

Lesson 34

Pets and possessions 2



General:

Level:	2 – KOALAS (ages 5-7)
Time:	50 mins - 1 hour 10 mins
Objectives:	Talking about different pets and possessions (using "I've got ...").
Structures:	"Have you got any pets?", "I've got ...", "Yes, I have / No, I haven't", "What's your (dog's) name?", "What colour is (your dog)?", "What food does your (dog) like?".
New vocab:	dream pet.
Review vocab:	Numbers 1 to 10, pet, dog, cat, hamster, rabbit, goldfish, mouse/mice, turtle, parrot, horse, elephant, favourite.

You will need to download:

Flashcards:	<ul style="list-style-type: none"> Pets flashcards: dog, cat, hamster, rabbit, goldfish, mouse/mice, turtle, parrot, horse, elephant
Printables:	<ul style="list-style-type: none"> Our pets reader worksheet Your pets class survey worksheet My pet worksheet My dream pet worksheet
Songs:	<ul style="list-style-type: none"> Hello Song Goodbye Song The numbers song Do you have any pets?
Readers:	<ul style="list-style-type: none"> Our pets

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
- cards with numbers 1-10 written on them (enough sets for groups of 3-4 students)
- cushions (1 per student)
- CD / Tape player or something to play the songs on

Notes:

In this lesson students continue talking about the pets that they own as well as pets they would like to own. They provide extra information about their pets, sing a song about pets and read a fun pets story.

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 numbers 1-10
10. Sing "The numbers song"
11. Review the pets
12. Let's ask pet questions!
13. Ask about favourite pets

New learning and practice:

1. Sing the "Have you got any pets?" song
2. Read and write time
3. Read classroom reader "Our pets"
4. Do the "Your pets class survey"

Wrap up:

1. Assign homework: "My pet" or "My dream pet"
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

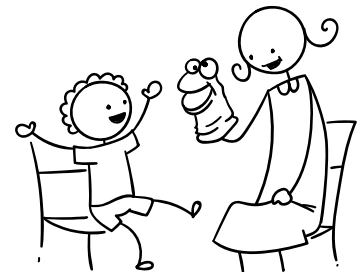
Before class, prepare some blank name tags (stickers or pin-on tags) and some cards, each with a student's name written on clearly – students will use them to copy their names onto their name tags. Sit down with your students and lay out the name cards in front of you. Pick up each card and encourage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

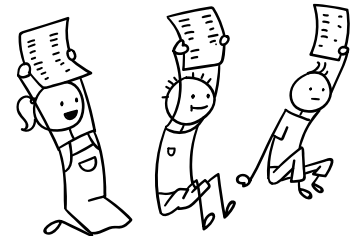
Sit in a circle and listen to the song (clap along or pat knees).

- 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 of the words they have circled on the word search homework worksheet (e.g. "What's this?", "Have you got a mouse?"). 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).

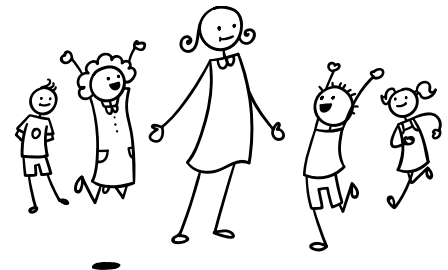


Finally, tell your students to put their homework back into their bags.

6. Do "Exercise routine" activity

Say the following and have the students follow your lead:

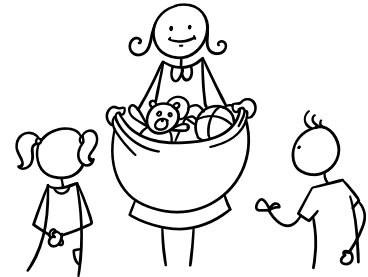
- "Stand up (T stands and so does everyone else)
- "Hands up / hands down" (up to 10 times)
- "Jump" (up to 10 times)
- "Kick (up to 10 times)
- "Run! / Stop!" (up to 10 times)
- "Turn around! / Stop!" (up to 10 times)
- "Wiggle!" (a few seconds)
- finally "Sit down".



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 numbers 1-10

In previous lessons we learned the numbers 1-10 - this is a good time to review and have some numbers fun as we'll be using these numbers later on in the lesson.

Before class, write each of the numbers 1-10 on cards in marker pen (so you'll have a card with "1" written on it, another with "2", and so on up to "10"). Prepare enough sets so that each group of 3 or 4 students has a set of number cards.

- Start by getting everyone to stand up and count in time with you the numbers 1-10, holding up fingers for each number. Start slowly and get faster and faster. You can even try some count downs from 10-1.
- Next, Play "clusters". Say, "Get into groups of 3!". Everyone must grab someone and try and make a group of 3 people. Do this with lots of different numbers, although this will depend on the number of students in your class.

- Next, put your students into teams of 3 or 4. Give each group a set of number cards (explained above) and get each group to race putting them in the correct order.



- With the number cards on the desk/floor, have them shuffled well (but still face up). Give everyone 10 seconds to remember where the cards are. Now say "Turn over the cards". When everyone is ready say, "Ok, touch number 6". Everyone must touch the card they think is number 6. Then allow them to turn the card over and check. Do with all the other cards.

- Now collect up all of the number cards by having students race up and bring you different numbers.

10. Sing "The numbers song"

Get everyone to march along and do the actions. Make sure you do the actions with the kids so that they can follow you and copy what you are doing.

Lyrics for "The numbers song"

1 – 2 – 3 – 4 – 5 Jump!
6 – 7 – 8 – 9 – 10 Jump!
Turn around and clap your hands
And jump!

1 – 2 – 3 – 4 – 5 Kick!
6 – 7 – 8 – 9 – 10 Kick!
Turn around and clap your hands
And kick!

1 – 2 – 3 – 4 – 5 Wiggle!
6 – 7 – 8 – 9 – 10 Wiggle!
Turn around and clap your hands
And wiggle!

1 – 2 – 3 – 4 – 5 Jump!
6 – 7 – 8 – 9 – 10 Kick!
Turn around and clap your hands
And Jump!
Kick!
Wiggle!
And Jump!

Gestures for "The numbers song"

First time you play the song do the gestures and encourage everyone to do them with you.

- As the music is in a marching-style, start off with everyone marching enthusiastically on the spot to the rhythm.
- Whilst marching, count off the numbers on your fingers as the numbers are sung.
- Do each action word (e.g. jump, turn around, clap your hands, etc.) at the point they are sung in the song.



11. Review the pets

Let's review the pets vocabulary from last lesson with the pets flashcards. Put students into pairs and bring everyone's attention to you. Sit facing the students with the pack of flashcards facing you. Quickly turn over one card - pairs are going to race each other to say the pet words. Each time you turn over a card have students slam their hands onto their desks. First one to slam the desk gets to answer to win a point.



At the end, the student from each pair with the most points is the winner. You can then change pairs for additional rounds.

12. Let's ask pet questions!

Let's have a chat about pets which reviews questions from previous lessons. Split your class into groups of 3 or 4 (if you have a small class, just do the activity as a single group).

Stick a pet flashcard (e.g. hamster) onto the board and write the following sentences next to it:



Have you got a hamster?

Yes, I have. No, I haven't.

Do you like hamsters?

What noise do hamsters make?

Have a volunteer ask you the first set of questions. Then change the flashcard to a different pet and have a different volunteer ask you the same questions. This will show everyone what they will need to do.

Go back to the first pet (the hamster) and the groups work together asking each other the questions on the board. Each round change the flashcard. Continue until all the pets have been discussed and then ask each group for some feedback.

13. Ask about favourite pets

Let's finish the pets review with a quick class survey to find out the overall favourite pet of the class. Stick all the pets flashcards to the board and write at the top, "What's your favourite pet?". Then say what yours is using the structure, "My favourite pet is ..." and allocate that pet 1 point.



Then go around the class asking the question and adding points to the pets until you have an overall winner at the end.

New learning and practice:

1. Sing the "Have you got any pets?" song

Get everyone to stand up. Make sure the flashcards are on the board in the order of the song, or alternatively, use the song poster. As the song is playing, have everyone march on the spot in time with the music and do the actions described below in the gestures section for the song. Play the song 2 or 3 times until everyone has got the hang of it.

1 ... 2 ... 3 ... 4 ... 5 ... 6 ...



Lyrics for the "Do you have any Pets?" song

Chorus:

Have you, have you, have you
Have you got any pets?
Have you, have you, have you
Have you got any pets?

Gestures for the song

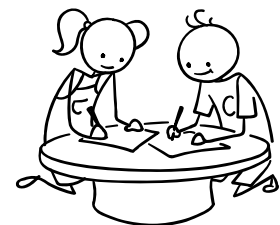
The actions are very simple for this song:

- for the chorus, march along on the spot as you sing (it is a marching-style song)
- for the verses:

<p><i>Yes! Yes!</i></p> <p>Verse 1: I've got a dog (<i>a dog!</i>) I've got 2 cats (<i>2 cats!</i>) I've got 3 hamsters (<i>3 hamsters!</i>) I've got 4 rabbits (<i>4 rabbits!</i>) I've got 5 goldfish (<i>5 goldfish!</i>)</p> <p>Chorus</p> <p>Verse 2: I've got 6 mice (<i>6 mice!</i>) I've got 7 turtles (<i>7 turtles!</i>) I've got 8 parrots (<i>8 parrots!</i>) I've got 9 horses (<i>9 horses!</i>) I've got 10 elephants! (<i>10 elephants! No way!</i>)</p> <p>Chorus</p> <p>Verse 3: I've got a dog 2 cats 3 hamsters 4 rabbits 5 goldfish 6 mice 7 turtles 8 parrots 9 horses and 10 elephants!</p> <p><i>No way!</i></p>	<ul style="list-style-type: none"> - Option 1: hold up your hands (fists closed) and count off the numbers with your fingers as you sing (whilst still marching). - Option 2: print off the pets flashcards and stick around the classroom walls (in the order of the song). As you sing, point to each animal (whilst still marching).
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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. Read classroom reader "Our pets"

This reader follows on from the song and leads nicely onto the next activity as it reinforces the animal vocabulary as well as the structures "Have you got...?" and "I've got ...".



Before class, download and print off the reader "Our pets" from our website. As you go through each page elicit each animal and get everybody to guess/speculate which pet each animal has, for example:

Teacher: (on page 1) Look, what animal is this?

Students: Elephant!

Teacher: Yes, well done! ... (reading) ... "Hello, elephant! Have you got any pets?" ... Now, what do you think this is? (pointing at the hidden animal on page 1)

Students: Um ... a dog? ... a horse?

Teacher: Let's see ... (turns to page 2, reading) ... "Yes, I've got a pet horse". A horse, very good!

Continue through the story, eliciting the vocab and getting everyone to guess what pet each animal has. Make sure the students are really involved in the story by asking lots of questions (e.g. asking students if they also have the same pets as the animals).

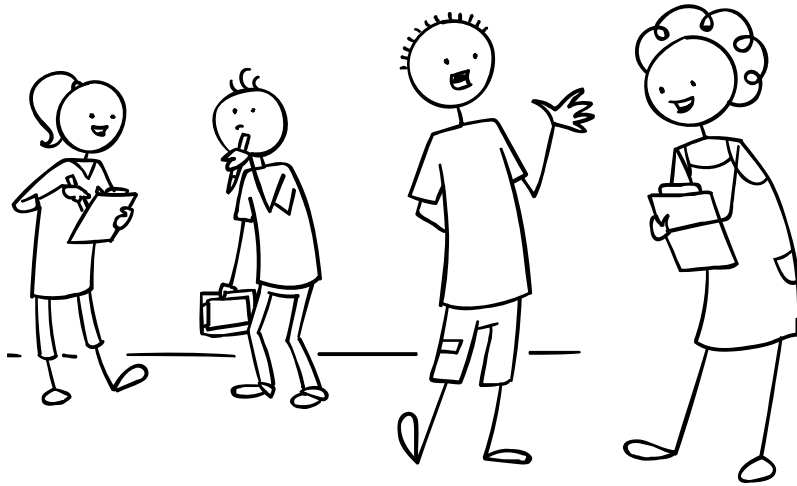
After reading the story, give out a reader worksheet to each student and read through the story one more time (without stopping for questions, etc.) as students draw lines to match the owners to their pets. Then go through the answers as a class.

4. Do the "Your pets class survey"

Give out the survey worksheets to each student. Model how to do the first line – by writing in their own names filling in their answers. Then get everyone to stand up and mingle to ask as many students as they can about their pets. For students who haven't got pets, we have

added the "Which new pet would you like?" section, so they have something to answer ... everyone can answer this even if they have already got pets.

When everyone has finished, tally up on the board the number of pets everyone has to find out which is the most popular pet. Also, find out which new pet most people would like.

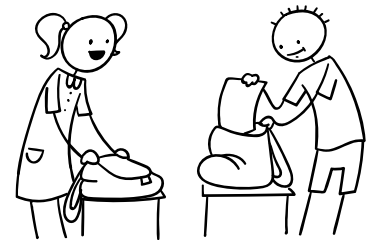


Wrap up:

1. Assign homework: "My pet" or "My dream pet"

Use the "My pet" worksheets for students who have pets and the "My dream pet" worksheets for students who don't have any pets.

It is worth giving a model answer to this writing task, giving information such as the pet's name, age, size, colours, favourite foods, etc.



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"

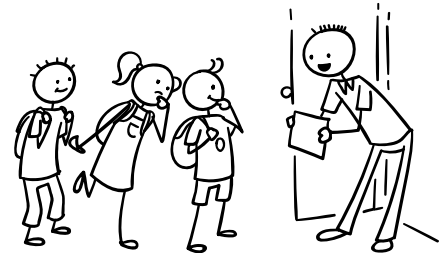
Have everyone do the gestures with you.

- 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 ask, "Have you got any pets?". If the answer is "Yes, I have", follow up with questions such as "What's your (dog's) name?", "What colour is (your dog)?", "What food does (your dog) like?". For students without pets, ask "What is your dream pet?".



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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