

Lesson 16

Our world 2



General:

Level:	2 – KOALAS (ages 5-7)
Time:	50 mins - 1 hour 10 mins
Objectives:	Talking about objects in the sky and on the land.
Structures:	"What's this?", "What color is this?".
New vocab:	land, mountain, sea, river, lake, field, forest.
Review vocab:	sky, day, night, sun, cloud, rainbow, moon, stars.

You will need to download:

Flashcards:	<ul style="list-style-type: none"> • Our world flashcards: sun, moon, stars, cloud, rainbow, mountain, sea, river, lakes, fields, forest
Printables:	<ul style="list-style-type: none"> • The nature song song poster • Rainbowman saves the day reader worksheet • Our world draw worksheet
Songs:	<ul style="list-style-type: none"> • Hello Song • Goodbye Song • The nature song
Readers:	<ul style="list-style-type: none"> • Rainbowman saves the day

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
- a picture showing a scene with the sky and land
- two large A4 envelopes
- 2 large sheets of construction paper / card (one blue, one green)
- colored crayons / pencils
- cushions (1 per student)
- CD / Tape player or something to play the song on

Notes:

In this lesson students continue working on the theme nature, this time learning about objects on the land. There are lots of games and activities based around this theme as well as a new song and reader.

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. Play "Shout when you see it!"

New learning and practice:

1. Review vocab "sky" and "land"
2. Play "Sky and land envelopes"
3. Play "Slow Motion" and "Jump on it" with flashcards
4. Sing "The nature song"
5. Read and write time
6. Read classroom reader "Rainbowman saves the day"
7. Play "Sky / Land run"

Wrap up:

1. Assign homework: "Our world draw"
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

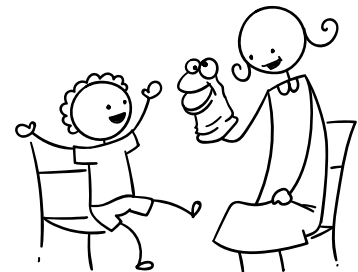
By now your students shouldn't have any problems writing their names, so there is no need to give them name cards to copy from. However, keep their name cards handy, just in case some students still have problems.



Simply give a blank name tag to each student to write their name on in pencil and stick it 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"

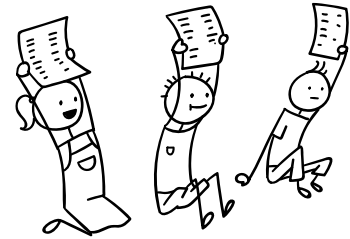
Sit in a circle and listen to the song (clap along or pat knees).

- 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 the objects on their homework worksheet (e.g. "What's this?", "What color are the stars?", etc.), 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" (do 4 or 5 times)

"Jump" (4 or 5 times)

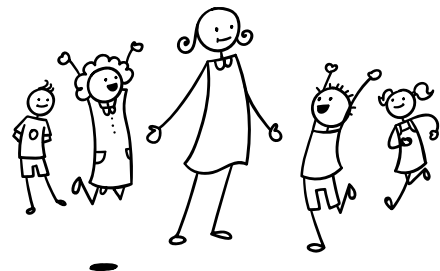
"Kick (4 or 5 times)

"Run! / Stop!" (4 or 5 times)

"Turn around! / Stop!" (4 or 5 times)

"Wiggle!" (a few seconds)

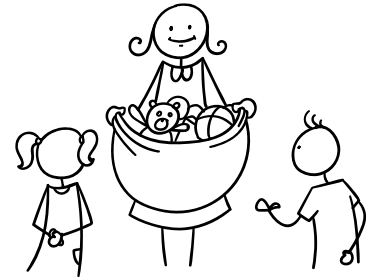
finally "Sit down".



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?"



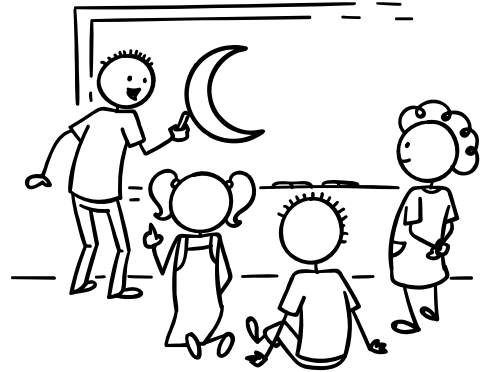
Randomly pull out different objects and teach/ elicit the words – in each case, have students hold and pass the objects around. You can even have students pull the objects out of the bag instead of you taking them out – with eyes closed to make it fun!

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. Play "Shout when you see it!"

Let's review the vocab from last lesson with a fun game which will test your drawing skills. You are going to draw the sky objects from last lesson onto the board: sun, cloud, rainbow, moon, stars. For each one, draw slowly and pause often – encourage everyone to shout out what it is.

This can also be played as a team game with points for the first to shout out the correct answer.



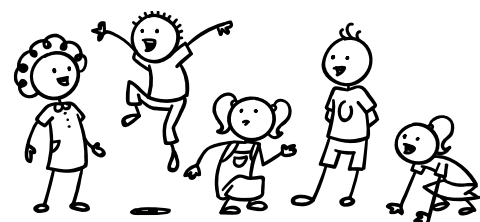
If you feel that your students are able, have some volunteers come up and draw one of the objects on the board for everyone to guess – you'll be surprised how much they love drawing on the board!

New learning and practice:

1. Review vocab "sky" and "land"

Use the same book / magazine picture that you used last lesson showing a scene with the sky and land. Using this picture, point to the sky and elicit/chorus "sky". Then say, "Let's touch the sky!" and jump as high as you can and mime touching the sky. Get everyone to copy you.

Then point to the land in the picture and elicit/chorus "land". Say, "Let's touch the land!" and crouch down and touch the ground, with everyone else following.

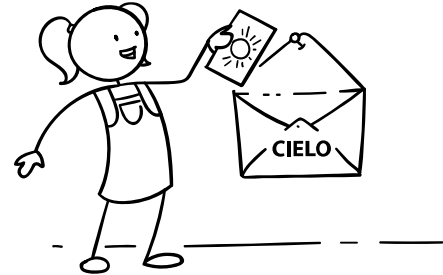


Next, line everyone up and shout out instructions: "Touch the sky!", "Touch the land!" with everyone jumping and crouching down. Make a game of it by going quickly but sometimes calling out sky or land twice in a row.

2. Play "Sky and land envelopes"

Now we'll introduce vocabulary for land objects. Before class, prepare two large A4 envelopes (color one green for land and one blue for sky) and flashcards for sun, moon, stars, cloud, rainbow, mountain, sea, river, lake, fields and forest. Pin both the envelopes to the wall, opened, with the green one low down on the wall (to represent land) and the blue one higher up (to represent sky).

Start with a flashcard everyone knows (e.g. sun). Show the card and ask what it is. Also, elicit the color. Then ask if it belongs in the sky or on the land. Finally, give the card to a student to put into the right envelope. For example:



Teacher: What's this?

Students: Sun!

T: Yes, that's right! Good! What color is the sun?

S: Yellow!

T: Good job! Yes, yellow. And does the sun belong in the sky (pointing at the blue envelope) or on the land (pointing at the green envelope)?

Ss: The sky!

T: Yes, great! Emi, put the sun into the sky envelope (student takes the flashcard and puts into the blue envelope).

Continue with all the flashcards. Mix in the land flashcards with the sky ones, each time chorus new vocab x3 and pass the flashcard around with everyone saying the word as they pass it.

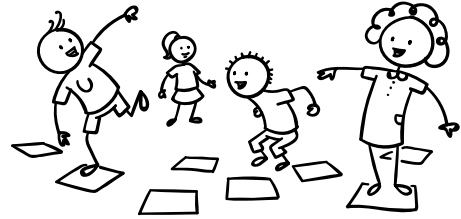
In the end the flashcards will all be in the envelopes.

3. Play "Slow Motion" and "Jump on it" with flashcards

Now that all the flashcards are in the correct envelopes, we'll test to see if everyone can remember the words by playing a guessing game.

Take one of the envelopes and slowly start pulling one flashcard out, little by little. Encourage your students to guess and shout out what they think it is until it is guessed correctly. The person who guesses first gets a high-five from the teacher! Do this with all the flashcards in both envelopes.

Next, spread the flashcards, face up, over the floor and get everyone to stand up. Shout out "Jump on the (mountain)". The first student to jump on the correct flashcard wins a point.



4. Sing "The nature song"

The first time you play the song, put up The Nature Song song poster on the board. Quickly elicit the vocab. Play the song and sing along, touching the objects on the song poster as you sing. Get everyone to sing along and do the "sky" and "land" gestures, as described above in *Gestures and activities for "The Nature Song"* below. Play 2 or 3 times.

Lyrics for "The nature song"

Verse 1:

Sun, moon, stars, Sun, moon, stars,
Sun, moon, stars, In the sky.

Sky, sky, sky, sky.

Verse 2:

Mountain, sea, river, Mountain, sea, river,
Mountain, sea, river, On the land.

Land, land, land, land.

Verse 3:

Cloud, rainbow, sun, Cloud, rainbow, sun,
Cloud, rainbow, sun, In the sky.

Sky, sky, sky, sky.

Verse 4:

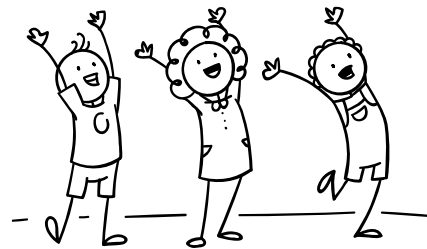
Lakes, fields, forest, Lakes, fields, forest
Lakes, fields, forest, On the land.

Land, land, land, land.

Gestures and activities for "The nature song"

The gestures in this song are very simple - even very little ones will be able to join in.

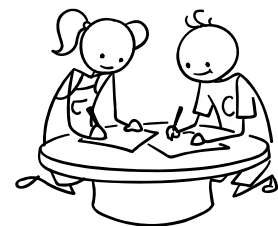
- **For verses 1 and 3:** these verses are about the sky, so have everyone sway their arms in the air in time with the music as they sing.
- **For verses 2 and 4:** these verses are about the land, so have everyone sway their arms low down near the ground in time with the music as they sing.



"Sky, sky, sky, sky"

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. Read classroom reader "Rainbowman saves the day"

This reader follows on perfectly from the song and helps to reinforce the new vocab with a fun story. Before class, download and print off the reader "Rainbowman Saves the Day" from our website. As you go through each page, point to the different features and elicit what they are, for example:

Teacher: (reading from page 2) "Into the sky" ... What is this?

Students: Sun!

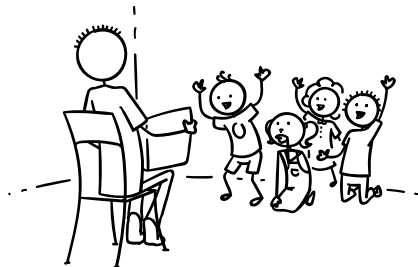
Teacher: Yes, that's right. (pointing at a cloud) ... And what's this?

Students: Cloud

Teacher: Yes, a cloud! (continuing to read from page 2) "Past the clouds and sun. No one here!"

etc.

Continue through the story, eliciting the key vocab. Get the students really involved in the story by asking lots of questions (e.g. about the colors on the rainbow and Rainbowman's costume, the different transport vocab, etc.).



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 the route Rainbowman took on his adventure. Then go through the answers as a class.

7. Play "Sky / Land run"

This is similar to the game we played last lesson. You are going to say the words for the "our world" objects and have students run to a side of the classroom that represents sky or land.

On one side of the room pin a blue sheet of construction paper (representing the sky) on the wall high enough for everyone to touch. On the opposite side pin up a green (land) sheet of construction paper. Next, take out the flashcards from earlier in this lesson – hold them up one-by-one, elicit the word and then stick to the correct colored paper (e.g. sun on the blue sheet, forest on the green sheet).

Then model the activity: Shout out one of the vocabulary items, e.g. "moon" and then run to the moon picture and touch it, shouting "sky" as you do so. Do the same thing, but this time for "lake", running and touching the lake picture and shouting "land". Now have everyone stand up and gather in the middle of the classroom. Say a word and have everyone run to touch it and shout "sky" or "land".

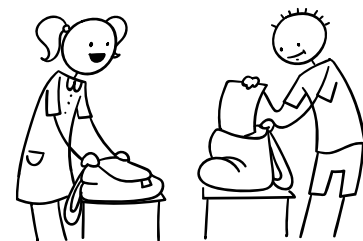
Continue for all the words ... it will be hectic but a lot of fun!



Wrap up:

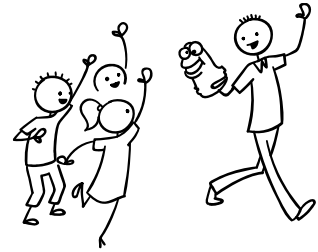
1. Assign homework: "Our world draw"

Hold up the homework worksheet – this is a simple drawing activity. Read out the things that need to be drawn and model drawing them onto the picture and coloring them - say the word for each as you draw and color. 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 hold up a flashcard from today's lesson and ask, "What is this?". When they say the words correctly say goodbye and 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>

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