

Lesson 2

In the classroom 1



General:

Level:	3 – PANDAS (ages 7-9)
Time:	1 hour – 1 hour 20 mins
Objectives:	Identify different classroom stationery, say colors of things.
Structures:	“What’s your name?”, “What’s in your bag?”, “Bring me the (pencil), please”, “Put it / them in my bag”, “Do you have my/a (pencil)?”.
New vocab:	book, paper, pencil sharpener, tape, pencil case, calculator, computer.
Review vocab:	bag, pen, pencil, eraser, crayon, ruler, stapler, glue, marker, scissors, colors.

You will need to download:

Flashcards:	<ul style="list-style-type: none"> Classroom stationery (pen, pencil, eraser, crayon, ruler, stapler, glue, marker, scissors, book, paper, pencil sharpener, tape, pencil case, calculator) Colorful stationery quiz flashcards
Printables:	<ul style="list-style-type: none"> Reader worksheet - Jamie's magic school bag Homework worksheet: “What’s in your school bag” or “Classroom stationery crossword”
Songs:	<ul style="list-style-type: none"> What’s in your bag?
Readers:	<ul style="list-style-type: none"> Jamie's magic school bag

These can be downloaded at <https://www.eslkidstuff.com/esl-kids-lesson-plans.html>

You will also need:

- name tags for each student
- a small ball
- 10 sheets of origami colored paper (red, green, blue, yellow, purple, pink, orange, brown, black, white)
- classroom stationery: pen, pencil, eraser, crayon, ruler, stapler, glue, marker, scissors, book, paper, pencil sharpener, tape, pencil case, calculator.
- board with markers / chalk

Notes:

In this lesson students practice saying colors and build on their classroom stationery vocabulary. There is also a story to read and a fun song activity to do.

Lesson Overview:

Warm Up and Maintenance:

1. Greetings and ball pass
2. Name tags
3. Homework check
4. Review colors
5. Play "Color pass", "Color touch" and "Color hold up"
6. Play "Touch the colors on the walls"
7. Do the "Colorful stationery" quiz

New Learning and Practice:

1. Review / Introduce stationery vocabulary
2. Play "What's missing?"
3. Play "Bring me the item"
4. Read classroom reader "Jamie's magic school bag"
5. Play the "What's in your bag?" song
6. Play "Stationery swap"
7. Read and write time

Wrap Up:

1. Assign Homework: "What's in your school bag" or "Classroom stationery crossword"
2. Do "Quick check" and say goodbye

Lesson procedure:

Warm up and maintenance:

1. Greetings

Greet the students as they enter the classroom and gesture for them to sit down.

When everyone has arrived and is ready for class have everyone stand up. If there is room, have everyone form a circle. Take a ball and hold it and say, "My name is (you name)". Then throw the ball to one student and say, "What's your name?".



Students throw the ball around randomly, saying their name each time they catch the ball and asking for the name of the next student as they throw it.

2. Name tags

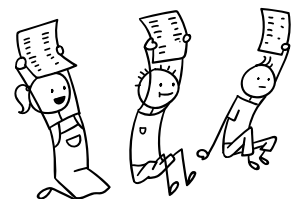
Before class prepare some blank name tags (stickers or pin-on tags). Give these out and have everyone write their names and put their tags on. If you use pin-on tags, you can keep and give out every class.



For students who use a non-roman alphabet (e.g. Japanese), they should write their name in English letters - if they have never done this before you may have to help (possibly prepare their names on paper to copy).

3. 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 is this?, Is this a crayon?"), 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.

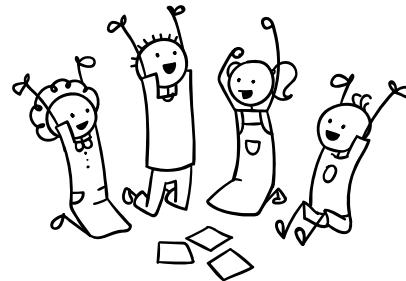
4. Review colors

Use the colored origami paper / paper / card for this – you'll need all 10 colors (red, yellow, pink, green, purple, orange, blue, brown, black, white). Sit everyone in a circle and hold up the first colored paper and elicit the color (e.g. red). Chorus and practice saying the color. Do this for the rest of the colors.



5. Play "Color pass", "Color touch" and "Color hold up"

Now take each color and pass it to your nearest student. Say "red" as you pass red, etc. The students pass the colors round the circle. Next, lay the 10 colors in the middle of the circle. Say "Hands up". Students raise their hands. Then say "Touch.....red!" and the students should all try and touch the red colored paper. Do for all of the colors.



Finally, give each student one of the colored papers. Say "Hold up....blue!" - the students holding the blue papers raise them into the air.

6. Play "Touch the colors on the walls"

This is a great activity to do, especially if your classroom has lots of colorful posters on the walls. If not, before class pin lots of colored paper around the classroom walls (at touching height).

Demonstrate by shouting out a color (e.g. "Red"). Run and touch red on any poster / red origami. Do the same for another color (e.g. "Blue"). Each time run to a new poster/paper. Now have the students do the activity – shout out a color and have them all run around the classroom touching the colors on the walls.



7. Do the "Colorful stationery" quiz

Let's review the stationery from the last lesson along with the colors. Before class, print out the "Colorful stationery quiz flashcards". Mix them up and then show the first one – students should shout out the color and the item as quickly as they can. Do for all 10 flashcards. Also, teach the plural "s" sound where necessary (e.g. yellow pencils).

New Learning and Practice:

1. Review / Introduce stationery vocabulary

We'll continue with classroom stationery. Bring out the bag of stationery from the last lesson. Before class put in the following items: pen, pencil, eraser, crayon, ruler, stapler, glue, marker, scissors, book, paper, pencil sharpener, tape, pencil case, calculator.



First, hold up the bag and elicit and chorus the word "bag". Then take out the first item from the bag (e.g. a pencil) and elicit / teach and chorus the word. Place that object on the table. Do the same for all the objects, each time placing them in a line on the table.

When all the items are on the table, point to each in turn and elicit the item.

2. Play "What's missing?"

Tell everyone to close and cover their eyes. Take away an item from the table and hide it behind your back. Then say, "Open your eyes".



Point to the missing space on the table and encourage everyone to shout out the missing item. Keep playing until you have practiced every word.

3. Play "Bring me the item"

Pick up all the items from the table and place them around the room. Then select a student and say "Bring me the (scissors)" – that student will have to stand up, locate the object and bring it to you (dropping into your bag). Do this for all the objects, each time selecting a different student. For a fun challenge, you can have everyone close and cover their eyes as you put the objects around the room.



Next, put students in pairs. Each pair should have one bag of the stationery objects between them (if you don't have enough for everyone you can use flashcards in a bag instead). One of the students should place different items around the room and then ask his/her partner to collect each item and place into his/her bag using the structures:

"Bring me the (tape), please."

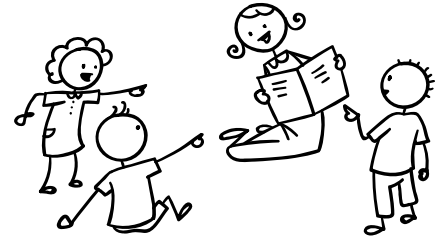
"Put it into my bag."

"Thank you."

When the bag is full, the students can change roles.

4. Read classroom reader "Jamie's Magic School Bag"

This classroom reader ties in perfectly with the lesson vocab and objectives. Before class, download and print off the reader "Jamie's Magic School Bag" from our website as well as the reader worksheet.



First, give out the reader worksheets and have everyone do the first exercise.

Next, bring everyone over so you can read the story. As you go through each page, point to the items Jamie pulls out of his school and elicit what they are and have everyone mark them on their worksheets (exercise 2). Practice using the lesson structures:

Teacher: "What's in your bag, Jamie?" (reading from page 2). What do you think he has in his bag?

Students: pencils, crayons? (etc. - guessing)

Teacher: Ok, let's see... (turning to page 3) ... Oh look! What are these?

Students: Pencils and pens!

Teacher: Yes, that's right! (reading from page 3) "I have pencils and pens". What else do you think he has in his school bag?

Get the students really involved in the story by asking lots of questions (e.g. eliciting the objects and their colors) and getting everyone to guess what items he will pull out next.

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

5. Play the "What's in your Bag?" song

For this song, make sure everyone has a bag full of the items from the song (if you don't have enough for everyone you can use flashcards in a bag instead). Explain that they have to listen carefully and take out each item in the order of the items in the song – and place them in a line, in the correct order, on their desk. Play the song and then check the order of everyone's items after the song has finished (you can use the song poster for this). You may want to do this activity 2 or even three times until everyone can get the order right.

<p>Lyrics for the "What's in your Bag?" song</p> <p>Chorus: What's in your bag? What's in your bag? What is in your bag?</p> <p>Verse 1: Do you have a pencil? Do you have a pen? Do you have a book? Do you have glue?</p> <p>Chorus</p> <p>Verse 2: Do you have crayons? Do you have a ruler? Do you have an eraser? Do you have scissors?</p> <p>Chorus</p> <p>Verse 3: Do you have a pencil case? Do you have a stapler? Do you have a pencil sharpener? Do you have tape?</p> <p>Chorus</p>	<p>Gestures for the "What's in your Bag?" song</p> <p>There is a great activity to go with this song.</p> <ul style="list-style-type: none"> • before class, prepare enough bags of stationery (with all the objects in the song) so that each student has a bag (if you don't have enough for everyone you can use flashcards in a bag instead). It may be easier if you tell your students (or their parents) what to bring in the preceding class – though have plenty of spares for students who forget. For the bags, simple supermarket bags are fine. • play the song and have students listen and take out each item of stationery as it is sung and place the items on their desk in the correct order (you can check by using the song poster). This can be quite challenging, but good fun! You may want to play the song two or three times to give everyone a chance of getting the correct order. <div data-bbox="805 1041 1300 1388" data-label="Image"> </div> <p style="text-align: center;"><i>"Do you have a book?"</i></p>
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6. Play "Stationery swap"

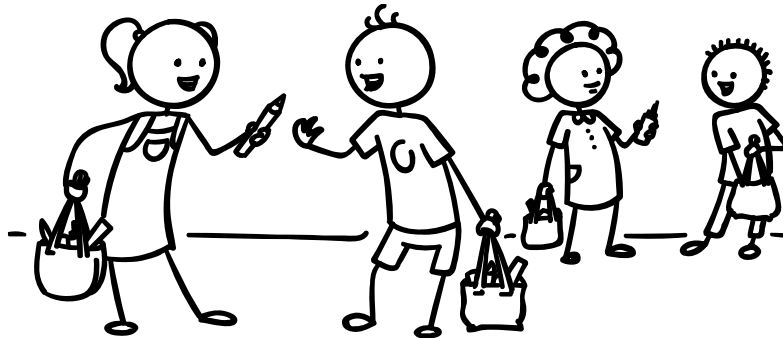
By the end of the song activity, everyone will have their stationery objects (or flashcards) in front of them, on their desks. We are going to mix them all up amongst the students and then everyone will have to find their objects again!

Start by saying to one student, "Collect the (pencils) and give everybody a different pencil". Do the same for all of the objects (using different student to distribute them), so by the end everyone has a bag full of stationery which isn't theirs.

Everybody now has to find their own stationery. Get everyone to stand up and mingle, using the structure:

- *"Do you have my (pencil)?"*

As everyone mingles they have to swap their objects (each student cannot have two or more of any one item) and continue until their bag is full of their own items.



7. 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.**

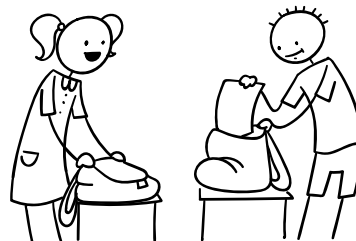
4. Elementary readers: students can read and write simple sentences well.

Work on reading and writing short texts and stories. **See our 'Reading short texts' mini-lessons for full details.**

Wrap Up:

1. Assign Homework: "What's in your school bag" or "Classroom stationery crossword"

Choose a homework worksheet to fit your students' level: if they cannot read or write well, select the "What's in your school bag?" worksheet. For students who can read / write simple words, choose the crossword.



Hold up the homework worksheet and model what to do. Then give out the worksheets and say, "Put your homework in your bags".

Note: the crossword worksheet download contains an answer sheet.

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 check one new word by holding up a stationery item or flashcard and ask, "What's this?".



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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