

Lesson 30

Stationery and possessions 1



General:

Level:	2 – KOALAS (ages 5-7)
Time:	50 mins - 1 hour 10 mins
Objectives:	Talking about classroom stationery and saying what you own.
Structures:	"I have (a pen)", "I don't have (scissors)".
New vocab:	bag, pencil, pen, scissors, glue, crayon, eraser, pencil case.
Review vocab:	jump, run, swim, hop, stomp my feet, turn around, fly, ride a bike, cook, play piano, sing, dance, ski, play soccer.

You will need to download:

Flashcards:	<ul style="list-style-type: none"> Action flashcards: jump, run, swim, hop, stomp my feet, turn around, fly, ride a bike, cook, play piano, sing, dance, ski, play soccer
Printables:	<ul style="list-style-type: none"> Pencil case craft sheet Stationery matchup worksheet
Songs:	<ul style="list-style-type: none"> Hello Song Goodbye Song What can you do?

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
- 2 cards, one with "Yes" written on and the other with "No"
- a bag with the following items of stationery inside: a pencil, a pen, scissors, glue, a crayon, an eraser, a pencil case.
- construction paper, scissors and glue for everyone
- cushions (1 per student)
- CD / Tape player or something to play the song on

Notes:

In this lesson students practice talking about classroom stationery and saying which stationery items they possess using the structure, "I have ...". There are lots of exciting games and a fun craft activity.

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. Talk about the weather
9. Review asking and answering ability questions
10. Review abilities with the "Yes / No touch" game
11. Sing "What can you do?"

New learning and practice:

1. Introduce the stationery vocab
2. Play "What's missing?"
3. Play "Bring me the item"
4. Teach "I have / I don't have"
5. Read and write time
6. Do the "Pencil case craft"

Wrap up:

1. Assign homework: "Stationery matchup"
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

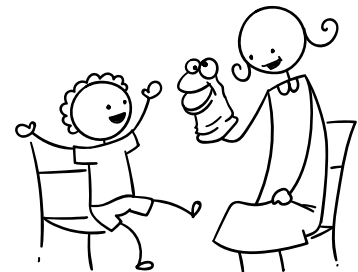
Before class, prepare some blank name tags (stickers or pin-on tags) and some cards, each with a student's name written on clearly – students will use them to copy their names onto their name tags. Sit down with your students and lay out the name cards in front of you. Pick up each card and encourage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

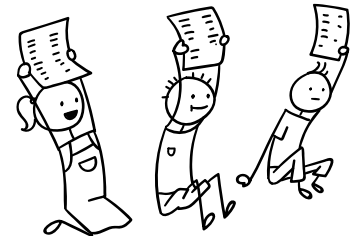
Sit in a circle and listen to the song (clap along or pat knees).

- 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. "How old are you?", "Can you ride a bike?"). 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).

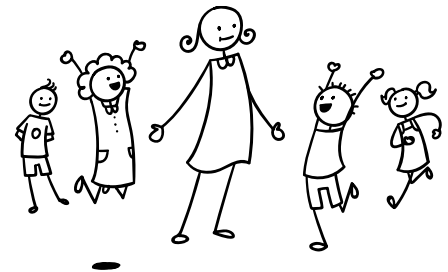


Finally, tell your students to put their homework back into their bags.

6. Do "Exercise routine" activity

Say the following and have the students follow your lead:

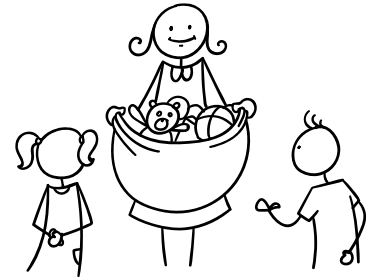
"Stand up (T stands and so does everyone else)
"Hands up / hands down" (up to 10 times)
"Jump" (up to 10 times)
"Kick (up to 10 times)
"Run! / Stop!" (up to 10 times)
"Turn around! / Stop!" (up to 10 times)
"Wiggle!" (a few seconds)
finally "Sit down".



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. Talk about the weather

Have your students look outside and ask them, "How's the weather?". Elicit weather words, such as:

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



Free free to follow with the weather song and the weather board (see the Weather lesson for more information on these).

9. Review asking and answering ability questions

Let's practice saying "Yes, I can" and "No, I can't" with the 14 actions we learned in previous lessons.

Have all your students sit down. Show the "cook" flashcard and ask a student, "Can you cook?" and elicit either, "Yes, I can" or "No, I can't" – if they answer "Yes, I can" have them demonstrate the action. Go around the class asking a few more students the same question.

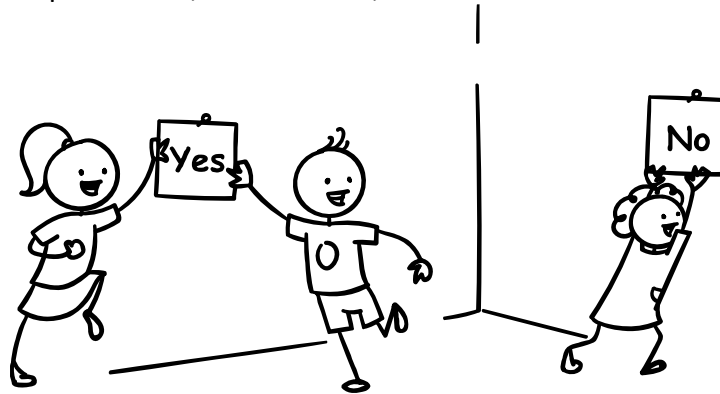


Do the same for the rest of the action flashcards, eliciting the answers "Yes, I can" or "No, I can't" and getting the "yes" responders to do the actions.

10. Review abilities with the "Yes / No touch" game

Use all 14 actions flashcards from last lesson as well as the 2 Yes/No cards. Stick the "Yes" and "No" cards on the wall of your classroom – each one at either end.

Have all the students stand in the middle of the classroom. Hold up a card and shout out the question (e.g. "Can you ski?"). Everyone should run to a yes or no card and touch it, shouting out their response "Yes, I can" or "No, I can't". Do for all 14 flashcards.



If you have time, play other rounds, but this time having a student hold up the flashcards and shouting out the "Can you...?" questions.

11. Sing "What can you do?"

Let's finish off the review with this action-packed song. Place the flashcards for this song on the board in order of the song. Play the song and sing along – encourage everyone to sing and do the actions with you.

Lyrics for "What Can You Do?"	Gestures for "What Can You Do?"
<p><i>(Each verse gets faster and faster)</i></p> <p>Verse 1: What can you do? What can you do?</p> <p>Can you jump? I can jump! Jump, jump, jump, jump, jump, jump, jump, jump, jump, I can jump!</p> <p>Can you run? I can run! Run, run, run, run, run, run, run, run, run, I can run!</p>	<p>The actions to this song are simple – simply do each action as they come up in the song. It's probably best for everyone to do the actions on the spot otherwise things could get a bit hectic!</p>

Verse 2:

What can you do? What can you do?

Can you swim? I can swim!

Swim, swim, swim, swim, swim, swim,
swim, swim, swim, I can swim!

Can you hop? I can hop!

Hop, hop, hop, hop, hop, hop,
hop, hop, hop, I can hop!

Verse 3:

What can you do? What can you do?

Can you stomp your feet? I can stomp my feet!

Stomp, stomp, stomp, stomp, stomp, stomp,
stomp, stomp, stomp, I can stomp my feet!

Can you turn around? I can turn around!

Turn, turn, turn, turn, turn, turn,
turn, turn, turn, I can turn around!

Verse 4:

(Let's do all six!)

Let's jump, jump, jump, jump, jump, jump.

Let's run, run, run, run, run, run.

Let's swim, swim, swim, swim, swim, swim.

Let's hop, hop, hop, hop, hop, hop.

Let's stomp, stomp, stomp, stomp, stomp, stomp.

Let's turn, turn, turn, turn, turn, turn.

Lets jump, run, swim, hop, stomp, turn.

We can!



*"Can you hop? I can hop!
Hop, hop, hop, hop, hop, hop,
hop, hop, hop, I can hop!"*

New learning and practice:

1. Introduce the stationery vocab

Preparation: Before class, prepare a bag with the following items of stationery inside: a pencil, a pen, scissors, glue, a crayon, an eraser, a pencil case.

Have everyone sit so they can see the table you are going to use.



First, hold up the bag and teach / elicit and chorus the word "bag". Then take out the first item from the bag (e.g. a pencil) and elicit / teach and chorus the word. Place that object on the table.



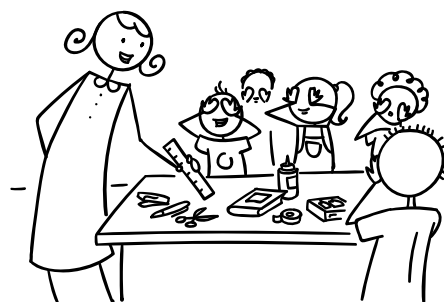
Do the same for all the objects, each time placing them in a line on the table.

When all the items are on the table, point to each in turn and elicit the item.

2. Play "What's missing?"

Tell everyone to close and cover their eyes. Take away an item from the table and hide it behind your back.

Then say, "Open your eyes". Point to the missing space on the table and encourage everyone to shout out the missing item. Keep playing until you have practiced every word.



3. Play "Bring me the item"

Pick up all the items from the table and place them around the room. Then select a student and say "Bring me the (glue)" – that student will have to stand up, locate the object and bring it to you (dropping into your bag). Do this for all the objects, each time selecting a different student.

When all the items have been retrieved, you can choose a student to take on the role of the bag holder. Give that student the bag of stationery and have everyone close their eyes as the student places the 7 stationery items around the room. Then say, "Open your eyes". The bag holding student can then select different students to stand up, find objects and return them to their bag by using the phrase, "Bring me the (pencil)".



Keep playing giving everyone a chance of being the bag holder.

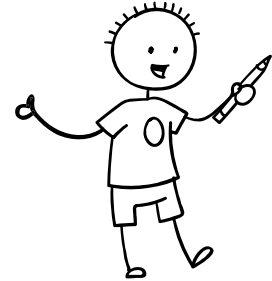
4. Teach "I have / I don't have"

Have all your students sit down with their pencil cases. We are going to see what they have and don't have.

Hold up your pencil case and say, "I have a pencil case". Get everyone to hold up their pencil cases and say, "I have a pencil case". Then pull out a pencil and say, "I have a pencil".

Everyone follows you saying the same sentence. Continue for the stationery items you are sure that everyone has.

Now choose an item from today's vocabulary that you know some students don't have in their pencil cases, such as glue. Hold up the glue and say, "I have glue". Any students with glue in their pencil cases should hold it up and also say, "I have glue". For students without glue teach them to say, "I don't have glue". Continue for all 7 stationery items.



For fun mix in some non-stationery related words that they know, such as apple, cat, shoe, bus, etc. so they can practice using the "I don't have" structure (e.g. "I don't have a bus").

5. 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.**

6. Do the "Pencil case craft"

Let's finish off with a fun craft activity! Give out the two stationery craft sheets and some construction paper. Model what to do and have everyone follow you:

1. Color and cut out the pencil case and glue it onto the construction paper.

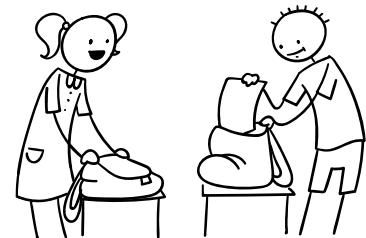
2. Color and cut out the stationery items.
3. Glue the stationery items into the pencil case craft.

Have everyone hold up their completed crafts and have students tell you what they have in their craft pencil cases using today's structure, "I have a pen and I have a pencil", etc.

Wrap up:

1. Assign homework: "Stationery matchup"

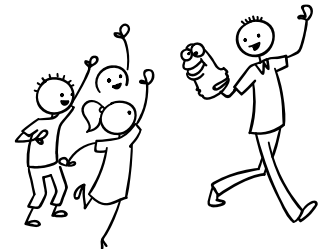
Hold up the homework worksheet – this is a matching exercise. Model by drawing a few lines to connect some of the matching objects.



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 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,



Gestures for "The Goodbye Song"

Have everyone do the gestures with you.

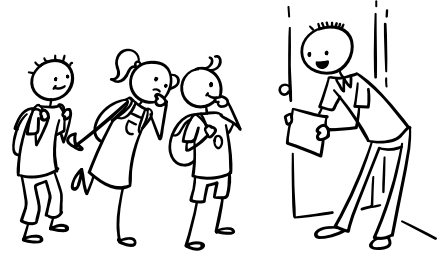
- Wave as you sing the "Goodbye, goodbye" parts.
- Hold your hand above your eyes (as you would when you are looking into the distance and keeping the sun out of your eyes) and look at another student as you sing "See you again".
- Tap watch (or imaginary watch) and then point to the door as you sing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

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

- 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 show a stationery object from today's lesson and ask, "What's this?". Then follow up with, "Do you have (a crayon)?".

When each student responds correctly 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>

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