

Lesson 31

## Stationery and possessions 2



### 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:	"Have you got (a ruler)?", "Yes, I have / No, I haven't", "I've got (a pen)", "I haven't got (scissors)".
New vocab:	book, ruler, stapler, pencil sharpener, tape.
Review vocab:	bag, pencil, pen, scissors, glue, crayon, rubber, pencil case.

### You will need to download:

Flashcards:	<ul style="list-style-type: none"> <li>Stationery flashcards: bag, pencil, pen, scissors, glue, crayon, eraser, pencil case, book, ruler, stapler, pencil sharpener, tape</li> </ul>
Printables:	<ul style="list-style-type: none"> <li>Stationery match worksheet</li> <li>What's in your school bag? worksheet</li> </ul>
Songs:	<ul style="list-style-type: none"> <li>Hello Song</li> <li>Goodbye Song</li> <li>What's in your bag?</li> </ul>

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
- a bag with the following items of stationery inside: a pencil, a pen, scissors, glue, a crayon, a rubber, a pencil case, a book, a ruler, a stapler, a pencil sharpener, tape.
- bags for everyone (grocery bags are fine)
- cushions (1 per student)
- CD / Tape player or something to play the song on

## Notes:

In this lesson students continue to talk about classroom stationery and saying which stationery items they possess using the structure, "I've got...". There are lots of exciting games and an exciting active listening song 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 the stationery objects
10. Play "Reveal the stationery items"

### New learning and practice:

1. Introduce new stationery vocab
2. Play "What's missing?"
3. Play "Bring me the item"
4. Read and write time
5. Practice "I've got / I haven't got"
6. Play the "What's in your bag?" song
7. Do the "Stationery match" worksheet

### Wrap up:

1. Assign homework: "What's in your school bag?"
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

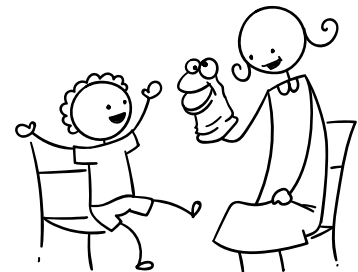
Before class, prepare some blank name tags (stickers or pin-on tags) and some cards, each with a student's name written on clearly – students will use them to copy their names onto their name tags. Sit down with your students and lay out the name cards in front of you. Pick up each card and encourage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

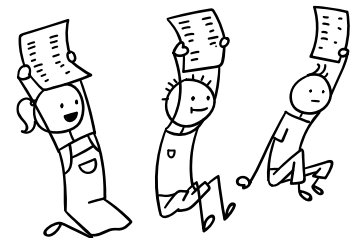
Sit in a circle and listen to the song (clap along or pat knees).

- 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?", "Have you got a pencil?"). 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).

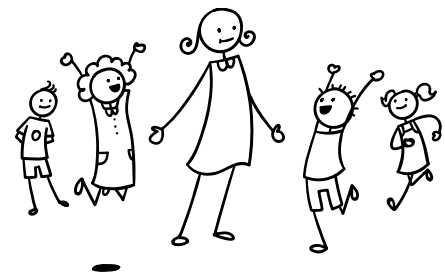


Finally, tell your students to put their homework back into their bags.

## 6. Do "Exercise routine" activity

Say the following and have the students follow your lead:

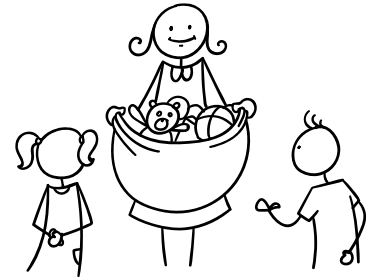
"Stand up (T stands and so does everyone else)  
"Hands up / hands down" (up to 10 times)  
"Jump" (up to 10 times)  
"Kick (up to 10 times)  
"Run! / Stop!" (up to 10 times)  
"Turn around! / Stop!" (up to 10 times)  
"Wiggle!" (a few seconds)  
finally "Sit down".



## 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 the stationery objects

Have everyone take out their pencil cases and sit facing you. Show one of the stationery vocab flashcards from last lesson and ask, "What's this?". Elicit the item, e.g. "It's a pencil case". Then ask, "Have you got a pencil case?" – have everyone hold up their pencil cases and shout out, "Yes, I have".

Then hold up the next stationery flashcard, for example scissors. Again, elicit the vocab and ask, "Have you got scissors?". Those with scissors should hold them up and shout out, "Yes, I have" and those without should shout out, "No, I haven't".

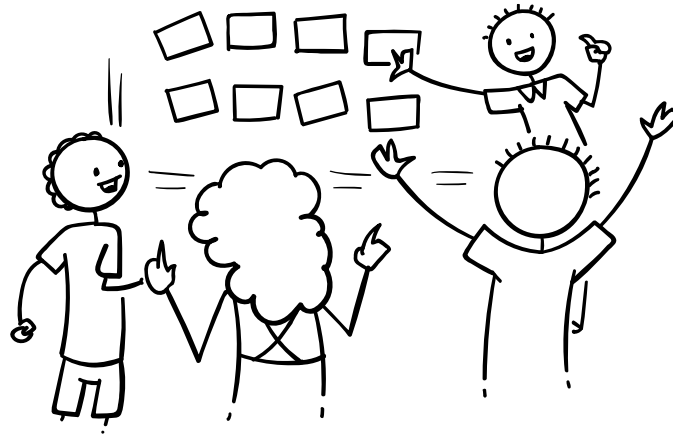
Continue for all 7 stationery items.



## 10. Play "Reveal the stationery items"

Let's play a fun memory game with the 7 stationery items! Stick the 7 flashcards around on the board. Point to one and ask, "What's this?". Elicit the vocab and then turn the card over so the picture can't be seen.

Keep doing for all the flashcards until each card has been turned over. Then point to one of the cards and ask again, "What's this?". Students will shout out the answer - turn the card around to reveal if they are correct. Each time an item is revealed, take the opportunity to ask a few students, "Have you got (scissors)?" and elicit, "Yes, I have " or "No, I haven't").



Continue for all 7 flashcards.

## 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, a rubber, a pencil case, a book, a ruler, a stapler, a pencil sharpener, tape.



First, hold up the bag and elicit the word "bag". Then take out the 7 items from the previous lesson in turn and elicit the words. Place each object on the table as you go.

Do the same for the new objects, each time chorusing the vocab 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.

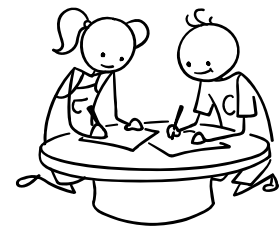
When all the items have been retrieved, you can choose a student to take on the role of the bag holder. Give that student the bag of stationery and have everyone close their eyes as the student places the 12 stationery items around the room. Then say, "Open your eyes". The bag holding student can then 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. 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.

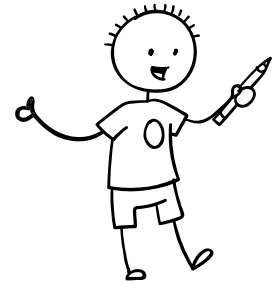
Work on reading and writing short texts and stories. *See our 'Reading short texts' mini-lessons for full details.*

### 5. Teach "I've got / I haven't got"

Have all your students sit down with their pencil cases. We are going to see what they have and haven't got from the 12 items of stationery.

Hold up your pencil case and say, "I've got a pencil case". Get everyone to hold up their pencil cases and say, "I've got a pencil case". Then pull out a pencil and say, "I've got a pencil". Everyone follows you saying the same sentence. Continue for the stationery items you are sure that everyone has.

Now choose an item that you know some students haven't got in their pencil cases, such as a stapler. Hold up the stapler and say, "I've got a stapler". Any students with a stapler in their pencil cases should hold it up and also say, "I've got a stapler". For students without staplers have them say, "I haven't got a stapler". Continue for all 12 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 haven't got a bus").

### 6. Play the "What's in your bag?" song

For this song, make sure everyone has a bag full of the items from the song (if you haven't got enough for everyone you can use flashcards in a bag instead). Explain that they have to listen carefully and take out each item in the order of the items in the song – and place them in a line, in the correct order, on their desk.

Play the song and then check the order of everyone's items after the song has finished (you can use the song poster for this). You may want to do this activity 2 or even three times until everyone can get the order right.

<p><b>Lyrics for the "What's in your bag?" song</b></p>	<p><b>Gestures for the "What's in your bag?" song</b></p>
<p><b>Chorus:</b> What's in your bag? What's in your bag?</p>	<p>There is a great activity to go with this song.</p> <ul style="list-style-type: none"> <li>• before class, prepare enough bags of stationery (with all</li> </ul>



<p>What is in your bag?</p> <p><b>Verse 1:</b>          Have you got a pencil?          Have you got a pen?          Have you got a book?          Have you got glue?</p> <p><b>Chorus</b></p> <p><b>Verse 2:</b>          Have you got crayons?          Have you got a ruler?          Have you got a rubber?          Have you got scissors?</p> <p><b>Chorus</b></p> <p><b>Verse 3:</b>          Have you got a pencil case?          Have you got a stapler?          Have you got a pencil sharpener?          Have you got tape?</p> <p><b>Chorus</b></p>	<p>the objects in the song) so that each student has a bag (if you don't have enough for everyone you can use flashcards in a bag instead). It may be easier if you tell your students (or their parents) what to bring in the preceding class – though have plenty of spares for students who forget. For the bags, simple supermarket bags are fine.</p> <ul style="list-style-type: none"> <li>play the song and have students listen and take out each item of stationery as it is sung and place the items on their desk in the correct order (you can check by using the song poster). This can be quite challenging, but good fun! You may want to play the song two or three times to give everyone a chance of getting the correct order.</li> </ul> <div data-bbox="805 862 1300 1220" data-label="Image"> </div> <p style="text-align: center;">"Have you got a book?"</p>
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## 7. Do the "Stationery match" worksheet

Have everyone sit down and give out the worksheets. Model first - show that for each word the letters are scrambled so students will have to unscramble the words to match to the pictures. It may help to have the words written on the board if this is too difficult.



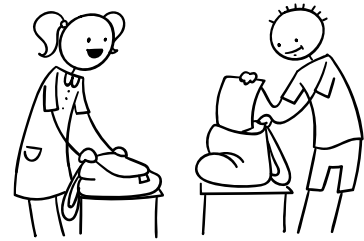
Circulate as students are doing their worksheets and ask lots of questions, such as "What's this?" and "Have you got (a ruler)?"

At the end have students stand up to show you each answer. Again, take the opportunity to ask "Have you got ...?" questions.

## Wrap up:

### 1. Assign homework: "What's in your school bag?"

Hold up the homework worksheet – this is a simple elimination exercise. Model by asking which items can be found in a school bag and circling them on the worksheet. Some non-stationery items may also be possible, such as an apple.



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,  
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 show a stationery object from today's lesson and ask, "What's this?". Then follow up with, "Have you got (tape)?".

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!

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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](http://eslkidstuff.com/esl-kids-lesson-plans.html)
  - More free Lesson Plans are available at [eslkidstuff.com/esl-kids-lesson-plans.html](http://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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