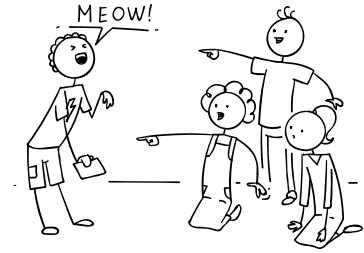


Lesson 33

Pets and possessions 1



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 ...?", "I've got ...", "Yes, I have / No, I haven't".
New vocab:	pet, dog, cat, hamster, rabbit, goldfish, mouse/mice, turtle, parrot, horse, elephant.
Review vocab:	bag, pencil, pen, scissors, glue, crayon, rubber, pencil case, book, ruler, stapler, pencil sharpener, tape, calculator, marker, paper.

You will need to download:

Flashcards:	<ul style="list-style-type: none"> Stationery flashcards: bag, pencil, pen, scissors, glue, crayon, rubber, pencil case, book, ruler, stapler, pencil sharpener, tape, calculator, marker, paper Pets flashcards: dog, cat, hamster, rabbit, goldfish, mouse/mice, turtle, parrot, horse, elephant
Printables:	<ul style="list-style-type: none"> Home sweet home worksheet Pets word search worksheet
Songs:	<ul style="list-style-type: none"> Hello Song Goodbye Song

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
- cushions (1 per student)
- CD / Tape player or something to play the song on

Notes:

In this lesson students talk about the pets that they own as well as pets they do not own. They provide some information about their pets and play some pet-related vocabulary games.

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

New learning and practice:

1. Teach the vocabulary for pets / animals
2. Play the "Write vocab on the board race" game
3. Play "Put the flashcards in order"
4. Review the structures "Have you got (any) ...?" and "I 've got ..."
5. Play "Animal actions"
6. Read and write time
7. Do the "Home sweet home" worksheet

Wrap up:

1. Assign homework: "Pets word search"
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

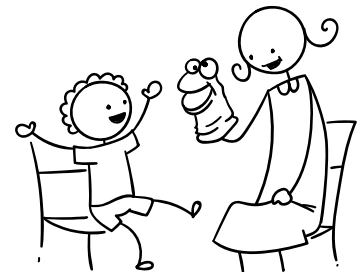
Before class, prepare some blank name tags (stickers or pin-on tags) and some cards, each with a student's name written on clearly – students will use them to copy their names onto their name tags. Sit down with your students and lay out the name cards in front of you. Pick up each card and encourage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

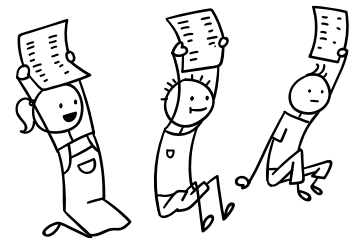
Sit in a circle and listen to the song (clap along or pat knees).

- 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?", "Have you got 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).

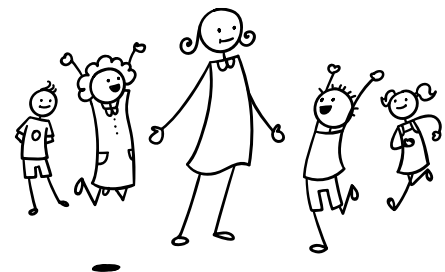


Finally, tell your students to put their homework back into their bags.

6. Do "Exercise routine" activity

Say the following and have the students follow your lead:

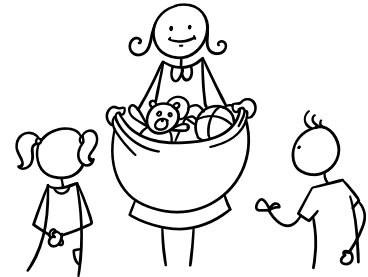
"Stand up (T stands and so does everyone else)
"Hands up / hands down" (up to 10 times)
"Jump" (up to 10 times)
"Kick (up to 10 times)
"Run! / Stop!" (up to 10 times)
"Turn around! / Stop!" (up to 10 times)
"Wiggle!" (a few seconds)
finally "Sit down".



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

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

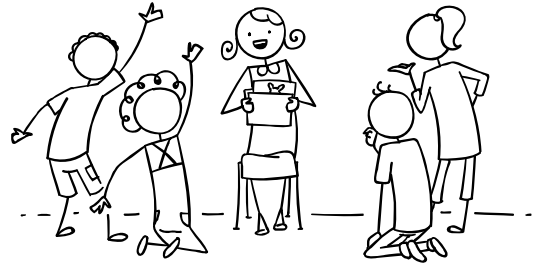
Continue for all 15 stationery items.



New learning and practice:

1. Teach the vocabulary for pets / animals

Before class, print off the flashcards for the animals we'll learn in this lesson: 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 the flashcard onto the board.

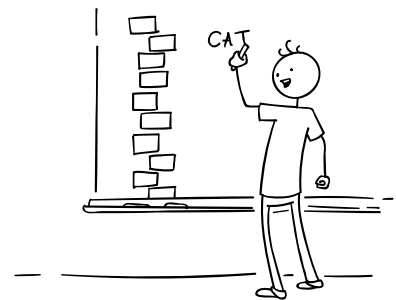
Once all the cards are on the board, chorus them one more time. Then point to one picture and elicit the word and write the word clearly under the card. As you do this have students draw pictures of the animals in their notebooks and write the words next to each picture.

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

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

Divide the class into teams, so you have 2 to 4 teams in total. Each team selects one person to go first – these students will race each other.

The 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). As the word is already written on the board the students shouldn't have any difficulties copying it.



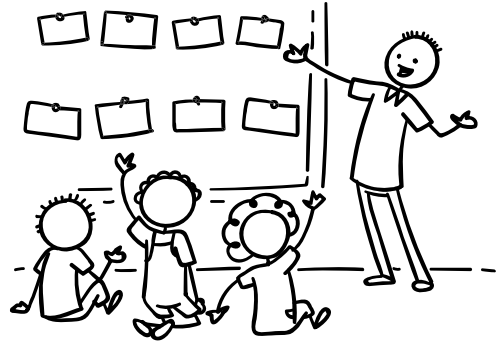
The first student to write the word, spelt correctly, wins a point for his/her team. Continue playing until everyone has had a go and all the vocab has been practiced.

3. Play "Put the flashcards in order"

Finally, play some "put in order" games with the flashcards on the board where students put the flashcards in order for different topics, such as:

- size (smallest to largest animals)
- alphabetical
- safest to most dangerous
- etc.

For this, invite small groups of students up to the board to rearrange the flashcards according to the order topic. Then have the rest of the class decide if their order is correct or not.

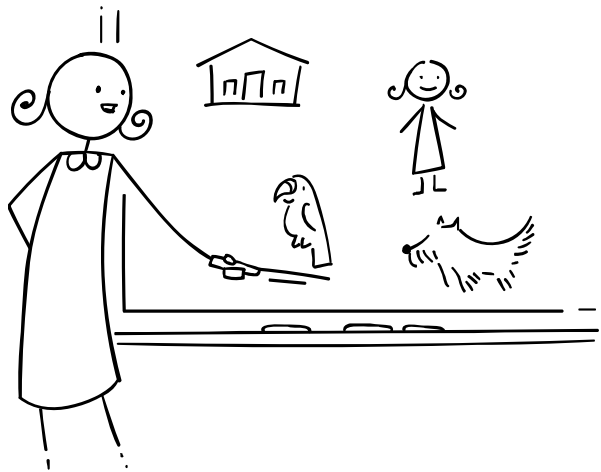


4. Review the structures "Have you got (any) ...?" and "I have ..."

If you have any photos of your pets (even from years ago) it'll be fun to bring them to class – show the photos to your class and as you do use the structure "I've got" to say what pets you've got (e.g. "I've got a pet dog"). If not, no problem, we'll 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 more 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. Also ask some other questions, such as if they are large or small, colours, favourite food, etc.

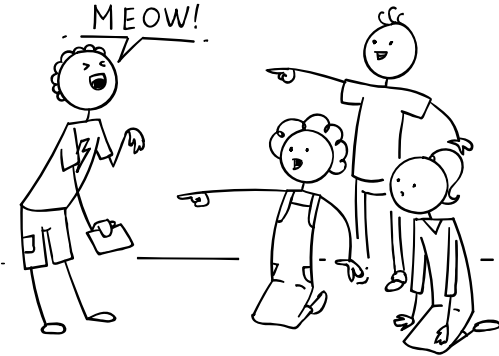
Finally, pick out some students at random, choose an animal from the cards on the board, and ask them if they have got that pet (e.g. "Have you got a pet mouse?"). The elephant is there for fun ... don't be surprised if students say they have one – but look at them disbelievingly!

5. 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 pet flashcards and let them take a peek - but don't let anyone else see what the picture is. Ask the first student, "Have you got any pets?". Encourage the student to say, "Yes, I have" and then to do the action of the animal on his/her card (e.g. a cat meowing, and licking its paw, etc.). Then ask, "Have you got a cat?". If correct, the student holds up the picture so everyone can see and says, "Yes, I have".

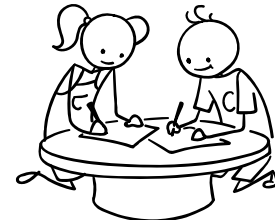


Then invite members of the audience to ask the other students and guess what animal they have got, using the correct structures.

- **If you have a small group (less than 10 students):** Give each student a pet flashcard and let them take a peek - but don't let anyone else see what the picture is. The teacher starts by asking the first student, "Have you got any pets?". Encourage the student to reply, "Yes, I have" and then to do the action of the animal on his/her card (e.g. a cat meowing, and licking its paw, etc.). Then ask, "Have you got a cat?". If correct, the student holds up the picture so everyone can see and says, "Yes, I have". Then invite other students to ask and guess what animal they've got, using the correct structures. It is great fun to see the animal impersonations and to guess what it is!

6. 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.**

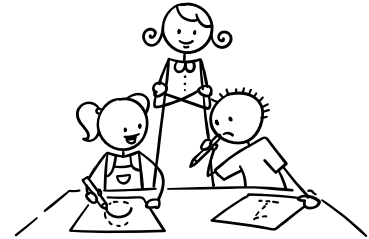
Work on reading and writing simple sentences with lots of practice activities. **See our 'Early reading' mini-lesson plan for full details.**

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.*

7. Do the "Home sweet home" worksheet

Have everyone sit down and give out the worksheets. Model first, point to the elephant and elicit the word. Then trace over the line to its home. Do for a couple more animals. Then have your students work on their sheets. Circulate as they are doing so and ask questions, such as, "What's this?", "Is this a horse?", "Have you got a hamster?".

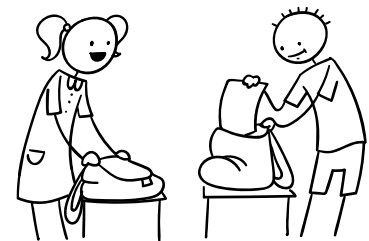


At the end, have every hold up their finished worksheets and ask each student a "Have you got ...?" question.

Wrap up:

1. Assign homework: "Pets word search"

Hold up the homework worksheet – this is a fun word search exercise. Students should already have the words written in their notebooks so this should be an easy exercise for them. Pointing to an animal picture and eliciting the word. Then show how to search for the word and circle it.



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 pet flashcard from today's lesson and ask, "What's this?". Then follow up with, "Have you got (a goldfish)?".

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>

This lesson plan was produced by ESL KidStuff (<https://www.eslkidstuff.com>) and is covered by copyright.