow your lead:

"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 snow and shiver foggy: close your eyes and put your hand out in front like you are trying to feel for |



"It's sunny"

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).



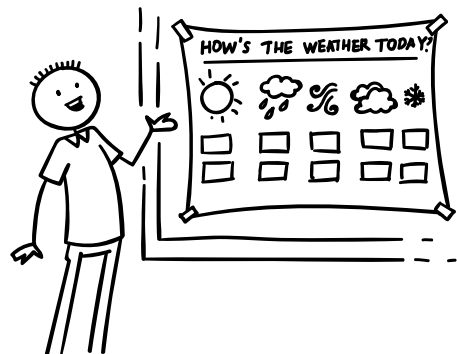
Depending on weather conditions, you can introduce more weather words, such as:

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

2. 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:

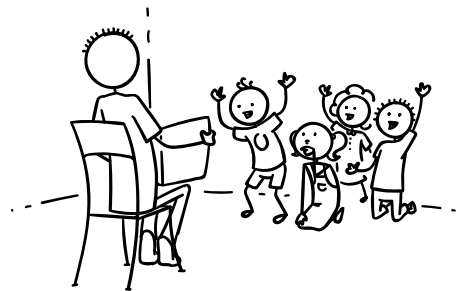
Teacher: (reading from page 1) What's this?

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!

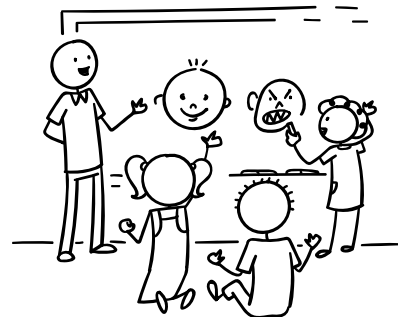


Get the students really involved in the story by asking lots of questions and asking them if they feel differently in each situation.

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

3. 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.

4. Sing "Mr. Farmer's vegetables"

Let's begin the vegetable section of the lesson with the song we learned previously. 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"

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.

Verse 1:

I am growing carrots, carrots,
I am growing potatoes, potatoes,
I am growing cabbages, cabbages,
I am growing onions, onions.

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.

Verse 2:

I am growing pumpkins, pumpkins,
I am growing corn, corn,
I am growing radish, radish,
I am growing lettuce, lettuce.

Gestures for "Mr. Farmer's vegetables"

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:

- 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.



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".

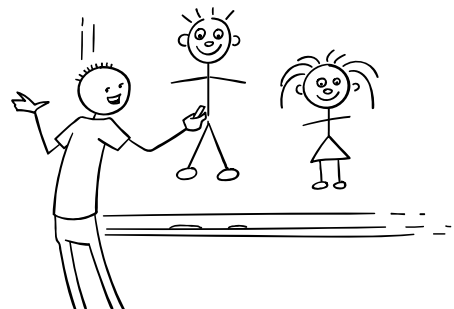
Alternatively, watch our video version of the reader on our website.

7. 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, trousers, 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.

8. 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.



Work in the "He's wearing ..." structure on each page as well,

Teacher: (page 4) He's wearing a shirt. Can you all say that?

Students: He's wearing a shirt.

As the story progresses this sentence will get longer, until at the end everyone will be saying,

"He's wearing a shirt, trousers, socks, a jacket, shoes and a hat."

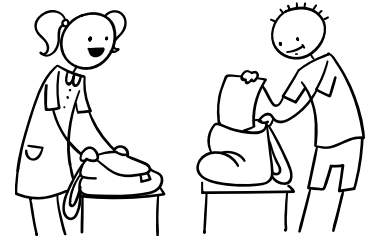
... which will be a fun and challenging test of memory!

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

Wrap up:

1. Assign homework: " Review clothes, vegetables and feelings"

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.



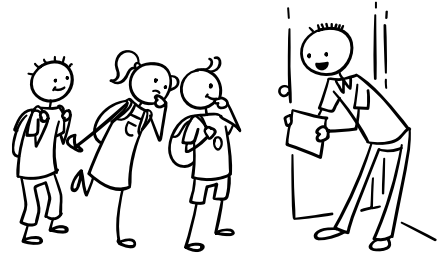
Gestures for "The Goodbye Song"

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 clothes, vegetable or feelings picture and ask them to say what it is and then ask a follow up question:

- **clothes:** ask what they are wearing
- **vegetables:** ask them to say if they like it or not
- **feelings:** ask how they are feeling now

When they answer 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 www.eslkidstuff.com/esl-kids-lesson-plans.html
- More free Lesson Plans are available at 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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