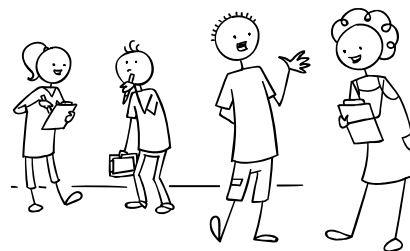


Lesson 19

Pets and possessions 2



General:

Level:	3 – PANDAS (ages 7-9)
Time:	1 hour – 1 hour 20 mins
Objectives:	Talking about different pets and possessions (using "I have ...").
Structures:	"Do you have (any) ...?", "I have ...", "Yes, I do / No, I don't".
New vocab:	none.
Review vocab:	pet, dog, cat, hamster, rabbit, goldfish, mouse, turtle, parrot, horse, elephant.

You will need to download:

Flashcards:	<ul style="list-style-type: none"> Pets flashcards (dog, cat, hamster, rabbit, goldfish, mouse, turtle, parrot, horse, elephant)
Printables:	<ul style="list-style-type: none"> Do you have any pets? song worksheet Collect the pets game cards Our pets reader worksheet Your pets class survey Pets word search worksheet
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 for each student
- a bottle (for the "Spin the bottle" game)
- board with markers / chalk
- weather board (from previous class)
- scissors

Notes:

In this lesson students continue to practice using possessives by talking about pets they own (and don't own) using the verb "have" for possession / ownership. They do some fun activities on the topic, learn a new song, read a fun story and take part in a class survey.

Lesson Overview:

Warm Up and Maintenance:

1. Greetings and name tags
2. Play "Spin the bottle"
3. Homework check
4. Talk about the weather using the "Weather board"
5. Review the vocabulary for pets / animals
6. Play "Animal actions"

New Learning and Practice:

1. Play the "Do you have any pets?" song
2. Play the "Collect the pets" game
3. Read and write time
4. Read classroom reader "Our pets"
5. Do the "Your pets class survey"

Wrap Up:

1. Assign Homework: "Pets word search"
2. Do "Quick check" and say goodbye

Lesson procedure:

Warm up and maintenance:

1. Greetings and name tags

Greet the students as they enter the classroom and gesture for them to sit down. Before class prepare some blank name tags (stickers or pin-on tags). Give these out and have everyone write their names and put their tags on. If you use pin-on tags, you can keep and give out every class.



2. Play "Spin the bottle"

Let's review previous lessons with this fun game. Sit everyone in a circle with a bottle in the middle. Teacher spins the bottle. When it stops spinning the student it is pointing to has to answer a question. If the answer is correct, then that student can spin the bottle. Either the teacher or the student spinning the bottle can ask the questions.



Ask questions as follows:

Round 1: Numbers 1-150 – Write numbers on the board.

Round 2: Likes & dislikes for food and drink – “Do you like milk?”, “Yes, I do / No, I don’t”.

Round 3: Clothes - “What are you wearing?”. “What do you wear on rainy days?”, etc.

Round 4: Days of the week – say in the correct order.

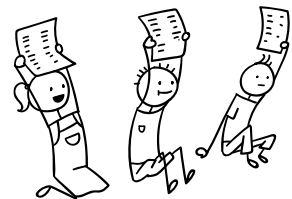
Round 5: Daily routines – hold up a flashcard with a daily routine and ask, “What is this?”, then “What time do you get up?”.

Round 6: Ability – hold up a flashcard and ask, “Can you ...?” and “Can your (mother) ...?” questions.

Round 7: Parts of the body – say, “Touch your (shoulders)” and the student touches the correct body part.

3. Homework check

Check each students' homework worksheet and then have them show their drawing and read the text to the rest of the class. For the students who brought in photos of their pets, have them display their photos and be sure to ask questions about their pets. 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).



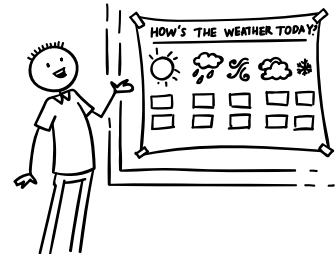
Finally, tell your students to put their homework back into their bags.

4. Talk about the weather using the "Weather board"

Use the weather board that you created in the previous class. Ask, “How's the weather today?” and have students put up their hands. Allow one weather condition per student (e.g. “It's rainy”) and have each student come up and put a weather picture on the weather board.

Depending on weather conditions, you can introduce more weather words (with pictures ... you can get students to draw them), such as:

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

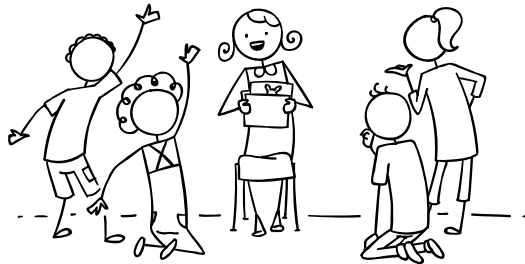


5. Review the vocabulary for pets / animals

Use the pets flashcards from last lesson (dog, cat, hamster, rabbit, goldfish, mouse, turtle, parrot, horse, elephant).

Play "Flashcard reveal": take the first flashcard and place it behind the pack of the other cards, so it is hidden from view. Slowly push the flashcard up so that the picture is revealed, bit by bit, to the class.

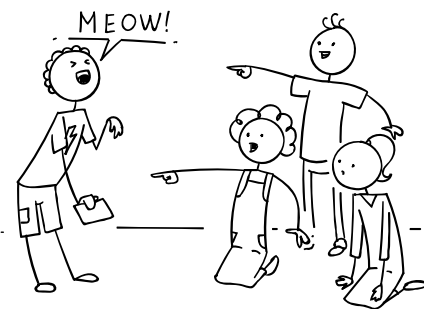
Encourage everyone to shout out the words of the pets as they are revealed.



6. Play "Animal Actions"

Let's play this fun game again!

- **If you have a large group (more than 10 students):** invite 10 students to come to the front of the class and stand in a line facing the rest of the class. Give each of them one of the animal flashcard.
- **If you have a small group (less than 10 students):** give everyone in the class one of the animal flashcards.
- **Then ...** the teacher starts by saying to the first student, "Do you have any pets?". Encourage the student to say "Yes, I do" - s/he then does a miming action of the animal on his/her card (e.g. a cat meowing, and licking its paw, etc.). The idea is that the teacher has to guess what animal is on the student's flashcard from his/her mime. The teacher then guesses, "Do you have a cat?". If correct, the student holds up the picture so everyone can see and says "Yes, I do". If it is wrong, the student says, "No, I don't" and the teacher continues guessing.



Next, invite other students to ask and guess what animals everyone has, using the correct structures. It is great fun to see the animal impersonations and to guess what it is!

New Learning and Practice:

1. Play the "Do you have any pets?" song

Stick all 10 pets flashcards to the board. Explain that you are going to play a song about the pets shown on the board. Everyone needs to listen to the song and complete a worksheet showing how many of each pet is mentioned in the song.

Give out the worksheets and point out that the first pet already has a number (the dog). Play the song and have your students write numbers next to each pet. The song is fast paced, so you may have to play the song twice.

Get students to compare their answers in pairs and then go through the song one more time to do a class check. You can also encourage everyone to sing along – it's a fun song to sing!

<p>Lyrics for the "Do you have any pets?" song</p> <p>Chorus: Do you, do you, do you Do you have any pets? Do you, do you, do you Do you have any pets?</p> <p><i>Yes! Yes!</i></p> <p>Verse 1: I have a dog (<i>a dog!</i>) I have 2 cats (<i>2 cats!</i>) I have 3 hamsters (<i>3 hamsters!</i>) I have 4 rabbits (<i>4 rabbits!</i>) I have 5 goldfish (<i>5 goldfish!</i>)</p> <p>Chorus</p>	<p>Verse 2: I have 6 mice (<i>6 mice!</i>) I have 7 turtles (<i>7 turtles!</i>) I have 8 parrots (<i>8 parrots!</i>) I have 9 horses (<i>9 horses!</i>) I have 10 elephants! (<i>10 elephants! No way!</i>)</p> <p>Chorus</p> <p>Verse 3: I have 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>
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2. Play the “Collect the pets” game

Before class print off the “Collect the pets game cards” sheets – one for yourself and each student. Now have everyone cut out the cards.

Step 1: We want everyone to have the same pet cards, e.g. student 1 has only cat cards, student 2 has only hamsters, etc. Therefore, assign each student a pet and tell them to collect all those pet cards from everyone else in the class.

Step 2: Once everyone has the same pet cards we can begin the game. Explain that each student must collect all 10 different pets. They must do this by trading pet cards with others.

First, model how to do this – show everyone your cards, then go up to a student and ask for another pet, e.g. “Do you have a dog?”. If the student says, “No, I don’t”, ask for another pet, and keep asking until s/he says, “Yes, I do”.

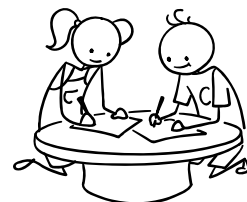
Then that student can trade that card for one of your cards – but s/he has to ask you for an animal first e.g. Do you have a parrot?”. Only when both students find a possible trade, can they swap cards. Then go to another student and do the same until you both have traded a card. Continue doing this until everyone understands how it works.

Get everyone standing and have them mingle around, asking the target question and trying to find all 10 pet cards. It’s quite hectic but a lot of fun!



3. 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.**

4. Read classroom reader "Our pets"

This reader follows on from the song and also leads nicely onto the next activity as it reinforces the animal vocabulary as well as the structures "Do you have ...?" and "I have...".



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! Do you have 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 have a pet horse". A horse, very good!

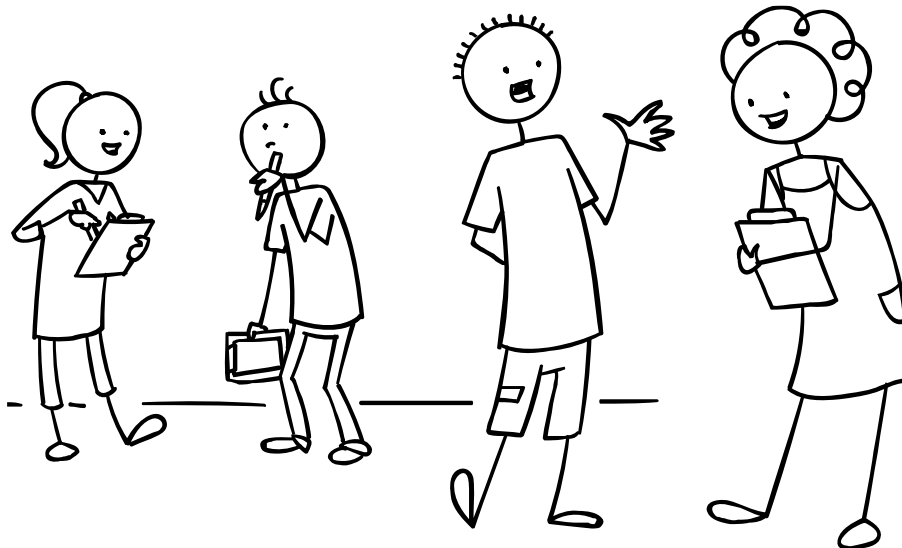
Continue through the story, eliciting the vocab and getting everyone to guess what pet each animal has. Make sure the students are really involved in the story by asking lots of questions (e.g. asking students if they also have the same pets as the animals).

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.

5. 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 mingle and ask as many students as they can about their pets. For students who don't have 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 already have pets.

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

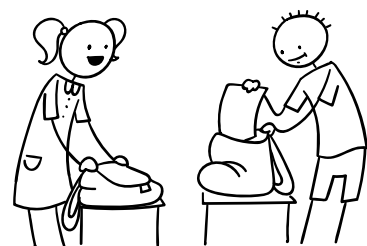


Wrap Up:

1. Assign Homework: "Pets word search"

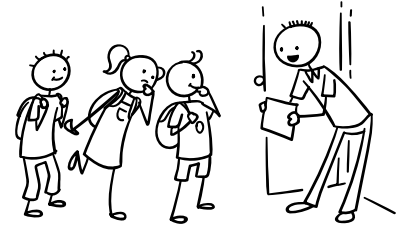
Hold up the homework worksheet and show how to find and circle a few words.

Give out the worksheets and say, "Put your homework in your bags".



2. 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 an animal flashcard from today's lesson and elicit what it is. Then ask, "Do you have a (dog)?".



When they give you the correct answer say goodbye and let them leave. If their answer is wrong, 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
 - 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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