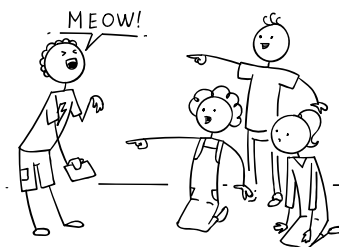


Lesson 18

Pets and possessions 1



General:

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|---------------|--|
| Level: | 3 – PANDAS (ages 7-9) |
| Time: | 1 hour – 1 hour 20 mins |
| Objectives: | Talking about different pets and possessions (using "I've got ..."). |
| Structures: | "Have you got (any) ...?", "I've got ...", "Yes, I have / No, I haven't". |
| New vocab: | pet, dog, cat, hamster, rabbit, goldfish, mouse, turtle, parrot, horse, elephant. |
| Review vocab: | head, shoulders, knees, toes, eyes, ears, mouth, nose, hair, arms, hand, legs, feet, numbers to 150. |

You will need to download:

| | |
|-------------|--|
| Flashcards: | <ul style="list-style-type: none"> • Body flashcards: head, shoulders, knees, toes, eyes, ears, mouth, nose, hair, arms, hand, legs, feet. • Pets flashcards (dog, cat, hamster, rabbit, goldfish, mouse, turtle, parrot, horse, elephant) |
| Printables: | <ul style="list-style-type: none"> • My pets questions worksheet • My pet worksheet • My dream pet worksheet |

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)

Notes:

In this lesson students talk about pets they own (and don't own) using the verb "have got" for possession / ownership. They do some fun activities on the topic and complete a worksheet.

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 parts of the body vocabulary
6. Play "Body flashcards fun"
7. Play "Body touch race"
8. Review numbers 1-150

New Learning and Practice:

1. Teach the vocabulary for pets / animals
2. Play the "Write the word on the board race"
3. Teach the structures "Have you got (any) ...?" and "I've got ..."
4. Do the "My pets questions" worksheet
5. Read and write time
6. Play "Animal actions"

Wrap Up:

1. Assign Homework: "My pet" or "My dream Pet"
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 1-20 - hold up and elicit number cards.

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.

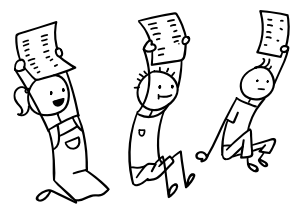
Round 5: Daily routines – hold up a flashcard with a daily routine and ask, “What is this?”, then “What time do you get up?”.

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 student's homework that you set in the last lesson. Ask each student some questions about their homework worksheet by asking questions such as “How long is your mother’s hair?”. 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).



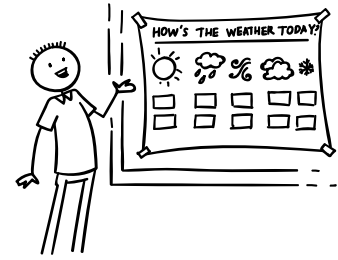
Finally, tell your students to put their homework back into their bags.

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 parts of the body vocabulary

Use the body flashcards from last lesson. Show each picture and elicit the word. Have everyone touch that part of their body as they shout out the word.

6. Play "Body flashcards fun"

Deal out all of the body flashcards to your students - for large classes you may need duplicates of the cards to make sure everyone has one; for smaller classes, deal out all the cards - it is fine if students have 2 or more cards each.

Shout out a vocab word and an exercise or action, such as "Eyes - jump 5 times!" - students holding the "eyes" flashcard must do the action. Other actions can include:

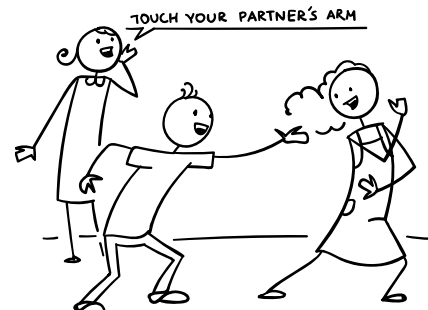
- run around the classroom
- star jump 5 times
- say the alphabet a-z
- sing a song
- turn around 5 times
- stand on 1 leg
- hop
- etc.



7. Play "Body touch race"

Put students in pairs - you are going to say body vocab and students are going to race to be the first to touch that part on their partner's body. For example, Teacher says, "Touch your partner's arm!" and each pair must try to touch their partner's arm before getting their arm touched. It is great fun and quite frantic - in order to work well, make sure the following rules are explained first:

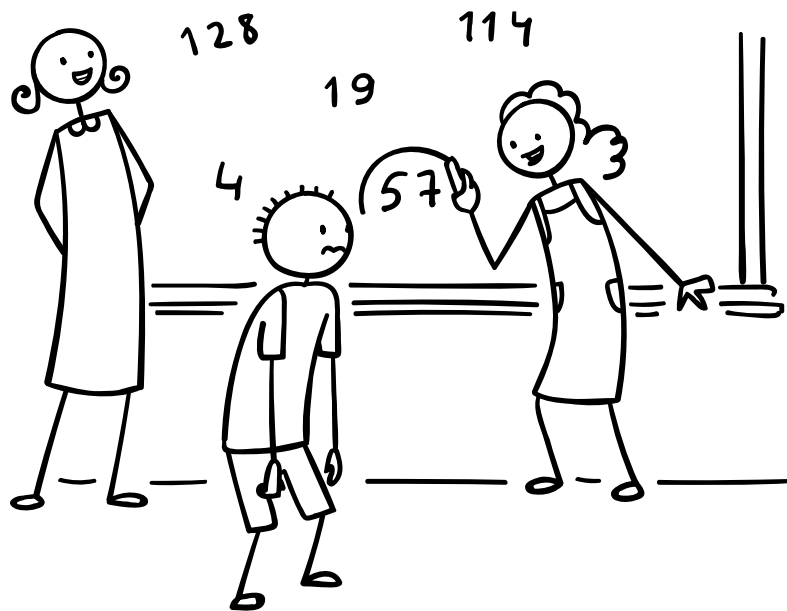
- no slapping or hitting - only soft touches are allowed
- students cannot move more than one step away from each other
- teacher: do not include "eyes" in this game or you may end up with injuries!!



8. Review numbers 1-150

Put students into teams of two. Write a number from 1-150 quickly on your board – students hit their desks if they know the answer – the first to do so gets to answer and win a point for his/her team. Continue until your board is full of numbers.

Next ask students to come to the board and circle a number you say – again, if they circle the correct number in 2 seconds, they win a point for their team.

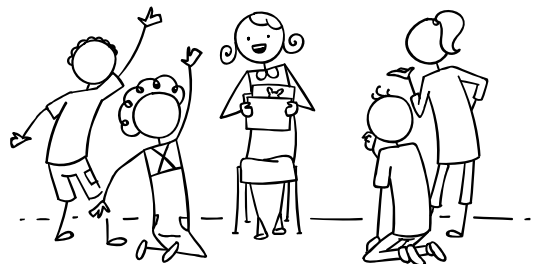


New Learning and Practice:

1. Teach the vocabulary for pets / animals

Before class, print off the pets flashcards (dog, cat, hamster, rabbit, goldfish, mouse, turtle, parrot, horse, elephant).

Your students will probably already know some of the animal vocab (e.g. cat and dog), so rather than just holding up each picture you can 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.



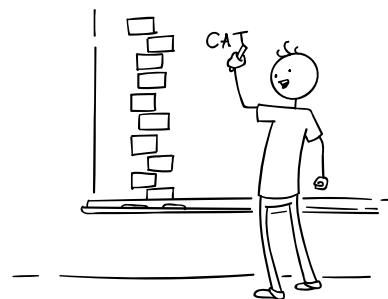
Encourage everyone to shout out what they think it is until someone gets the right answer. It is ok if students shout out the word in their language if they don't know it – but make sure you teach the English word. Chorus each word three times and stick onto the board.

Once all the cards are on the board, chorus them one more time. Then point to one picture and elicit the word, then write it clearly under the card. Have everyone write the word in their notebooks (with their own drawing).

NOTE: be sure to teach the plural for "mouse" → "mice".

2. Play the "Write vocab on the board race" game

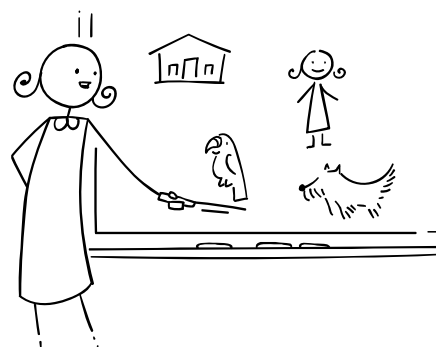
Put the class into teams, so you have 2 to 4 teams in total. Each team selects one person. Teacher shouts out the word for one of the animals on the board and one student from each team must rush up to the board, take a marker or chalk, and write the word (anywhere on the board is ok). The first person to write the word, spelt correctly, wins a point for his/her team. Continue playing until everyone has had a go and all the vocab has been practiced.



3. Teach the structures "Have you got (any) ..." and "I've got ..."

If you have any photos of your pets (even from years ago) it would be fun to bring them to class – show the photos to the class and as you do use the structure "I've got" to say what pets you have got (e.g. "I've got a pet dog"). If not, no problem, we'll just use the flashcards instead.

Point to a card and then point to yourself. Say, "I've got a pet (dog). His/ Her name is ...". Draw a picture on the board of a house, a stick person (you) and the pet (a dog). Point to the stick person and say, "This is me". Then point to the house and the animal and say, "This is my house", "This is my pet dog, Momo" (for example). Maybe add a few of animals to the picture (e.g. a hamster, a parrot) to get the idea across. The point of this is to make clear that pets are animals we have at home (and not in the zoo, etc.).



Each time you add an animal to your picture, ask some students "Have you got a pet (dog)?" and elicit "Yes, I have / No, I haven't". If a student says yes, ask what their pet's name is. Depending on the level of your students, ask some other questions about their pets, such as if they are large or small, colours, favourite food, etc.

Finally, pick out some students at random, choose an animal from the cards on the board,

and ask them if they have that pet (e.g. "Have you got a pet mouse". The elephant is there for fun ... don't be surprised if students say they have one – but look at them disbelievingly!

4. Do the "My pets questions" worksheet

Give out the worksheet and model what to do – fill in some of the speech bubbles about the girl's pets. Then have everyone work on their worksheets – circulate around the classroom helping with questions and mistakes.



Finally, do a check by asking individual students to give answers.

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.**

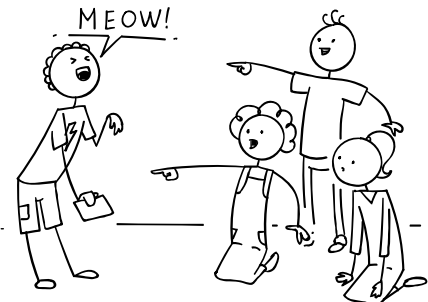
6. Play "Animal Actions"

In this game students will practice the key structures and vocab.

- **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.

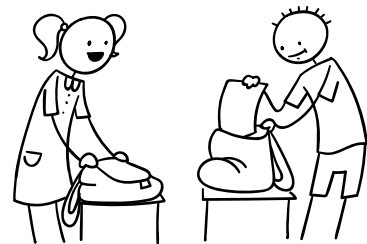


Next, invite other students to ask and guess what animals everyone has, using the correct structures. It is great fun to see the animal impersonations and to guess what it is!

Wrap Up:

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

Give out the "My pet" worksheets to students who have pets and the "My dream pet" worksheets to students who don't have any pets. Model giving an answer to this writing task, giving information such as the pet's name, age, size, colours, favourite foods, etc.

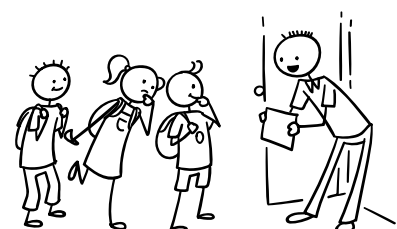


Give out the worksheets and say, "Put your homework in your bags".

Finally, tell your students to bring in photos of their pets (if they have any pets) next lesson.

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, "Have you got 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 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>

Please report any mistakes at <https://www.eslkidstuff.com/contact.htm>

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