

Lesson 32

Stationery and possessions 3



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:	"Do you have (a ruler)?" , "Yes, I do / No, I don't" , "I have (a pen)" , "I don't have (scissors)".
New vocab:	calculator, marker, paper.
Review vocab:	bag, pencil, pen, scissors, glue, crayon, eraser, pencil case, book, ruler, stapler, pencil sharpener, tape.

You will need to download:

Flashcards:	<ul style="list-style-type: none"> Stationery flashcards: bag, pencil, pen, scissors, glue, crayon, eraser, pencil case, book, ruler, stapler, pencil sharpener, tape, calculator, marker, paper
Printables:	<ul style="list-style-type: none"> Jamie's magic school bag reader worksheet What do you have in your bag? questionnaire What's in your pencil case? worksheet
Songs:	<ul style="list-style-type: none"> Hello Song Goodbye Song
Readers:	<ul style="list-style-type: none"> Jamie's magic school bag

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, an eraser, a pencil case, a book, a ruler, a stapler, a pencil sharpener, tape a calculator, a marker, a sheet of paper.
- bags for everyone (grocery bags are fine)
- cushions (1 per student)
- CD / Tape player or something to play the song on

Notes:

This is the final stationery lesson and students continue to talk about classroom stationery and saying which stationery items they possess using the structure, "I have ...". The lesson ends with a big stationery swapping game.

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. Read classroom reader "Jamie's magic school bag"
2. Introduce new stationery vocab
3. Play "What's missing?"
4. Play "Bring me the item"
5. Read and write time
6. Practice "I have / I don't have"
7. Play "Stationery swap"
8. Do the "What do you have in your bag? questionnaire" worksheet

Wrap up:

1. Assign homework: "What's in your pencil case?"
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

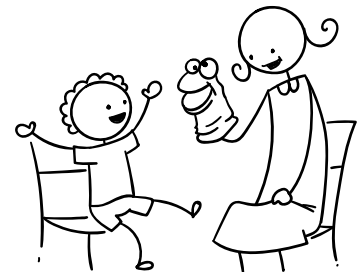
Before class, prepare some blank name tags (stickers or pin-on tags) and some cards, each with a student's name written on clearly – students will use them to copy their names onto their name tags. Sit down with your students and lay out the name cards in front of you. Pick up each card and encourage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

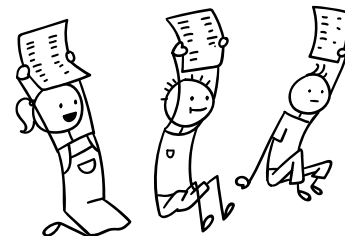
Sit in a circle and listen to the song (clap along or pat knees).

- 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?", "Do you have a pencil sharpener?"). 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).

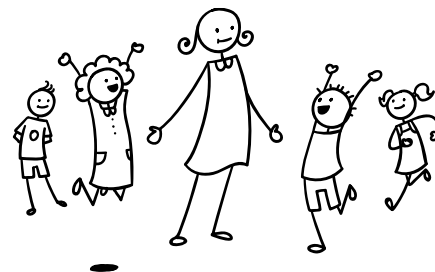


Finally, tell your students to put their homework back into their bags.

6. Do "Exercise routine" activity

Say the following and have the students follow your lead:

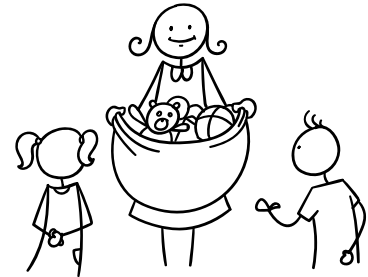
"Stand up (T stands and so does everyone else)
"Hands up / hands down" (up to 10 times)
"Jump" (up to 10 times)
"Kick (up to 10 times)
"Run! / Stop!" (up to 10 times)
"Turn around! / Stop!" (up to 10 times)
"Wiggle!" (a few seconds)
finally "Sit down".



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, "Do you have a pencil case?" – have everyone hold up their pencil cases and shout out, "Yes, I do".

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

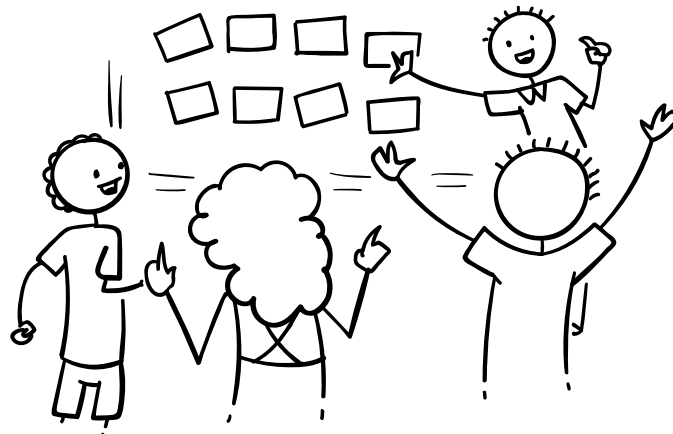
Continue for all 12 stationery items.



10. Play "Reveal the stationery items"

Let's play a fun memory game with the 12 stationery items! Stick the 12 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, "Do you have (scissors)?" and elicit, "Yes, I do" or "No, I don't").

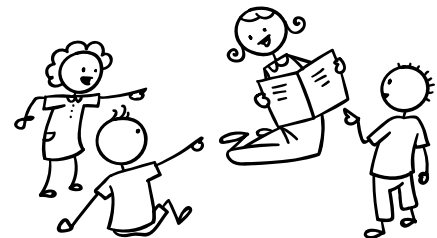


Continue for all 12 flashcards.

New learning and practice:

1. Read classroom reader "Jamie's magic school bag"

This is a really funny story that practices the stationery vocab we have learned so far. Before class, download and print off the reader "Jamie's magic school bag" from our website as well as the reader worksheet.



First, give out the reader worksheets and have everyone do the first exercise.

Next, bring everyone over so you can read the story. As you go through each page, point to the items Jamie pulls out of his school and elicit what they are and have everyone mark them on their worksheets (exercise 2). Practice using the lesson structures:

Teacher: "What's in your bag, Jamie?" (reading from page 2). What do you think he has in his bag?

Students: pencils, crayons? (etc. - guessing)

Teacher: Ok, let's see... (turning to page 3) ... Oh look! What are these?

Students: Pencils and pens!

Teacher: Yes, that's right! (reading from page 3) "I have pencils and pens". What else do you think he has in his school bag?

Get the students really involved in the story by asking lots of questions (e.g. eliciting the objects and their colors) and getting everyone to guess what items he will pull out next.

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

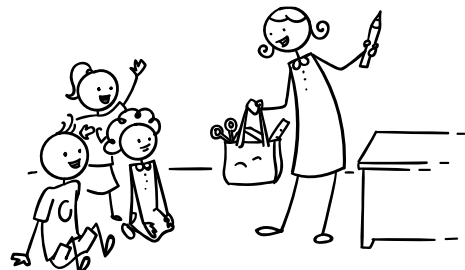
2. Introduce the stationery vocab

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, a book, a ruler, a stapler, a pencil sharpener, tape, a calculator, a marker, a sheet of paper.



Take out of the bag the 12 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 (calculator, marker, paper), 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.

3. 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.



4. 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 (calculator)" – 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.

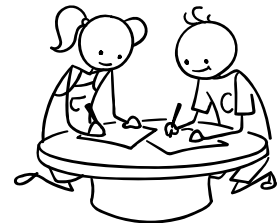
When all the items have been retrieved, you can choose a student to take on the role of the bag holder. Give that student the bag of stationery and have everyone close their eyes as the student places the 15 stationery items around the room. Then say, "Open your eyes". The bag holding student can then 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.

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.**

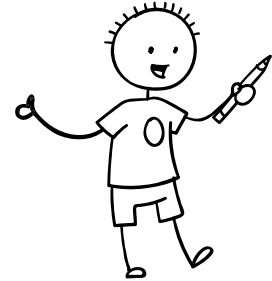
6. Practice "I have / I don't have"

You'll need one bag per student – it's a good idea to prepare these in advance, such as grocery bags – they need to be big enough to fit each student's stationery items.

Have all your students place one of each of their stationery items inside their bags (e.g. a pencil, a pen, a calculator, a pencil case, etc.). If they have all 15 items from today's lesson,

that's great but it's also fine if they don't have all 15. Have everyone sit down with their bags. We are going to see what they have and don't have from the 15 items of stationery.

Hold up your bag and pull out a pencil and say, "I have a pencil" and place it on the desk in front of you. Everyone follows you saying the same sentence and putting their pencil on their desk in front of them. Continue for the stationery items you are sure that everyone has.



Now choose an item that you know some students don't have in their bags, such as a calculator. Hold up the calculator and say, "I have a calculator". Any students with a calculator in their bags should hold it up and also say, "I have a calculator" and then place it on their desk in front of them. For students without calculator have them say, "I don't have a calculator". Continue for all 15 stationery items.

7. Play "Stationery swap"

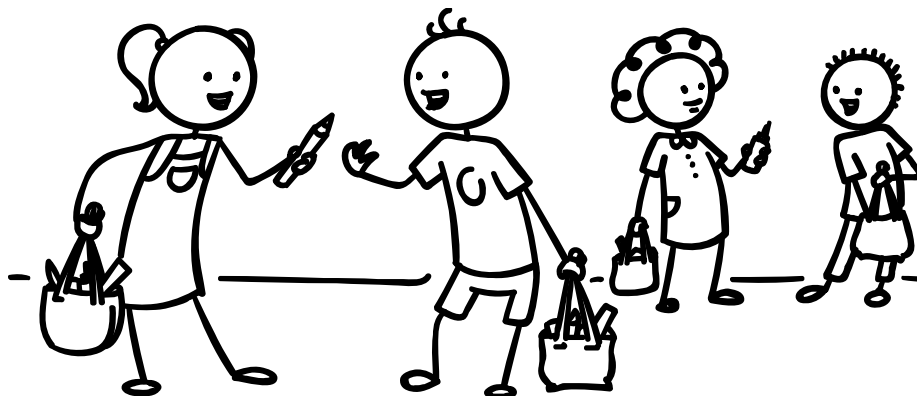
By the end of the previous activity, everyone will have their stationery items in front of them, on their desks. We are going to mix them all up amongst the students and then everyone will have to find their objects again!

Start by saying to one student, "Collect the (pencils)" and that student walks around the class collecting up everyone's pencils. Then say, "Give everyone a pencil, but not their own pencil" so that s/he distributes all the pencils - each student should have a pencil, but not their own. Do the same for all the stationery items (using different students to collect and distribute them), so by the end everyone has a bag full of stationery which isn't theirs.

Everybody now has to find their own stationery. Have everyone stand up and mingle, asking for their stationery items back using the structure:

"Do you have my (pencil)?"

As everyone mingles they have to swap their objects (each student cannot have two or more of any one item) and continue until their bag is full of their own items.



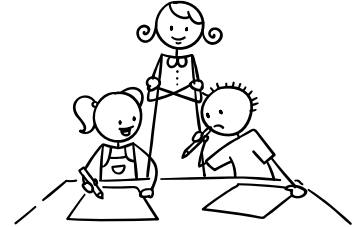
8. Do the "What do you have in your bag? questionnaire" worksheet

Have everyone sit down with their bags of stationery and give out the worksheets.

First, have everyone fill in the blanks of the missing vocabulary.

Then put students in pairs and model what to do with one student – ask the first question, "Do you have a pencil sharpener?". The partner checks his/her bag and answers either "Yes, I do", or "No, I don't". Then record the answer on the questionnaire sheet with a check or a cross .

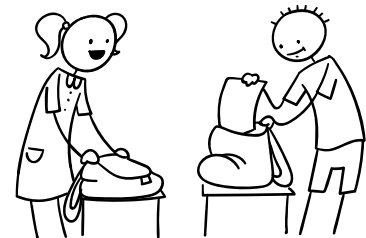
Have your students work in pairs, asking and answering about their stationery. Circulate and help with structures and vocab.



Wrap up:

1. Assign homework: "What's in your pencil case?"

Hold up the homework worksheet – this is a fun drawing and writing exercise. Model by drawing items in the pencil case that you have in your own pencil case – show your pencil case and items as you draw them in the picture. Then show writing the vocabulary words under the picture.



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"

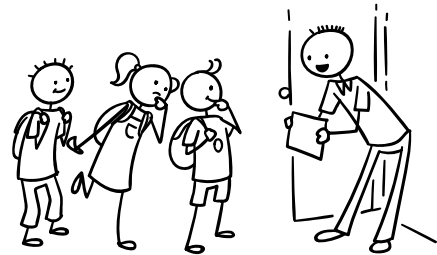
Have everyone do the gestures with you.

- 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, "Do you have (a calculator)?".



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 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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