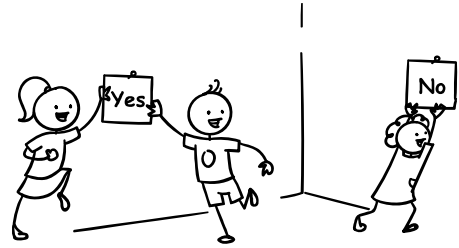


Lesson 29

Can for ability 2



General:

Level:	2 – KOALAS (ages 5-7)
Time:	50 mins - 1 hour 10 mins
Objectives:	Talking about ability, asking "Can you...?" questions and answering with "I can ...".
Structures:	"Can you ..?", "Yes, I can", "No, I can't", "I can ...", "What can you do?".
New vocab:	cook, play the piano, sing, dance, ski, play football.
Review vocab:	jump, run, swim, hop, stamp my feet, turn around, fly, ride a bike.

You will need to download:

Flashcards:	<ul style="list-style-type: none"> Action flashcards: jump, run, swim, hop, stamp my feet, turn around, fly, ride a bike, cook, play the piano, sing, dance, ski, play football
Printables:	<ul style="list-style-type: none"> I can reader worksheet Can you questionnaire What can I do? worksheet
Songs:	<ul style="list-style-type: none"> Hello Song Goodbye Song The weather song What can you do?
Readers:	<ul style="list-style-type: none"> I can

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
- weather board
- 2 cards, one with "Yes" written on and the other with "No"
- cushions (1 per student)
- CD / Tape player or something to play the song on

Notes:

In this lesson students continue using ability question and answer structures with the modal verb "can" by asking their classmates about their abilities. There is also a fun story and lots of exciting activities.

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. Sing "The weather song"
9. Talk about the weather outside
10. Use the "Weather board"
11. Play "Quick flashcard actions"
12. Review "Can you ..?", "Yes, I can / No, I can't"
13. Sing "What can you do?"

New learning and practice:

1. Read classroom reader "I can"
2. Introduce 6 new actions and ask, "Can you ..?"
3. Play "Teacher says"
4. Play "Yes / No touch"
5. Read and write time
6. Do the "Can you questionnaire"

Wrap up:

1. Assign homework: "What can I do?"
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

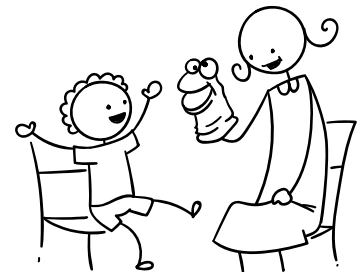
Before class, prepare some blank name tags (stickers or pin-on tags) and some cards, each with a student's name written on clearly – students will use them to copy their names onto their name tags. Sit down with your students and lay out the name cards in front of you. Pick up each card and encourage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

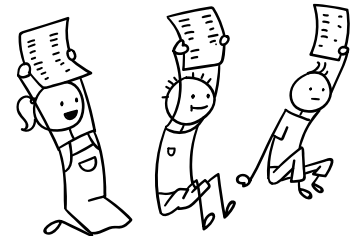
Sit in a circle and listen to the song (clap along or pat knees).

- 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 that?", "Can you hop?"). 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).

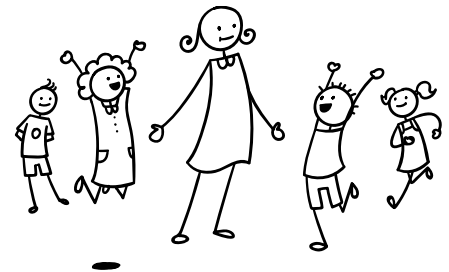


Finally, tell your students to put their homework back into their bags.

6. Do "Exercise routine" activity

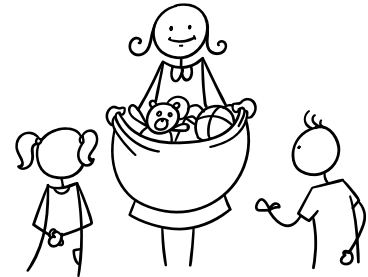
Say the following and have the students follow your lead:

"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. Sing "The weather song"

Time for the weather section of the lesson! Put the weather flashcards on the board in the order of the song (or use our Weather song poster). Have all the students stand up and watch you as you sing along and use the gestures. Encourage them to join in and sing along.

Lyrics for "The Weather Song"	Gestures for "The Weather Song"
<p>Verse 1: How's the weather? How's the weather? Look outside. How's the weather? How's the weather? Look outside.</p> <p>It's sunny, it's rainy, it's windy, it's cloudy. It's snowy, it's foggy, it's hot, it's cold.</p> <p>Verse 2: How's the weather? How's the weather? Look outside. How's the weather? How's the weather? Look outside.</p> <p>It's sunny, it's rainy, it's windy, it's cloudy. It's snowy, it's foggy, it's hot, it's cold.</p>	<p>There are some easy gestures you can do as you sing along to the song:</p> <ol style="list-style-type: none"> For the question part "How's the weather?", sing along and do the 'palms of the hands up' question gesture. For the "Look outside" part, face the window and put your hand over your eyes (like a salute), as if you were looking into the distance. Use hand gestures for the weather words: <ul style="list-style-type: none"> sunny: slowly spread your arms out rainy: wiggle your fingers downwards like rain windy: gesture wind blowing out of your mouth cloudy: make cloudy shapes with your hands snowy: wiggle your fingers downwards like snow and shiver foggy: close your eyes and put your hand



"It's sunny"

out in front like you are trying to feel for something you can't see

- hot: fan your face
- cold: shiver and wrap your arms around your body

9. Talk about the weather outside

Motion for your students to come over to the window (or even outside). Say, "How's the weather? Look outside". Elicit the weather from the words they learned in the last lessons (It's sunny / cloudy / windy / rainy / snowy / foggy / hot / cold).

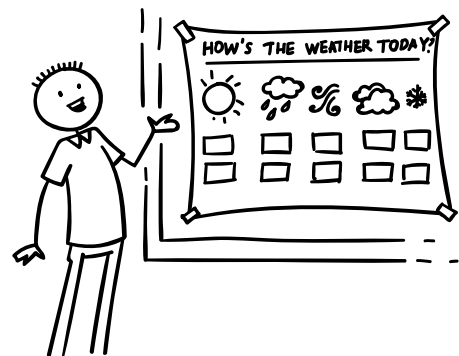


Depending on weather conditions, you can introduce more weather words, such as:

- | | | | |
|-----------|------------|----------|-----------|
| • stormy | • warm | • humid | • drizzly |
| • misty | • cool | • frosty | |
| • showery | • freezing | • icy | |

10. Use the "Weather board"

Use the weather board that you created in the previous class. Invite some students to come up and put weather pictures for today's weather on the board. Make sure they say the word as they put the card on the board.



If you introduced any new weather words as you were talking about the weather just now, add these pictures to your board – you can either draw them there and then or prepare the pictures before class.

11. Play "Quick flashcard actions"

Let's review the actions we learned last lesson with the 8 action flashcards.

Hold up one flashcard for all to see and shout out the



action (e.g. "jump"). Everyone jumps for a second or two. Then turn over another card and shout the action for everyone to do. This should be quick paced with actions changing frequently.

After a few rounds mix the cards up again and pick up one card. This time don't show it to everyone – look at it yourself and then shout out the word (e.g. "Run!") and see if everyone does the right action. If they are having problems show the card.

Do this for all the cards until everyone is getting the actions right.

12. Review "Can you ..?", "Yes, I can / No, I can't"

Have all your students sit down. Pull out the "Jump" flashcard. Show the first picture "jump". Ask a student, "Can you jump?" and elicit, "Yes, I can" – whilst jumping to prove it. Go around the class asking a few more students the same question.



Do the same for the rest of the action flashcards, eliciting the answers "Yes, I can" or "No, I can't".

13. Sing "What can you do?"

Now we'll sing this action-packed song again! Place the flashcards for this song on the board in order of the song. Play the song and sing along – encourage everyone to sing and do the actions with you.

Lyrics for "What Can You Do?"	Gestures for "What Can You Do?"
<p><i>(Each verse gets faster and faster)</i></p> <p>Verse 1: What can you do? What can you do?</p> <p>Can you jump? I can jump! Jump, jump, jump, jump, jump, jump, jump, jump, jump, I can jump!</p>	<p>The actions to this song are simple – simply do each action as they come up in the song. It's probably best for everyone to do the actions on the spot otherwise things could get a bit hectic!</p>

Can you run? I can run!
Run, run, run, run, run, run,
run, run, run, I can run!

Verse 2:

What can you do? What can you do?

Can you swim? I can swim!
Swim, swim, swim, swim, swim, swim,
swim, swim, swim, I can swim!

Can you hop? I can hop!
Hop, hop, hop, hop, hop, hop,
hop, hop, hop, I can hop!

Verse 3:

What can you do? What can you do?

Can you stamp your feet? I can stamp my feet!
Stamp, stamp, stamp, stamp, stamp, stamp,
stamp, stamp, stamp, I can stamp my feet!

Can you turn around? I can turn around!
Turn, turn, turn, turn, turn, turn,
turn, turn, turn, I can turn around!

Verse 4:

(Let's do all six!)

Let's jump, jump, jump, jump, jump, jump.
Let's run, run, run, run, run, run.
Let's swim, swim, swim, swim, swim, swim.
Let's hop, hop, hop, hop, hop, hop.
Let's stamp, stamp, stamp, stamp, stamp, stamp.
Let's turn, turn, turn, turn, turn, turn.
Let's jump, run, swim, hop, stamp, turn.
We can!



*"Can you hop? I can hop!
Hop, hop, hop, hop, hop, hop,
hop, hop, hop, I can hop!"*

New learning and practice:

1. Read classroom reader "I can"

This fun story covers the language we've just been practicing. Before class, download and print off the reader "I can" from our website. As you go through each page, point to the pictures and elicit each key word, for example:

Teacher: What is this?

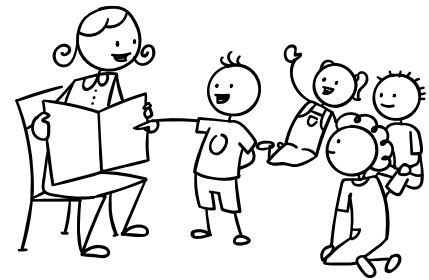
Students: It's a rabbit.

Teacher: And here the rabbit says "I can ..."

Students: Jump!

Teacher: (to students) Can you jump?

Students: Yes! (students start jumping)



Get the students really involved in the story by asking lots of questions (e.g. eliciting colours and other objects) and getting them to do the actions in the story.

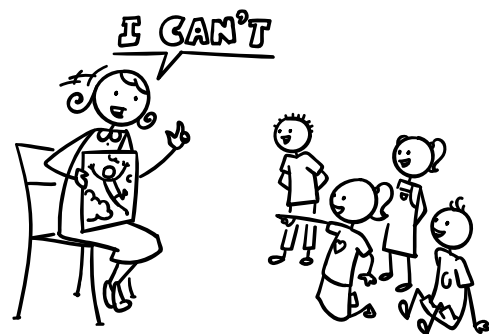
After reading the story, give out a reader worksheet to each student and have everyone match the animals to the things they can do and write the words. Then go through the answers as a class.

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

2. Introduce 6 new actions and ask, "Can you ..?"

Now that everyone is familiar with the "Can you ...?" structure let's introduce some more actions to ask about: cook, play the piano, sing, dance, ski, play football.

Lay the 6 action flashcards down on the floor and mix them up. With your students still standing, quickly turn over one card for all to see and shout out the action (e.g. "cook") – get everyone to do the action of cooking (e.g. stirring a pot). Then, ask a student, "Can you cook?" and elicit either, "Yes, I can" or "No, I can't" – if they answer "Yes, I can" have them demonstrate the action. Go around the class asking a few more students the same question.



Do the same for the rest of the actions, eliciting the answers "Yes, I can" or "No, I can't" and getting the "yes" responders to do the actions.

3. Play "Teacher says"

We played this game in the last lesson, so your students should be familiar with it by now. We'll play it with the new vocabulary (cook, play the piano, sing, dance, ski, play football).



Start with, "Teacher says (ski)". Do the action and make sure everyone else follows along. Do a few more "play piano, cook, etc."

Then at some point give a command without the "Teacher says" part (e.g. "dance!"). If anyone starts dancing, they have to sit the rest of the game out. The last student standing is the winner.

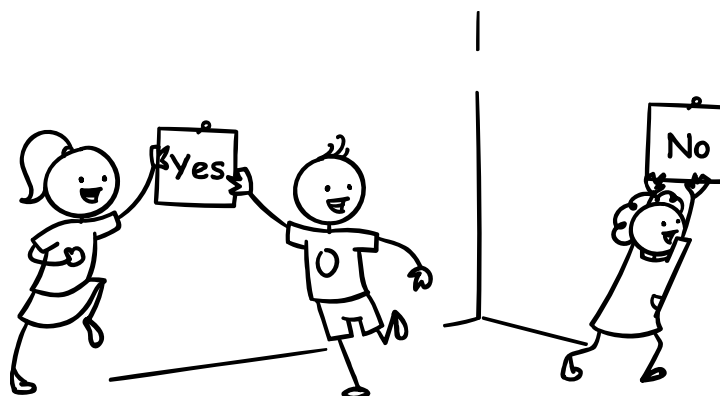
Play a few rounds of this game.

4. Play "Yes / No touch"

Before class, print off all the actions flashcards from last lesson and this lesson. I also prepare 2 cards, one with "Yes" written on and the other with "No". Stick the "Yes" and "No" cards on the wall of your classroom – each one at either end.

Model first – stand in the middle of the classroom, hold up an action flashcard (e.g. swim) and shout out, "Can you swim?". Then run to one of the cards and touch it, shouting out the response as you do ("Yes, I can").

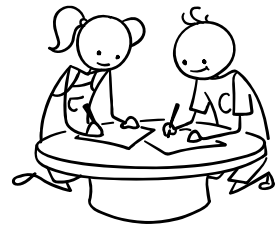
Now have all the students stand in the middle of the classroom. Hold up a card and shout out the question (e.g. "Can you ski?"). Everyone should run to a yes or no card and touch it, shouting out their response "Yes, I can" or "No, I can't". Do for all 14 flashcards – the game should be fast paced and fun, but make sure everyone shouts out the correct responses.



If you have time, play other rounds, but this time having a student hold up the flashcards and shouting out the "Can you...?" questions.

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. Do the "Can you questionnaire"

Let's finish off with a fun class survey! Give out a questionnaire sheet to each student. Start by modelling – have a volunteer come to the front of the class. Write the volunteer's name at the top of the first column. Then ask the first question, "Can you swim?". When the volunteer answers, circle the answer on the sheet. Continue for 4 or 5 questions, so that everyone understands and also have the volunteer do the same to you.

Have everyone stand up and mingle, asking their questions and recording the answers on their sheets. They will need to interview 4 different students.



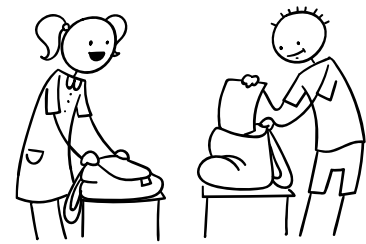
Wrap up:

1. Assign homework: "What can I do?"

Hold up the homework worksheet – this is a writing assignment. Model by drawing a picture of your face and completing the blanks for your name and age. Then in the textboxes write some ability sentences about you, such as:

I can run.
I can ride a bike.
I can swim.
I can cook.

I can't ski.
I can't dance.
I can't play piano.
I can't fly!



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.



Gestures for "The Goodbye Song"

Have everyone do the gestures with you.

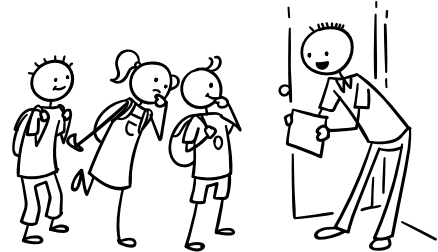
- Wave as you sing the "Goodbye, goodbye" parts.
- Hold your hand above your eyes (as you would when you are looking into the distance and keeping the sun out of your eyes) and look at another student as you sing "See you again".
- Tap watch (or imaginary watch) and then point to the door as you sing "It's time to go".
- Point towards another student as you

It's time to go,
See you next time.

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 an action flashcard from the lesson and ask, "What's this?" and then, "Can you ...?".

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