

RESUME OF



FANYUSTUDIO.NET

# EDWARD FANYU HSU

FREELANCER

我是鈺予, 你可以稱呼我ED。在台有五年工作經驗, 對於英語教學深感興趣。由於曾經前往歐洲深造進修, 幾次在學校的文化交流中, 分享中西文化差異, 逐漸產生對跨文化的理解與尊重。因本身在大學時修得教育學分, 又有代課的經驗, 回台後重新檢視108課綱, 發省從相異的文化中, 需要在共同語言的基礎上, 培養交流的能力。

徐鈺予

因此, 決定自身付諸行動, 持續儲備厚實的視野與教學技能, 透過向下扎根來影響學生未來的發展, 尋覓可應徵的教職職缺。

個人能力具備英語日常會話、自主學習、國際觀、溝通互動, 可以從觀察中得知學生需求而進行調整。個人特質方面, 對孩童有耐心、教學熱忱、喜歡接觸新事物、自律、學有所思、重視過程與堅持不懈。

## Education

- 2006 - 2010**  
**BACHELOR OF EDUCATION**  
**NTTU**  
 主修自然科學教育輔修美術產業學系
- 2010 - 2014**  
**MASTER OF ART**  
**NDHU**  
 藝術創意產業學系: 專長教案設計、藝術策展、設計思考、參與式設計、商業設計
- 2019 - 2020**  
**EMEA**  
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## Proficiency

- LESSON PLAN 
- TEXTBOOK 
- PAINTING 
- ADOBE SERICES 

## Language

- ENGLISH 
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## Experience

### SOCIAL WORKER

#### 財團法人中壢教會

2016 - 2019

會任職於中壢教會, 遠赴斯里蘭卡移地工作後, 分別於台北從事孩童HAPPY GARDEN, 和桃園從事青年社群經營

### FREELANCER

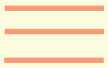
#### 飢予工作室

2019 - CURRENT

會任職於桃園市政府環保局約聘僱, 同時成立個人商業設計工作室

## References

-  **Esl kids stuff**  
www.eslkidstuff.com
-  **Classdojo**  
teach.classdojo.com
-  **Prezi**  
www.prezi.com
-  **Kahoot**  
kahoot.com



# CONTENT

▼ Intro Lesson	4
▼ Warm up, Review&Maintenance	12
▼ classroom objects	18
▼ classroom stationery	41
▼ Wrap up	76



Lesson:

## Intro Lesson (Ages 8-12)



### General:

Age:	8-12 years
Time:	40 mins - 1 hour
Objectives:	Greetings, Asking & answering personal questions, using modal verbs for rules, Identifying different classroom stationery.
Structures:	"What's your name", "My name is...", "Where are you from?", "What pet do you have?", "What is your favorite food/drink/color?", "How many brothers and sisters do you have?"
Target Vocab:	pet, food, drink, color, brother, sister, can, can't, must, mustn't, pen, pencil, eraser, crayon, ruler, stapler, staples, glue, paper, folder, hole punch, pencil sharpener, white out, scotch tape, pencil case, marker, calculator

### I will need to download:

Printables:	<ul style="list-style-type: none"> <li>• "Class Survey Intros" worksheet</li> <li>• "Classroom Objects" worksheet</li> </ul>
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These can be downloaded at <http://www.eslkidstuff.com/esl-kids-lesson-plans.html>

### I will also need:

- name tags for each student
- a small ball
- poster paper (one sheet per group of 4-6)
- colored markers
- classroom stationery (e.g. pen, pencil, eraser, crayon, ruler, stapler, staples, glue, paper, folder, hole punch, pencil sharpener, white out, scotch tape, pencil case, marker, calculator, etc.)
- board with markers / chalk

### My students will need:

- pens / pencils
- paper / notebooks



## Notes:

This lesson provides a good platform to begin the course with your older kids (8-12 years) as it provides an opportunity for everyone to get to know each other and also sets the ground rules for behavior within the classroom. 'Wh'question forms, modal verbs for rules and stationery vocabulary will also be practiced.

## Lesson Overview:

### Warm Up and Maintenance:

1. Greetings & names
2. Name tags

### New Learning and Practice:

1. Do the "Ask Me" activity
2. Practice asking and answering questions
3. Do a class survey
4. Create a Classroom Rules poster
5. Classroom stationery quiz
6. Play "What's missing?"

### Wrap Up:

1. Assign Homework: "Classroom Objects"
2. Do "Quick Check" and say Goodbye



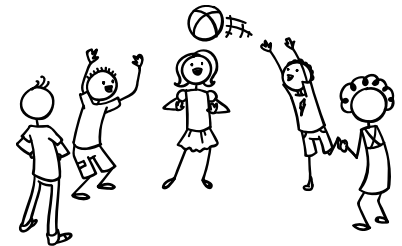
## Lesson Procedure:

### Warm Up and Maintenance:

#### 1. Greetings & names

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

When everyone has sat down and is ready say, "My name is ..." and give your name. Then tell everyone to stand up. If there is room, have everyone form a circle. Take a ball and hold it and say your name. Then throw the ball to one student and they say their name. Students throw the ball around randomly, saying their name each time they catch the ball.



Then, play the same throwing game, but instead of saying your name, say the name of the person who threw the ball to you - start by asking one student to throw the ball to you and as you catch it say their name. Then throw to another student and they should say your name as they catch it. If anyone gets a name wrong (or can't remember) they have to sit down for 3 throws. By the end of the activity everyone should have a good idea of everyone else's names!

#### 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).



## New Learning and Practice:

#### 1. Do the "Ask Me" activity.

On the board draw a little stick man / woman and write your name under it.

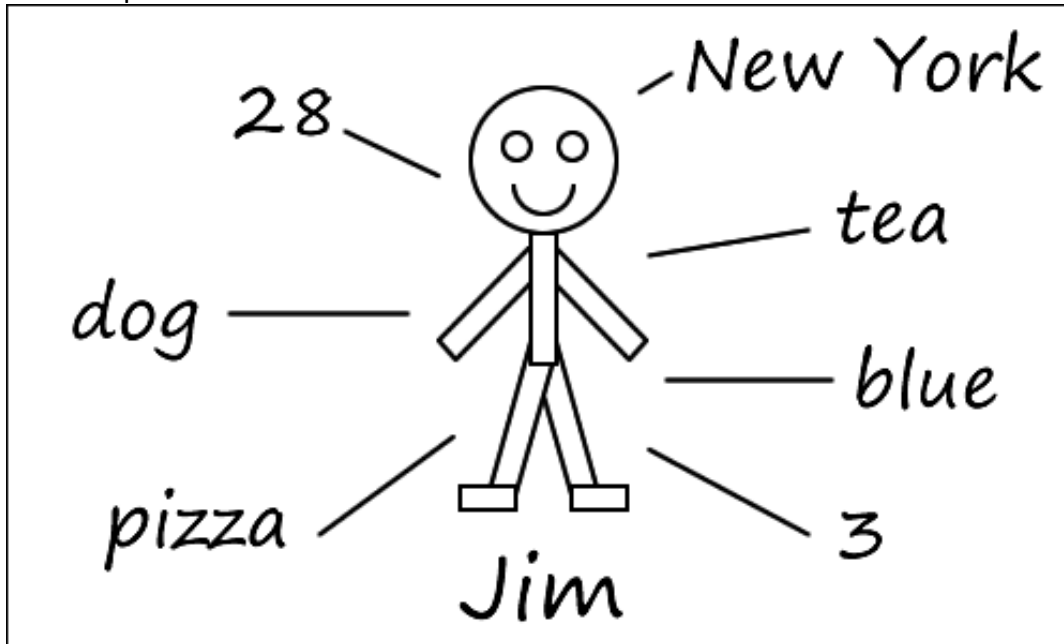
Then write some answers to the following questions (just the answers) around the board:

- *Age:* How old are you?
- *Hometown:* Where are you from?
- *Pets:* What pet do you have?
- *Food:* What is your favorite food?



- *Drink:* What is your favorite drink?
- *Color:* What is your favorite color?
- *Brothers / Sisters:* How many brothers and sisters do you have?

For example:



The idea is to try and have your students guess what the answers relate to and the what the question is for each answer. Start by writing on the board:

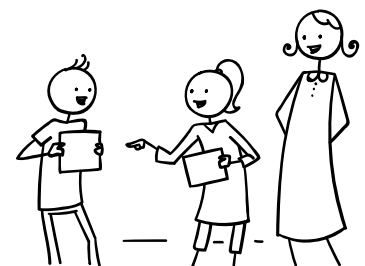
- *Name:* What is your name?

Then point to your name on the board.

Next, point to your hometown on the board and try to elicit the question "Where are you from?". As you elicit and help, write the questions on the board until all the questions are there.

## 2. Practice asking and answering questions

Have your students draw a stick man / woman on a piece of paper with their name underneath, and write down their answers to the questions on the board - basically doing the same thing as you did on the board. Then put students in pairs and have them practice asking and answering the questions about themselves. As they do this circulate and monitor, helping out with mistakes and pronunciation, and always give lots of praise.





### 3. Do a class survey

Give out the survey sheets to each student. Go through the column headers and make sure everyone understands that they have to ask questions to 8 other students to complete their survey. Just to make sure, model the activity with a student, asking the questions and showing writing the answers. Then allow everyone to get up and mix around as they complete their surveys.



### 4. Create a Classroom Rules poster

Setting rules and boundaries is extremely important in your kids lessons - kids can feel comfortable knowing what is and isn't accepted and having this clearly stated at the beginning of the course will really help with classroom management. This part of the lesson can be enjoyable and is a good way to practice modals "can", "can't", "must", "mustn't".

Firstly, prepare your board as shown below:

Our Classroom Rules			
We can	We can't	We must	We mustn't

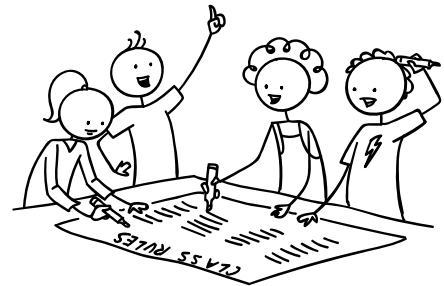
For each column explain and elicit:





- We can = it is ok for us to do. E.g. "We can ask our teacher questions"
- We can't = it is not ok for us to do. E.g. "We can't talk while our teacher is talking"
- We must = very strong - things we have to do. E.g. "We must do our homework"
- We mustn't = very strong - things we never do. E.g. "We mustn't take things without asking"

Next, put your students into groups of 4-6 students. Give each group a large sheet of paper and colored marker pens to create their rules poster. Have them copy what you have on your board. Then explain that they must write down as many ideas as they can on their rules poster - they can even include some strange rules if they wish!



**NOTE:** If your student's level is too low to write sentences, they can draw their ideas instead.

Some ideas:

We can	We can't	We must	We mustn't
ask our teacher questions	talk while our teacher is talking	do our homework	take things without asking
talk to others in English	use (our native language) when talking to the teacher	respect each other	fight, hit or kick anyone
help other students	bring food or drinks into class	turn off our phones	bring any electronic devices to class (e.g. games)
	start packing up before the teacher tells us to	bring our books, folders, pens, etc. to every class	treat others badly
		stay in our seat	be rude to anyone
		raise our hand to answer questions	
		be in the classroom on time	

As the groups are making their posters, circulate and help with grammar, vocab, spelling. Also, make sure the rules you want are on each poster. Allow students to use different colors and draw pictures - the posters should be attractive and fun.



When the posters are finished, get everyone in the group to sign it. This helps to reinforce the rules as a kind of classroom "contract" - if any rules are broken in future lessons you can point to the rule which the offending student has signed.

Finally, get your students to pin their posters to the wall. Groups can then present their rules poster to the class - this should bring up some good discussion as well as the use of modals.

## 5. Classroom stationery quiz

We will finish the lesson with a fun activity based around the vocab of classroom stationery. Before class, prepare a box of loads of different classroom stationery (pen, pencil, eraser, crayon, ruler, stapler, staples, glue, paper, folder, hole punch, pencil sharpener, white out, scotch tape, pencil case, marker, calculator, etc.).

Put students into teams (of 4-6) and tell them that you are going to show them some objects that they must write down on a piece of paper. Points will be given for each correct answer as follows:

- perfect answers (correct word and spelling): 3 points
- nearly perfect answers (correct word but incorrect spelling): 2 points
- slightly correct (e.g. "pencil sharp" instead of "pencil sharpener"): 1 point

Explain that the winning team will win a prize (prepare some stickers or candy)!

Take out each object and teams work together to write down the answers - some they will probably know and some not.

At the end, get each team to swap papers and go through the answers as teams mark the answer sheets. Present the prize to the winning team.



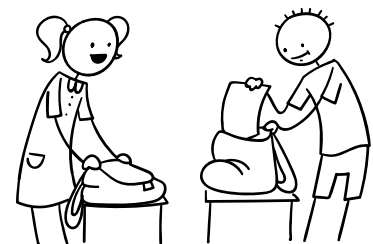
## 6. Play "What's missing?"

Finally, line up all of the stationery so that everyone can see. Tell everyone to close their eyes - then remove one item. Say "Open your eyes" and everyone must shout out the missing item. Do this for all of the items.

## Wrap Up:

### 1. Assign Homework: "Classroom Objects" worksheet

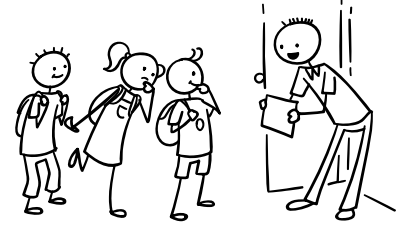
Hold up the homework worksheet and model what to do. Give out the worksheets and say "Put your homework in your bags".





## 2. Do "Quick Check"

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 (e.g. hold up a stationery item 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 and craft sheets used in this lesson plan can be downloaded at [eslkidstuff.com](http://www.eslkidstuff.com).
  - More free Lesson Plans are available at <http://www.eslkidstuff.com/esl-kids-lesson-plans.htm>

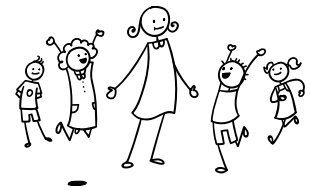
Can you suggest any additions to this lesson plan? If you know of any great games, activities, teaching points, links to other sites or any other ideas that can be added to this lesson plan, please email us: <http://www.eslkidstuff.com/contact.htm>

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

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## Warm Up, Review & Maintenance



### I will need:

Resources:	<ul style="list-style-type: none"> <li>• CD / Tape player</li> <li>• cushions (if you have enough floor space)</li> <li>• name tags for each student</li> <li>• glove puppet (for kids under 7)</li> <li>• ball (for kids over 7)</li> <li>• resources for whatever you are going to review from previous lessons.</li> </ul>
Readers:	<ul style="list-style-type: none"> <li>• Classroom reader from a previous week</li> </ul>
Songs:	<ul style="list-style-type: none"> <li>• The Hello Song</li> <li>• Review song from a previous week</li> </ul>

Readers and songs can be downloaded at <http://www.eslkidstuff.com/esl-kids-lesson-plans.html>

### Suggestions for the start of my lessons:

The beginning of your lesson is extremely important: you set the tone of your lesson and get everyone in the right frame of mind for learning English. It is also an opportunity to check homework and review previous lessons.

These activities can be done in the following order at the start of your lesson:

#### 1. Welcoming

Greet the students by name as they enter the classroom and gesture for them to sit down. If you have space on the floor, it's a good idea to have a cushion for each student as this makes sitting arrangements easy to organize. Try and arrange the cushions beforehand spaced out in a fan-shape around you.



#### 2. Name Tags

Before class prepare some name tags (stickers or pin-on tags) with each student's name written in lower case letters. Sit down with your students and lay out the name tags in front of you. Pick up each tag and call out the name. Try and encourage each student to put their hand up and say "yes". Hand over the tags and help to pin / stick on. Later on as your students recognize their written names you can have each student in turn pick out their own name tag.

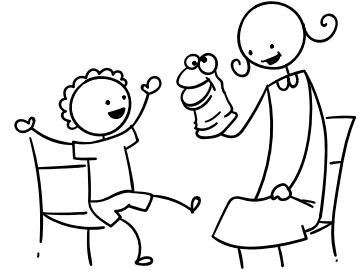




### 3. Greetings

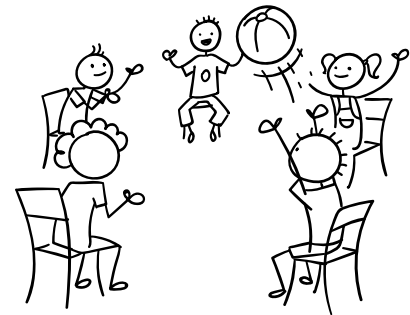
#### For younger students (7s and under):

Use a glove puppet (such as a Sesame Street puppet) to greet the students. Keep him in a cloth bag. Bring out the bag, open it enough to see in and shout into the bag the puppet's name (e.g. "Cookie Monster!"). Then move your ear to the opening to listen - nothing. Go to each student and encourage them to shout the puppet's name into the bag - each time nothing happens. Finally, get all the students together to shout the name at the same time. This time the puppet wakes up and jumps out of the bag! The puppet then chats to each student: "Hello", "What's your name?" "Goodbye / See you" before going back into the bag and back to sleep.



#### For older students (8 and older):

Sit everyone in a circle around you and throw (or roll) a ball to each student randomly. As you do so, ask questions, starting from the simple (What's your name?, How are you?) to more involved questions (Where do you live?, What is your favorite food, Do you like Superman?, Can you fly?, etc.). You can review questions from previous lessons and introduce new questions. Generally, I try to introduce one or two new questions a month - the first time they are introduced ask everybody the question, then always review in the next lessons.



### 4. Sing "Hello Song" or a Review Song

Sit in a circle and sing along to the song. Encourage students to clap along or pat their laps in time with the music. The Hello Song is a good song to start the lesson with, especially as it has an accompanying Goodbye song to sing at the end of the lesson.





Lyrics for "The Hello Song"	Gestures 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?	These are quite straight forward. First time you play the song do the gestures and encourage everyone to do them with you. <ul style="list-style-type: none"><li>• Wave as you sing the "Hello, hello" parts.</li><li>• Gesture to others as you sing "How are you today?"</li><li>• Point to yourself as you sing "I'm fine, thank you"</li><li>• Hand gesture towards another student as you sing "And how about you?".</li></ul>

## 5. Read a Classroom Reader again

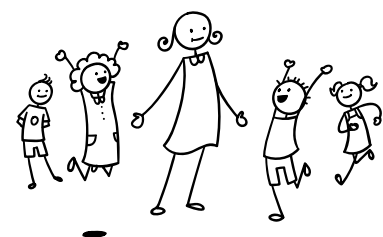
As you progress through the lessons you will start to build up a catalog of classroom readers (see our Reader download page at <http://www.eslkidstuff.com/esl-kids-readers.html>). Kids love going back to old stories and reading through them again. Invite a student to pick a classroom reader and read through it as a class. Make the story as interactive as possible by asking questions (e.g. what colors there are, the names of different objects, etc.) and getting students to speculate what is going to happen next in the story.

## 6. Homework check

Check each student's homework set in the last lesson. Ask each student some questions about their homework worksheet (e.g. "what color is it?"), 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.

## 7. Do "Exercise Routine" activity

Say the following and have your students follow your lead: "Stand up (teacher stands and so does everyone else), "Hands up / hands down" (x 3-5), "Jump" (x3-5), "Run! / Stop!" (x3-5), "Turn around! / Stop!" (x3-5), finally "Sit down". Throughout the course you can introduce other commands, such as "Hop",





"Star Jump", "Wiggle", "Crouch" and so on.

*Extra activity:* Once your students have got to know these exercises you can play "Teacher Says" using these actions.



### How to play ... Teacher Says

This is basically the game *Simon Says* but using the words "Teacher says" instead. The teacher tells the students to do an action and they do as asked (e.g. "Teacher says ... jump 3 times"). The teacher keeps on giving instructions with different actions using "Teacher says ...". At some point the teacher gives a command without using the phrase "Teacher says" (e.g. "Hop 5 times") and the students mustn't do that action - they have to stay still. Any students that do the action have to sit out for the rest of the game. The last student standing is the winner.

## 8. Review past lessons

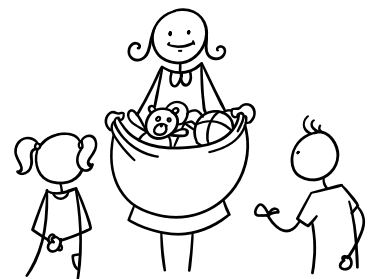
Reviewing past lessons is very important - students need constant practice of new vocab, structures, songs, games and so on. Always review parts of your last lesson as well as some parts from other previous lessons. You can spend 5-10 minutes reviewing - it's fine to recycle games and activities from your past lessons to review as kids enjoy playing familiar games (although be careful not to play a game to death!).

**Note:** You can also include review activities in the main body of your lesson. Kids can have short attention spans so it's good to be able to pull out lots of activities during different stages of the lesson.

## Other ideas to include in your Warm Up:

- **What's in the bag?**

This is a great activity to do at the beginning of your lessons. Fill a large cloth bag with items from your previous lessons (e.g. plastic fruit, animals, etc.). You can also throw in a few other objects (e.g. an eraser, a plastic bottle, a plastic cup - anything lying around (and safe!)). Show the bag to your students and shake it to rattle the objects inside. Pull out different objects, teach/ elicit their names, have students hold and pass the





objects around. You can even have students pull objects out of the bag. Pull out 1 or 2 objects per student. Finally, place the objects around the classroom and have each student retrieve each object as you call out its name and put it back in the bag.

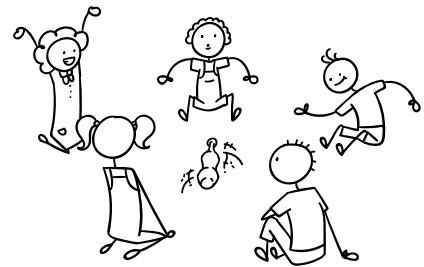
- **Knock-Knock**

This can be used at the beginning of each class. Teach the students to knock on the door before entering the classroom. There are 2 variations for the next step:

1. When the student knocks, teacher says "Who's there?". The student replies "It's (Koji)" and then the teacher says "Come in (Koji)".
2. When the student knocks the teacher must guess who it is "Is that (Koji)?" . The student replies yes or no - if no, the teacher continues guessing. Having your students develop their own knocking styles makes this even more fun.

- **Spin the bottle**

Sit students 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. This is a good class warm up activity (e.g. How are you? What's your name? What is this? (show an object or flashcard) Do you like \_\_\_?, etc.).



- **Talk about the weather** (do after you have taught the weather lesson plan).

1. **Prepare a weather board.** Before the first class prepare a piece of cardboard and cover it with felt – you are going to pin this to the wall. If you can, try and get blue felt (to represent the sky). Write at the top in large letters, "How's the weather today?". Below that write "Today it's". Cut out weather pictures (such as our weather flashcards) and stick some velcro on the back. Arrange the weather pictures around the edge of the board and then put the board on the wall of your classroom. You can now use this weather board at the beginning of every lesson.
2. **Sing the Weather Song.** Sing the song together doing all of the gestures.
3. **Look outside.** Get everyone to look outside by saying "How's the weather? Look outside". Elicit the weather for that day.
4. **Put the weather pictures on the Weather Board.** Invite some students to come up and put the weather pictures on the board. Make sure these students say the word as they put the card on the board.





- **Review the day, date and month** (do after you have taught the days and months lesson plan).

You'll need a large calendar for this (ideally with the days and months written in English). Before class, set the calendar to the front page. Sit everyone down facing you and turn the page of the calendar to January. Ask "Which month is this?" and have everyone shout out "January!". Then ask, "Is it January now"? Elicit "Yes" or "No" depending on the month you are in. Keep turning the pages and eliciting months until you reach your current month.

Then ask, "What day is it today?", pointing to the days at the top of the page. Get everyone to shout out the day.

Next, point down the column of dates and ask, "What is the date today?" and elicit the correct date.

Finally, invite a student to come up to the calendar and stick a star or sticker onto the correct date.

Additionally, you can sing the "Days of the Week" song or "Months March" song.

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

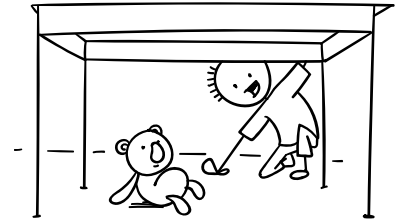
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Lesson:

## Classroom Objects



**General:**

Time:	40 mins - 1 hour
Objectives:	Identifying and saying 5 different objects in the classroom
Structures:	"What's this?" " What color is this?"
Target Vocab:	table, chair, bookcase, door, window

**I will need to download:**

Flashcards:	table, chair, bookcase, door, window
Printables:	<ul style="list-style-type: none"> <li>• Color the room 2 worksheet</li> <li>• Classroom Objects Count 2 worksheet</li> <li>• Reader worksheet</li> <li>• Warm Up &amp; Wrap Up lesson sheet</li> </ul>
Reader:	Find Me in the Classroom

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

**I will also need:**

- Blue-Tack (*see point 2*)
- Small objects (such as cuddly toys) (*see point 6*)
- a wastepaper basket (*see point 9*)

**Notes:**

This lesson allows your students to be able to identify some important classroom objects. This is important as it will help them to speak about their environment.



## Lesson Overview:

### Warm Up and Maintenance:

1. See our "Warm Up & Wrap Up" lesson sheet.

### New Learning and Practice:

1. Introduce the vocab
2. Play "Stick the flashcards onto the classroom objects"
3. Play "Retrieve the flashcards from the classroom objects"
4. Play "Knock-knock"
5. Play "Classroom Objects" touch
6. Play "Hide and Find"
7. Do the "Color the Room 2" worksheet
8. Read classroom reader "Find Me in the Classroom"
9. Play "Vocabulary Basketball"

### Wrap Up:

1. Set Homework: "Classroom Objects Count 2" worksheet
  2. See our "Warm Up & Wrap Up" lesson sheet.
- 

## Lesson Procedure:

### Warm Up and Maintenance:

See our "Warm Up & Wrap Up" lesson sheet.

### New Learning and Practice:

#### 1. Introduce the vocab

Today your students are going to learn the words: table, chair, bookcase, door, window. Before class, print off enough flashcard pictures of each of these words for each student in your class as well as yourself (so if you have 8 students you will need 9 table flashcards, 9 chair flashcards, etc.).

---



Start off by getting everyone sitting on the floor in front of you. Hold up the table flashcard. Proceed as follows:

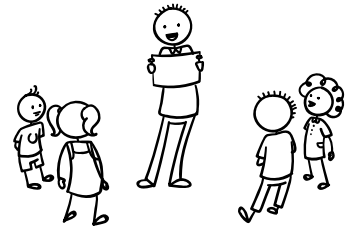
*Teacher: What's this? It's a table. Repeat "table".*

*Students: "Table" (repeat 3 times)*

*Teacher: Can you see a table in the classroom? Point to the table.*

*Students: (Point to tables)*

*Teacher: Yes! Good job!*



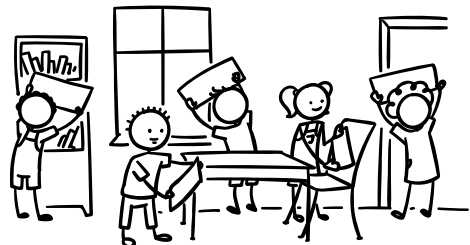
Lay the flashcard on the floor. Then do the same for the other 4 flashcards.

Next give each student the same 5 flashcards and have them lay the cards out in front of them. Touch one of your cards (e.g. door) whilst saying the word and have your students touch and repeat on their cards. Go through all of the cards.

## 2. Play "Stick the flashcards onto the classroom objects"

Give each student a ball of Blue-Tack. Everyone will instantly want to play with it - allow a couple of minutes to play (encourage them to mould objects, such as fruit, etc.).

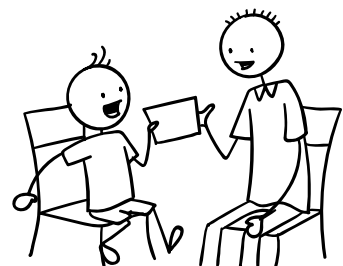
Then bring the focus of the class back to yourself and demonstrate the activity: hold up the door flashcard, pull off a bit of Blue-Tack and stick it to the back of the card. Then walk over to a door in the classroom and stick the card to the door. Say "Door" as you do so. Hold up the next flashcard and encourage students to point to the object (act as if you have no idea where it is) then walk over and stick the card to the object, again saying the name. Do this for all 5 flashcards.



Now your students can do the same thing. Teacher says an object (e.g. "table") and all of the students have to stick their flashcards onto the object, whilst saying the word. Do for all 5 objects.

## 3. Play "Retrieve the flashcards from the classroom objects"

Now that all of the flashcards are on objects in the classroom, we can bring them back. To do this, the teacher can give individual instructions to students to go and get a different object and place in front of them. Get everyone up and retrieving different cards at the same time, for example:



*Teacher: Miki, bring back the door card, please*



(Miki stands up and goes towards the door)

Teacher: Jose, bring back the bookcase flashcard, please

(Jose stands up and goes towards the bookcase)

etc.

This should be fun and a little hectic. When everyone has collected the items and sat down with the flashcards in front of them the activity is over.

#### 4. Play "Knock-knock"

Collect up the flashcards. Tell everyone to close their eyes. Walk up to one of the objects (e.g. the window) and knock twice on it. Encourage the students to shout out what they think you are knocking on. Each time they can open their eyes to check.



Then pair up your students and get them to play "Knock-knock" together.

#### 5. Play "Classroom Objects" touch

Have everyone stand up in the middle of the classroom. Teacher shouts out a word (e.g. "Touch the door!") and everyone must run to the door and touch it. This should be a quick and exciting game.



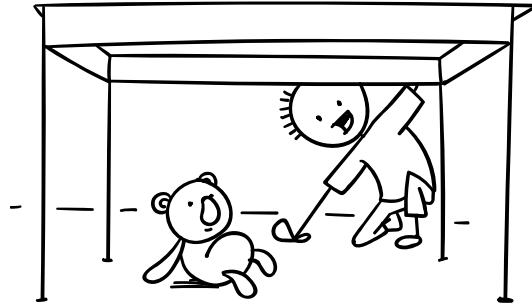
After a few rounds, feel free to add other words that have been covered in previous lessons.

#### 6. Play "Hide and Find"

This is a really fun game. First demonstrate: take a small object (I always use a small koala toy) and tell everyone to close their eyes. Hide it in or near one of the classroom objects



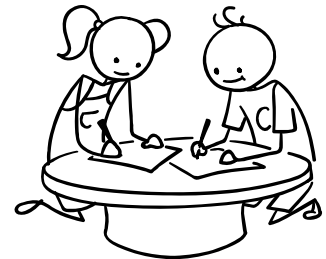
(e.g. under a table, behind a door, next to a window, in a bookcase, on a chair). Tell everyone to open their eyes. Show that the koala is now gone and is hiding somewhere. Ask for a volunteer to stand up and find the koala - if help is needed say it is hiding somewhere near one of the 5 classroom objects. When the student finds the koala give a big round of applause and elicit the classroom object the koala was hidden in or near.



Now that everyone understands the game, pair up all of the students and give each pair a small object to hide. Student A of each pair will hide the object while Student B closes their eyes. Let students change roles a few times.

## 7. Do the "Color the Room 2" worksheet

Give out the worksheets and have each student color them in. As students are working away, circulate and ask questions (e.g. What's this? What color is this?). When finished, get each student to show the class their work, ask a question (e.g. what color is the bookcase?) and give a round of applause.



## 8. Read classroom reader "Find Me in the Classroom"

By this point your students will have had a good amount of practice identifying the key vocab so let's have some fun with a story which incorporates the classroom vocab. Before class, download and print off the reader "Find Me in the Classroom" from our website. As you go through each page, point to the key vocab in each picture and elicit the words. Then get your students to have fun searching for and finding the ladybug / ladybird hiding in the classroom, for example:

*Teacher: (reading from page 1) "Hello, I'm Liana Ladybug. (Ladybird in the GB version)." ... Look, she's in a classroom. What's this (points at the door)?*

*Students: Door!*

*Teacher: Yes, that's right. And what color is it?*

*Students: Red!*

*Teacher: Yes, it's red!*





(teacher elicits the other classroom objects)

Teacher: (reading from page 1) "I'm going to hide" ... Let's look ... (turns to page 2) ... Where is Liana Ladybug?

Students: (pointing) Chair!

Teacher: Oh yes, there she is - under the chair! Repeat "Under the chair".

Students: Under the chair.

etc.

Continue through the story, asking where the ladybug is hiding. Get the students really involved in the story by asking lots of questions (e.g. the colors and where the other insects are) and even ask yes/no questions about where the ladybug is hiding (making mistakes, of course), for example:

Teacher: (reading from page 4) "Where am I? Can you find me?" ... Let's see, is this Liana Ladybug? (points at the caterpillar).

Students: No!

Teacher: No? Well, is she here, on the table? (pointing at the beetle)

Students: No!

Teacher: Well, where is she?

Students: Bookcase! (pointing)

Teacher: (Looking more closely). Oh, yes! Well done! She's on the bookcase! Repeat "On the bookcase"

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 mark on their sheets the different places the ladybug hides. Then go through the answers as a class.

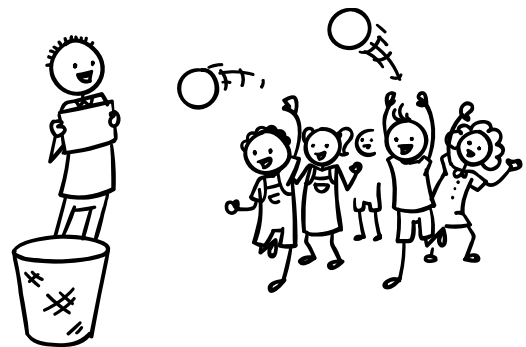
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Alternatively, watch our video version of the reader on our website.

## 9. Play "Vocabulary Basketball"

Let's finish with a fun game which will review vocab from this lesson as well as previous lessons. You will need a basket (a wastepaper basket) and 2 balls (2 pieces of A4 paper scrunched up into a ball). Also, have flashcards for the vocab from this lesson as well as previous lessons - shuffle them well.

Form 2 teams and line them up so that two players





from each team are facing the front with the basket in front of them. Let both players throw their ball - if they get their ball into the basket they can try and win a point by saying the correct word of the flashcard you hold up. Then they go to the back of the line. Play until all of the flashcards have been answered correctly - the team with the most points is the winner!

## Wrap Up:

1. Assign Homework: "Classroom Objects Count 2" worksheet.
2. Wrap up the lesson with some ideas from our "Warm Up & Wrap Up" lesson sheet.

- 
- All flashcards, worksheets, craft sheets, songs and readers used in this lesson plan can be downloaded at [eslkidstuff.com/esl-kids-lesson-plans.html](http://eslkidstuff.com/esl-kids-lesson-plans.html)
  - More free Lesson Plans are available at [eslkidstuff.com/esl-kids-lesson-plans.html](http://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: <http://www.eslkidstuff.com/contact.htm>

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

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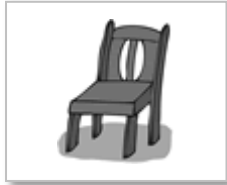
## Lesson materials pack

# Classroom Objects

### 1. Flashcards



table



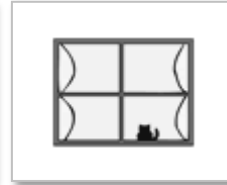
chair



bookcase



door

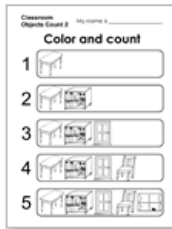


window

### 2. Lesson print outs / worksheets



Color the Room 2



Classroom Objects Count 2

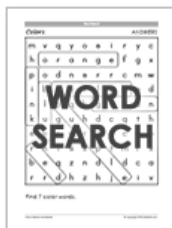


Reader worksheet

### 3. Additional materials *These materials can be used for extra practice or homework.*



Classroom objects vocab crossword



Classroom objects vocab word search



Spell the classroom objects

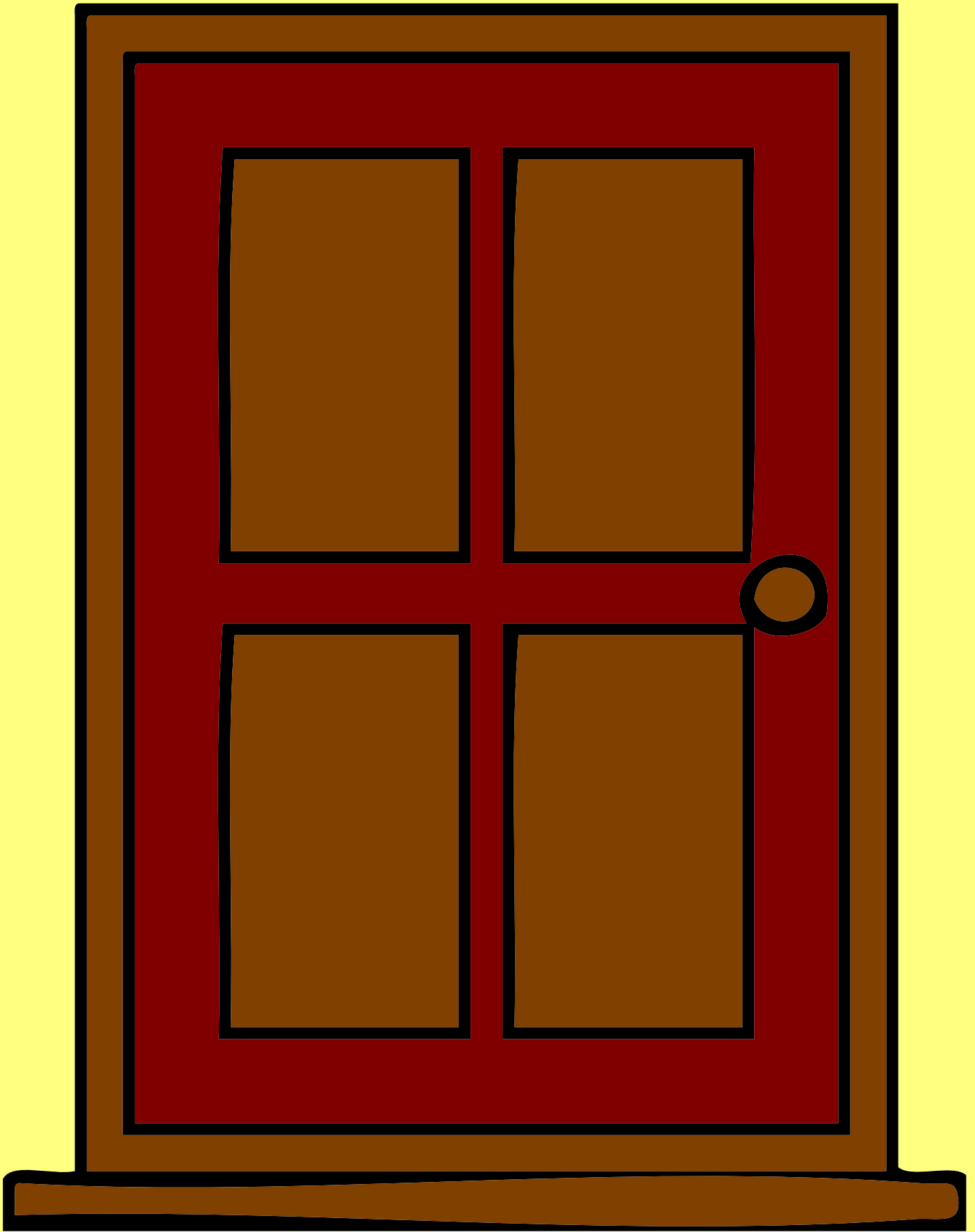
### 4. Lesson materials not included in this pack *Access from our website.*

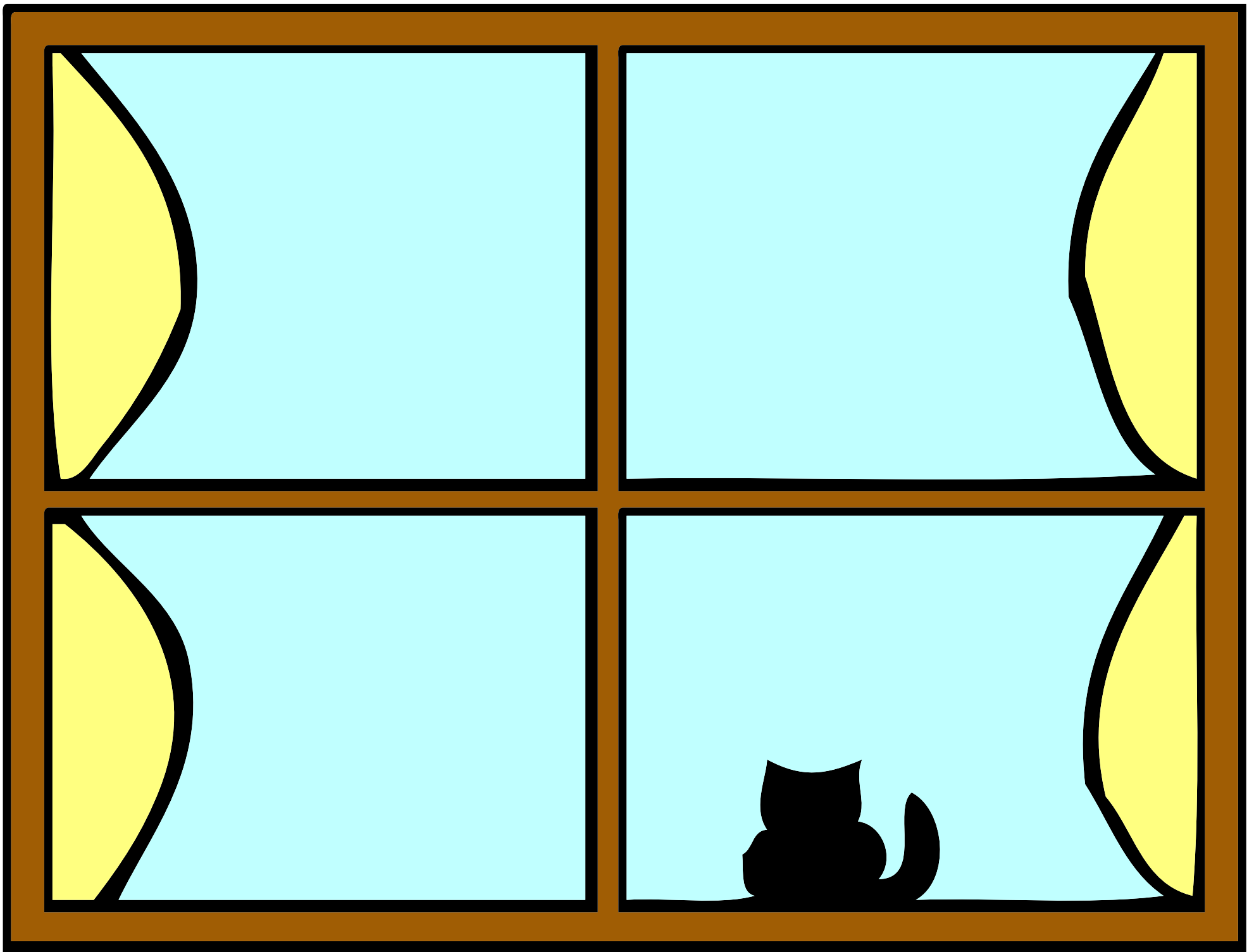
- **Find Me in the Classroom reader:** download PDF file and/or stream the video from our website.



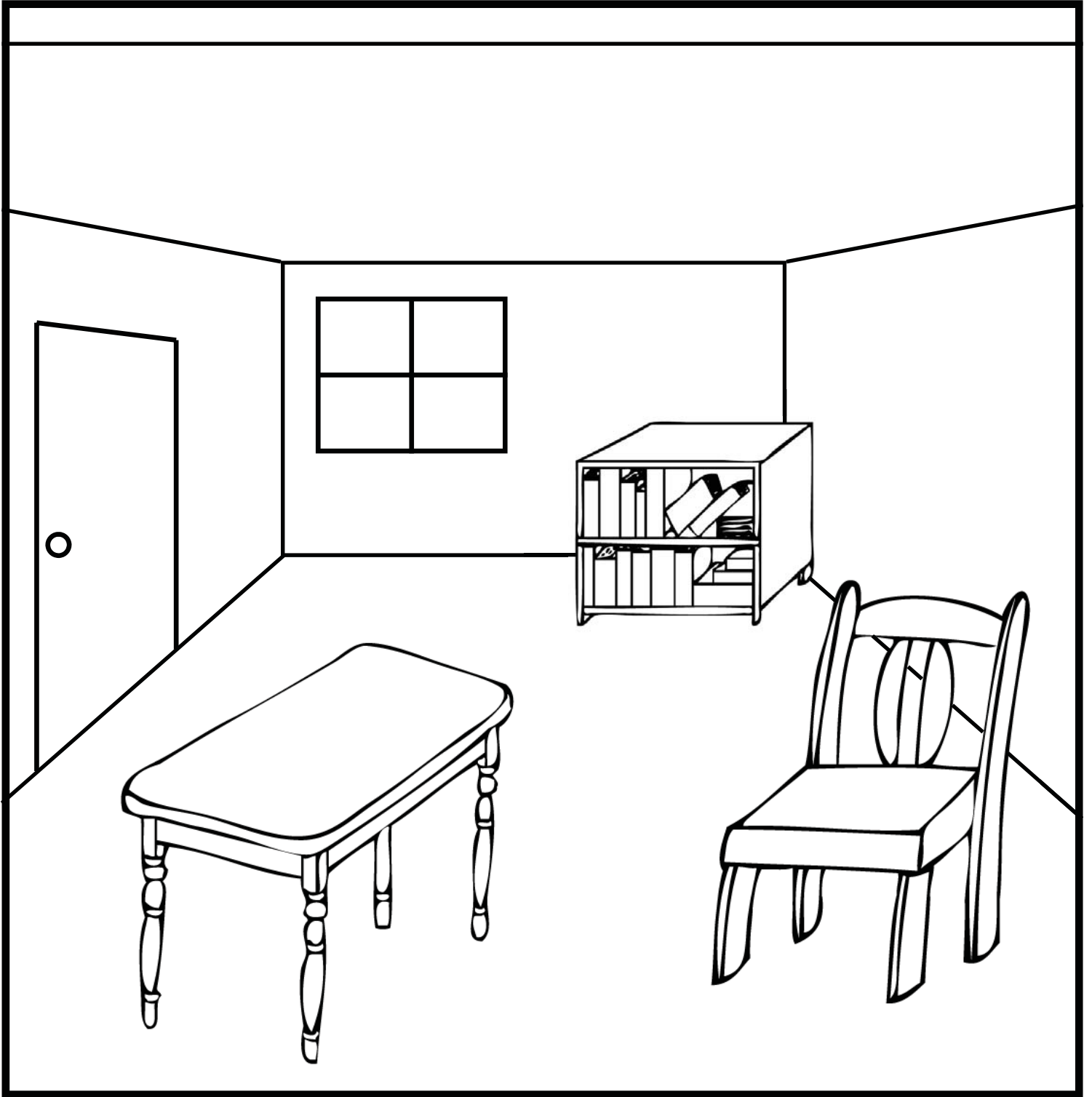








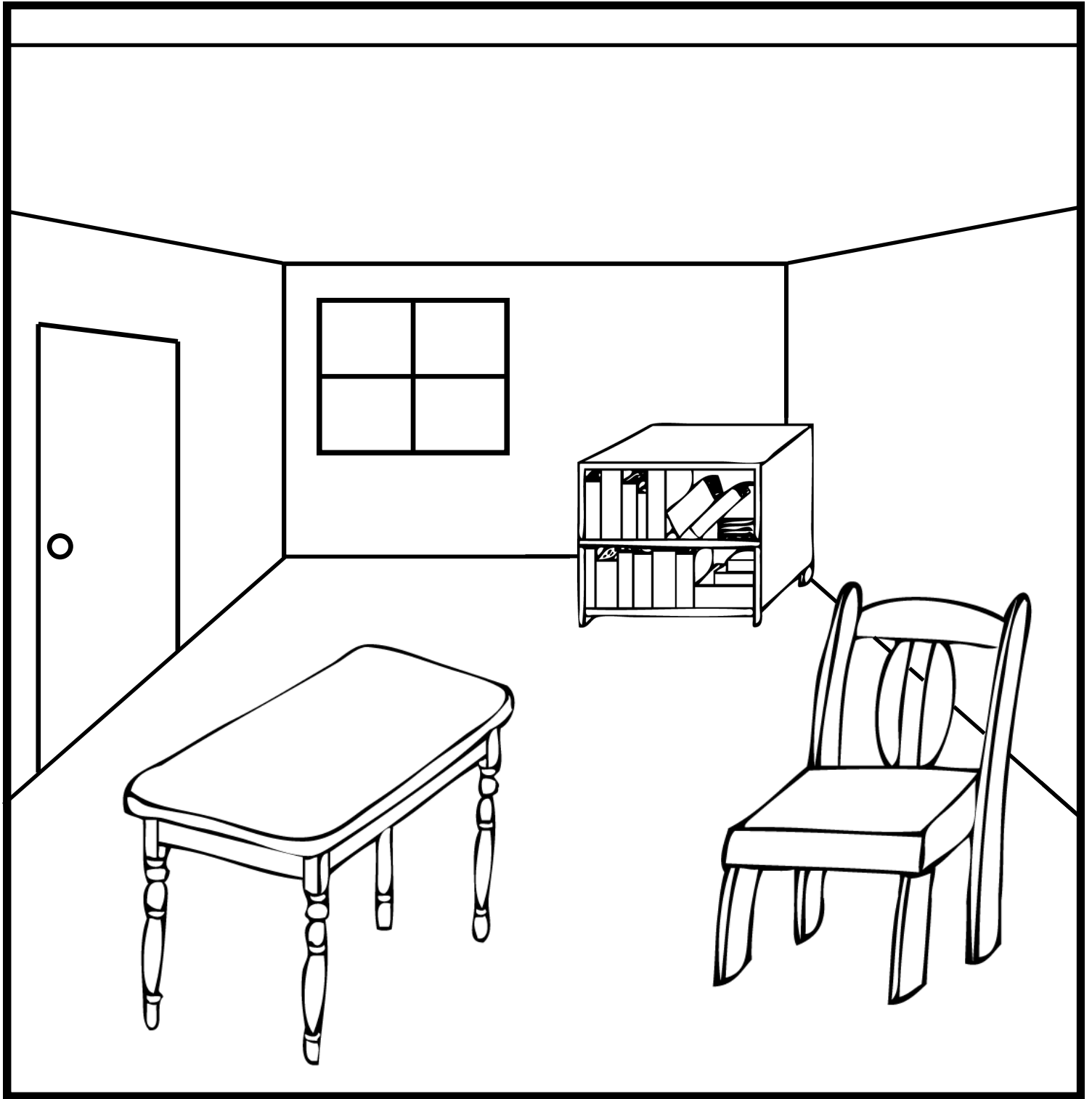
**Color the room 2** My name is \_\_\_\_\_



**Color:** a blue window  
a green door  
a brown chair

a red bookcase  
a yellow table

**Colour the room 2** My name is \_\_\_\_\_



**Colour:** a blue window  
a green door  
a brown chair

a red bookcase  
a yellow table

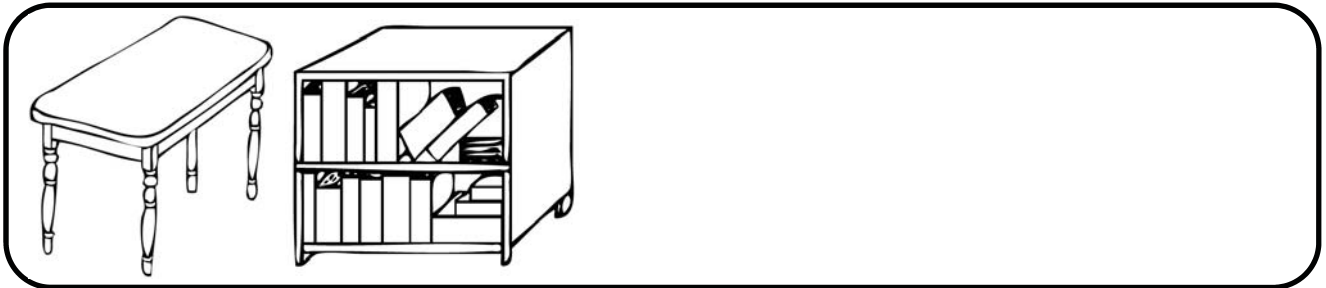


# Color and count

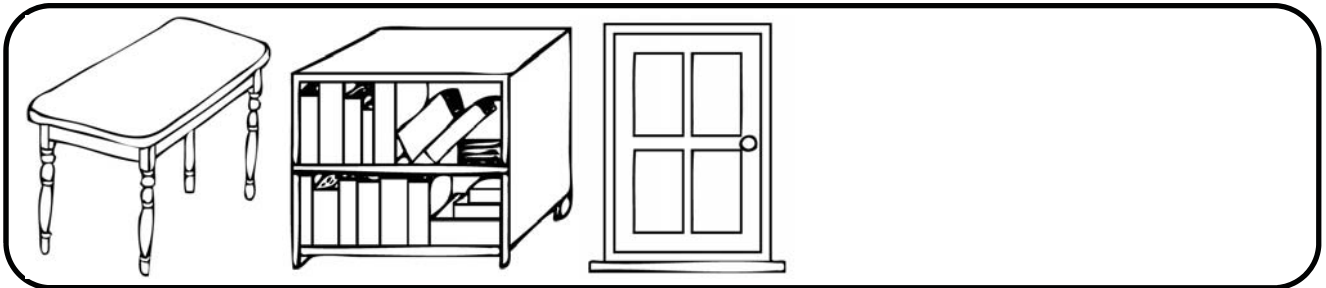
1



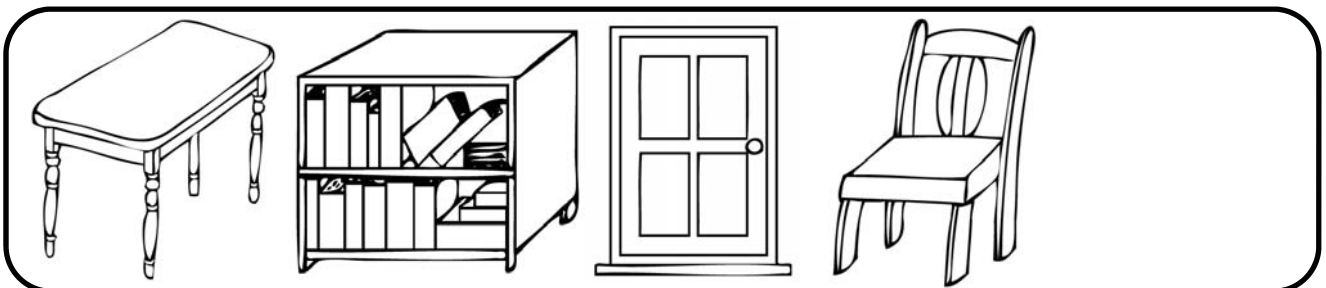
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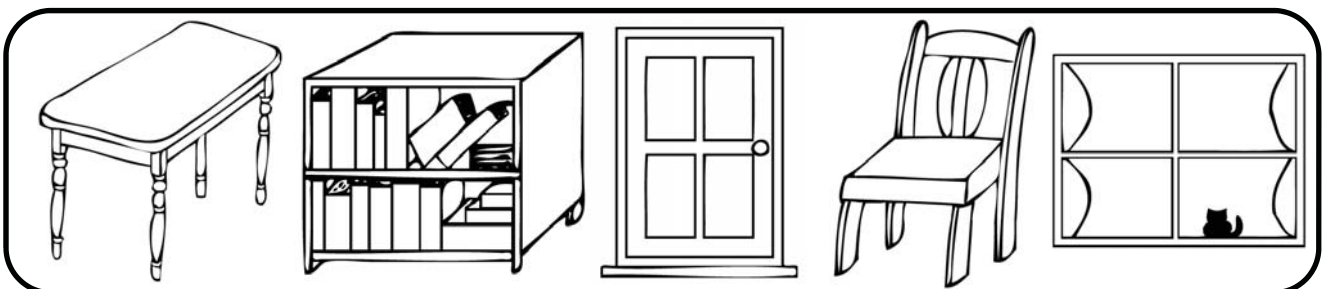
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4



5

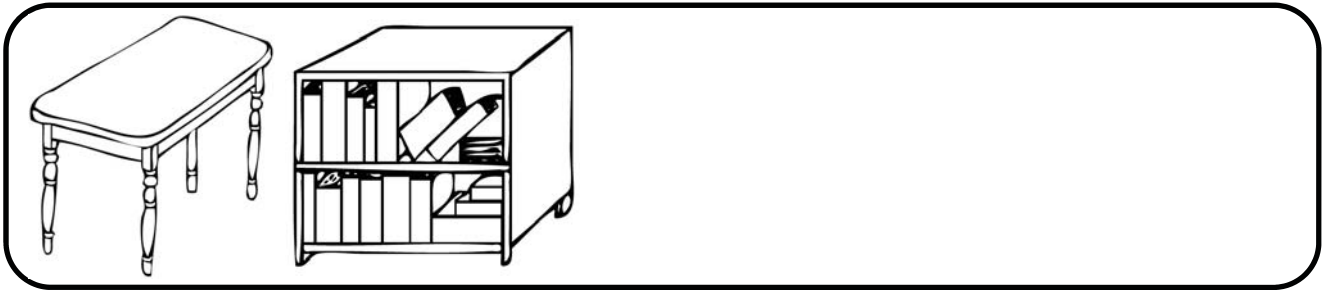


# Colour and count

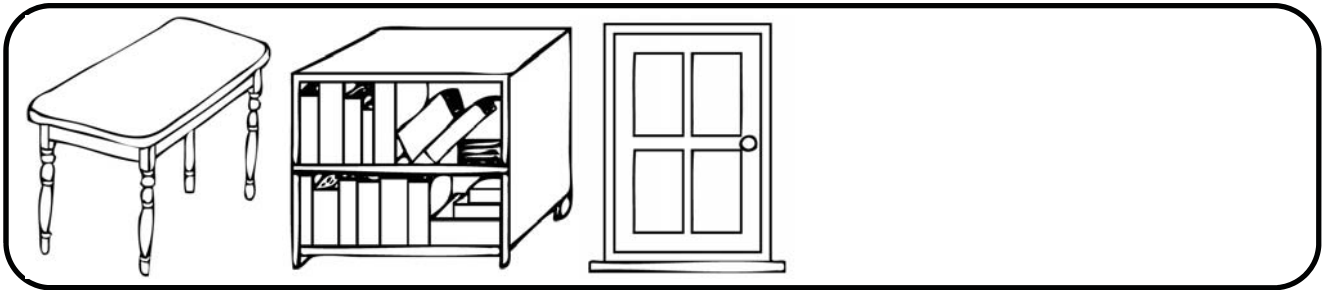
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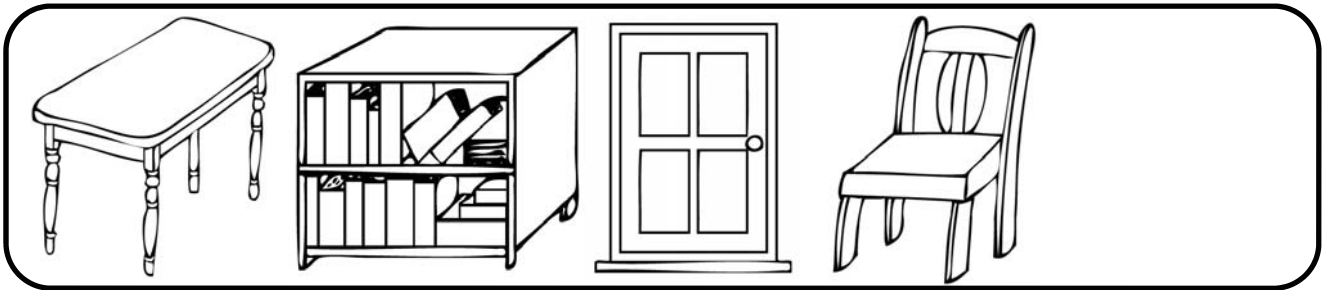
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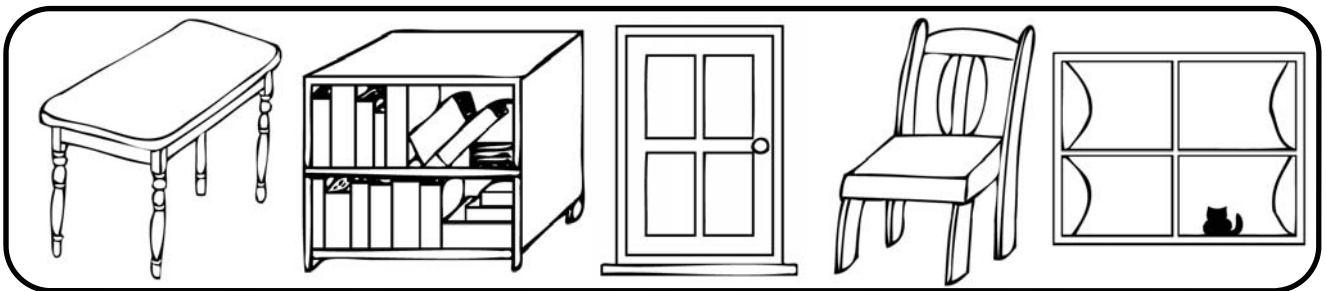
3



4



5



# Find Me in the Classroom

My name is \_\_\_\_\_

Mark on the classroom picture the different places that Liana hides.



# Classroom objects

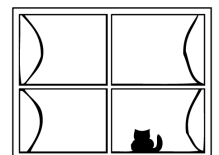
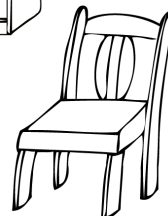
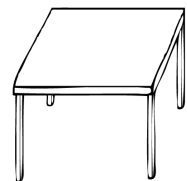
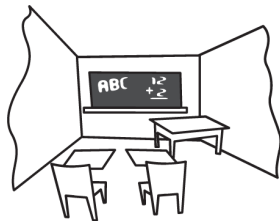
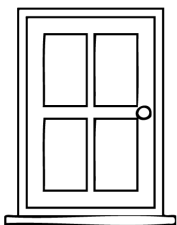
 My name is \_\_\_\_\_

A crossword puzzle grid is shown on a grey background. The grid consists of white squares for letters and grey squares for empty space. The numbered starting points are:

- 1: A vertical word starting at the top center.
- 2: A horizontal word starting on the left side, intersecting the vertical word at its second square.
- 3: A horizontal word starting at the intersection of the vertical word and the second square of word 2.
- 4: A horizontal word starting at the intersection of the vertical word and the fourth square of word 2.
- 5: A horizontal word starting on the left side, intersecting the vertical word at its fifth square.
- 6: A horizontal word starting on the left side, intersecting the vertical word at its sixth square.

Down ↓

Across →



# Classroom objects

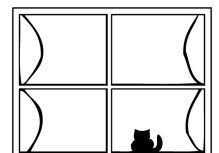
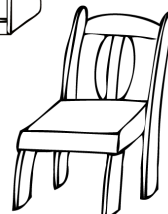
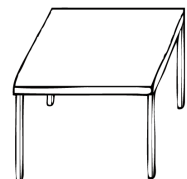
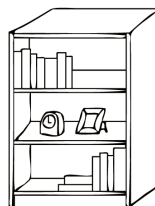
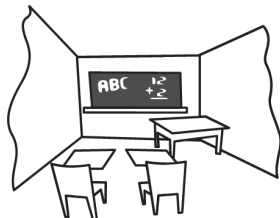
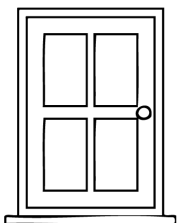
# ANSWERS

The crossword puzzle grid contains the following words:

- 1. down: do
- 2. across: book
- 3. across: case
- 4. across: table
- 5. across: chair
- 6. across: window
- 7. down: desk

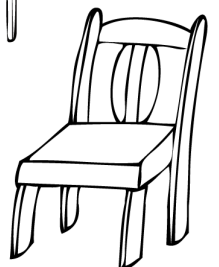
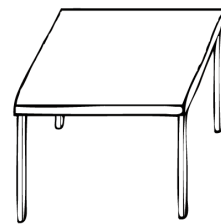
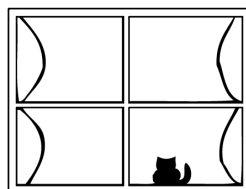
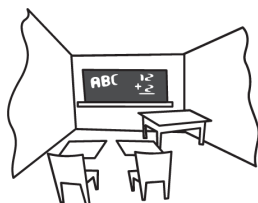
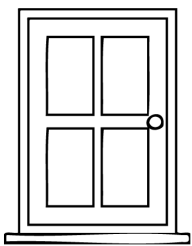
Down ↓

Across →



Classroom objects My name is \_\_\_\_\_

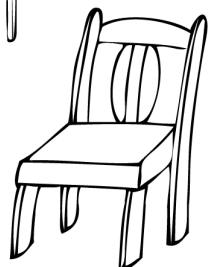
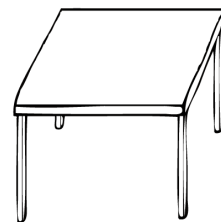
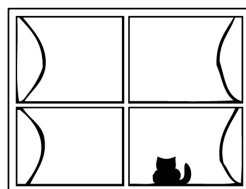
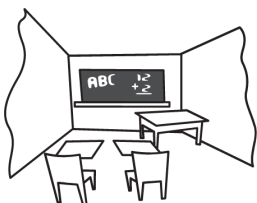
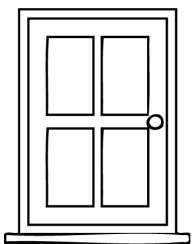
b	t	t	n	r	f	b	v	m	w
n	o	h	d	w	i	n	d	o	w
w	v	o	e	m	l	d	j	m	m
p	x	c	k	f	x	f	e	b	s
w	u	s	h	c	i	o	j	i	s
d	i	j	c	a	a	x	w	d	f
n	h	w	q	b	i	s	z	o	m
t	j	n	l	a	c	r	e	o	u
b	t	a	b	l	e	q	t	r	d
b	c	l	a	s	s	r	o	o	m



# Classroom objects

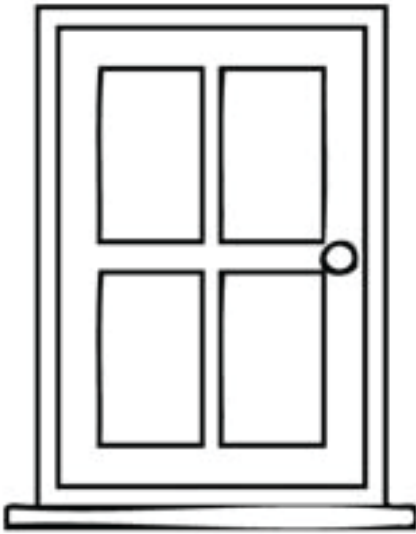
ANSWERS

b	t	t	n	r	f	b	v	m	w
n	o	h	d	w	i	n	d	o	w
w	v	o	e	m	l	d	j	m	m
p	x	c	k	f	x	f	e	b	s
w	u	s	h	c	i	o	j	i	s
d	i	j	c	a	a	x	w	d	f
n	h	w	q	b	i	s	z	o	m
t	j	n	l	a	c	r	e	o	u
b	t	a	b	l	e	q	t	r	d
b	c	l	a	s	s	r	o	o	m



# Spell the classroom objects

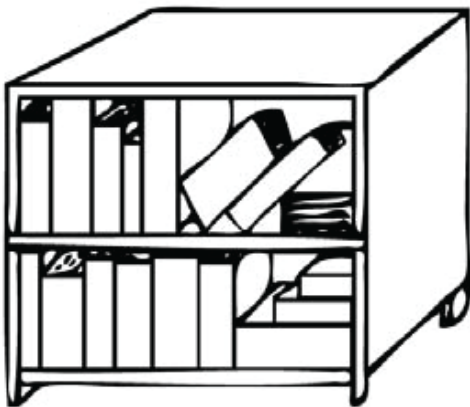
My name is \_\_\_\_\_



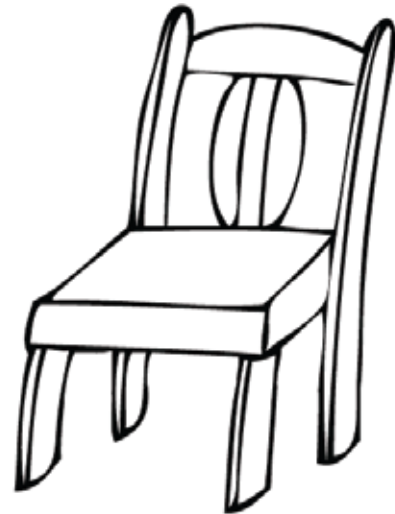
d \_ \_ \_



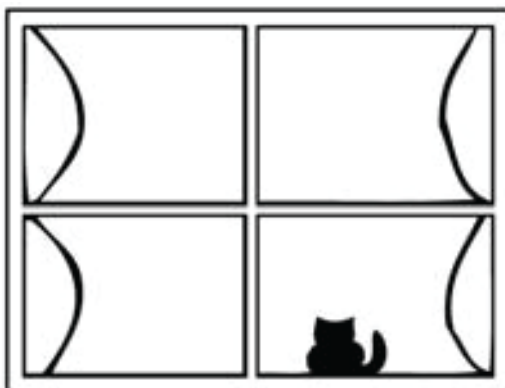
t \_ \_ \_ \_



b \_ \_ \_ \_ \_



c \_ \_ \_ \_ \_



w \_ \_ \_ \_ \_





Lesson:

## Classroom Stationery



### General:

Time:	40 mins - 1 hour
Objectives:	Talking about classroom stationery and requesting things
Structures:	"What's in your bag?" "Bring me the (pencil), please" "Put it / them in my bag" "Do you have my/a (pencil)?"
Target Vocab:	bag, pencil, pen, book, glue, crayons, ruler, eraser (GB: rubber), scissors, pencil case, stapler, pencil sharpener, tape

### I will need to download:

Flashcards:	pencil, pen, book, glue, crayons, ruler, eraser (GB: rubber), scissors, pencil case, stapler, pencil sharpener, tape <i>(only required if you do not have enough stationery for everyone to use)</i>
Printables:	<ul style="list-style-type: none"> <li>Classroom Stationery Match-up worksheet</li> <li>Stationery Matchup 3 worksheet</li> <li>Reader worksheet</li> <li>What's in your Bag? song poster</li> <li>Warm Up &amp; Wrap Up lesson sheet</li> </ul>
Readers:	Jamie's Magic School Bag
Songs:	What's in your Bag? (stationery song)

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

### I will also need:

- bags of stationery (with all the objects in the song: pencil, pen, book, glue, crayons, ruler, eraser (GB: rubber), scissors, pencil case, stapler, pencil sharpener, tape) enough for each student (possibly ask parents to prepare) - *if you don't have enough for everyone you can use flashcards in a bag instead*
- CD / Tape player / Computer or something to play the song on

### Notes:

This is a great lesson for learning different classroom stationery and also for requesting things.



## Lesson Overview:

### Warm Up and Maintenance:

1. See our "Warm Up & Wrap Up" lesson sheet.

### New Learning and Practice:

1. Introduce the vocab
2. Play "What's Missing?"
3. Play "Bring me the item"
4. Sing the "What's in your Bag?" song
5. Play "Object Swap"
6. Read classroom reader "Jamie's Magic School Bag"
7. Do the "Classroom Stationery Match-up" worksheet

### Wrap Up:

1. Set Homework: "Stationery Matchup 3" worksheet
  2. See our "Warm Up & Wrap Up" lesson sheet.
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## Lesson Procedure:

### Warm Up and Maintenance:

See our "Warm Up & Wrap Up" lesson sheet.

### New Learning and Practice:

**Preparation:** Before class, prepare enough bags of stationery (with all the objects in the song: pencil, pen, book, glue, crayons, ruler, eraser (GB: rubber), scissors, pencil case, stapler, pencil sharpener, tape) so that each student has a bag. 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.





**NOTE:** if you don't have enough stationery items for everyone you can use flashcards in a bag instead

## 1. Introduce the vocab

Have everyone sit so they can see the table you are going to use. Before class, put the following stationery items in a bag: pencil, pen, book, glue, crayon, ruler, eraser (GB: rubber), scissors, pencil case, stapler, pencil sharpener, tape.



First, hold up the bag and teach / 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 of 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 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. Sing the "What's in your Bag?" song

By now your students will be ready for the 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.

##### Lyrics for the "What's in your Bag?" song

###### Chorus:

What's in your bag?  
What's in your bag?  
What is in your bag?

###### Verse 1:

Do you have a pencil?  
Do you have a pen?  
Do you have a book?  
Do you have glue?

###### Chorus

###### Verse 2:

Do you have crayons?  
Do you have a ruler?  
Do you have \*an eraser?  
Do you have scissors?

###### Chorus

###### Verse 3:

Do you have a pencil case?  
Do you have a stapler?  
Do you have a pencil sharpener?  
Do you have tape?

###### Chorus

*\*a rubber in the GB version of the song*

##### Gestures for the "What's in your Bag?" song

There is a great activity to go with this song.

- 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.



"Do you have a book?"

#### 5. Play "Object 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:

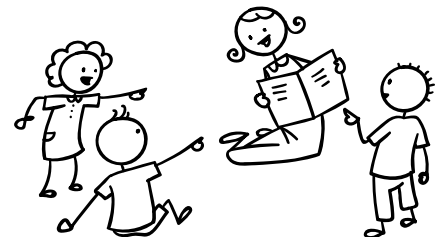
- "Do you have my (pencil)?"

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.



## 6. 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.

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

## 7. Do the "Classroom Stationery Match-up" worksheet

Give out the worksheets and have everyone color, read and write the words for each object. Circulate as everyone is working away, and ask lots of questions (e.g. What's this?, What color is this?, Do you have a (pen)?, etc.).



## Wrap Up:

1. Assign Homework: "Stationery Matchup 3" worksheet.
2. Wrap up the lesson with some ideas from our "Warm Up & Wrap Up" lesson sheet.

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

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

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## Lesson materials pack

# Classroom Stationery

### 1. Flashcards



school bag



pencil



pen



book



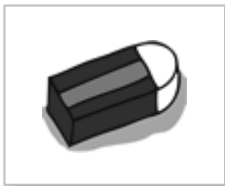
glue



crayon



ruler



eraser



scissors



pencil case

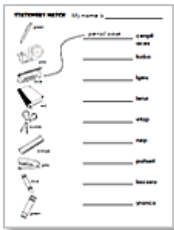


stapler



pencil sharpener

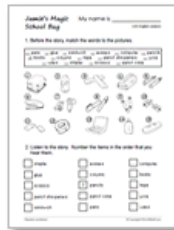
### 2. Lesson print outs / worksheets



Classroom Stationery



Stationery Matchup 3



Reader worksheet



Song poster



tape

### 3. Additional materials *These materials can be used for extra practice or homework.*



Classroom stationery vocab crossword



Classroom stationery vocab word search



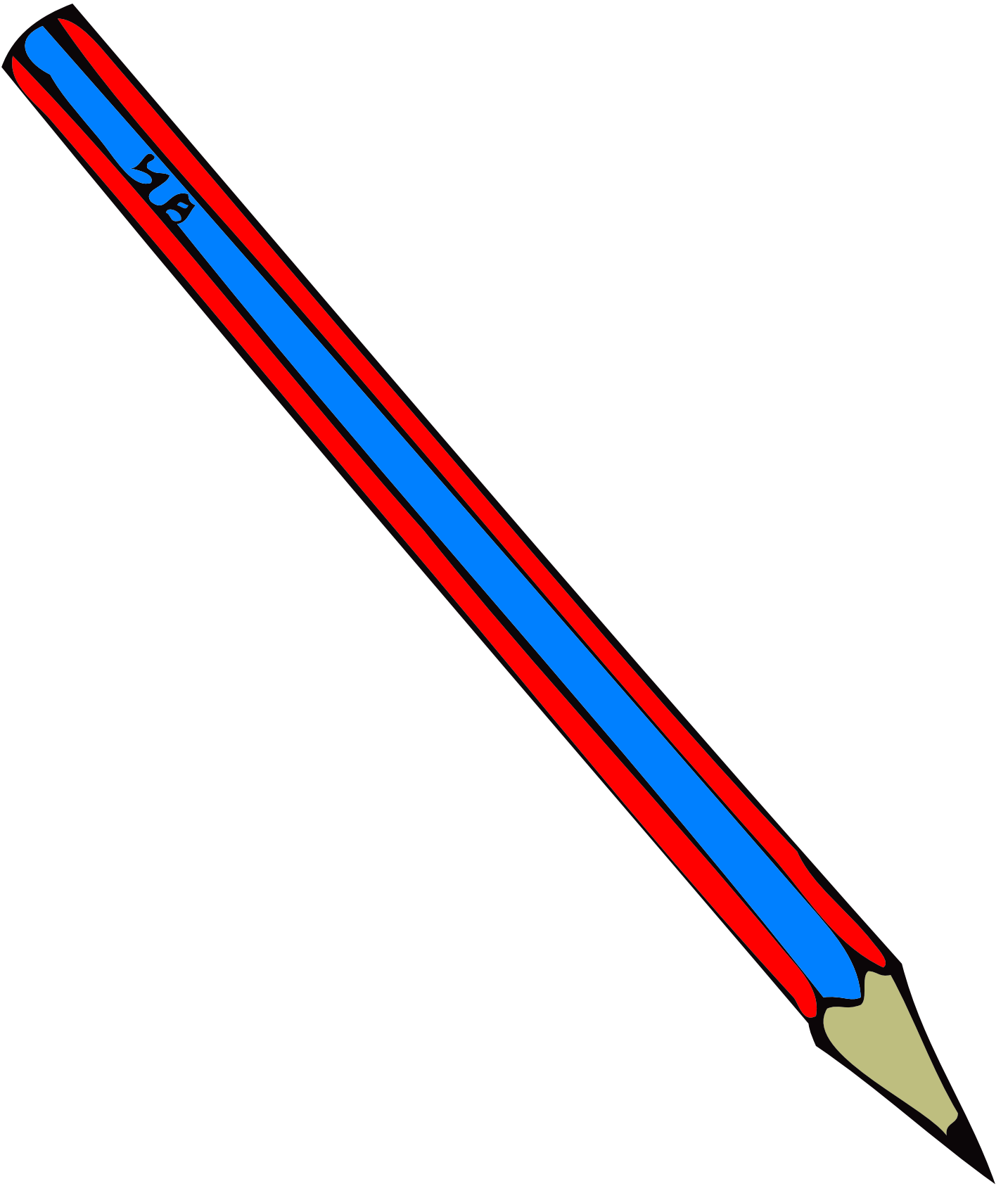
What's in your school bag?

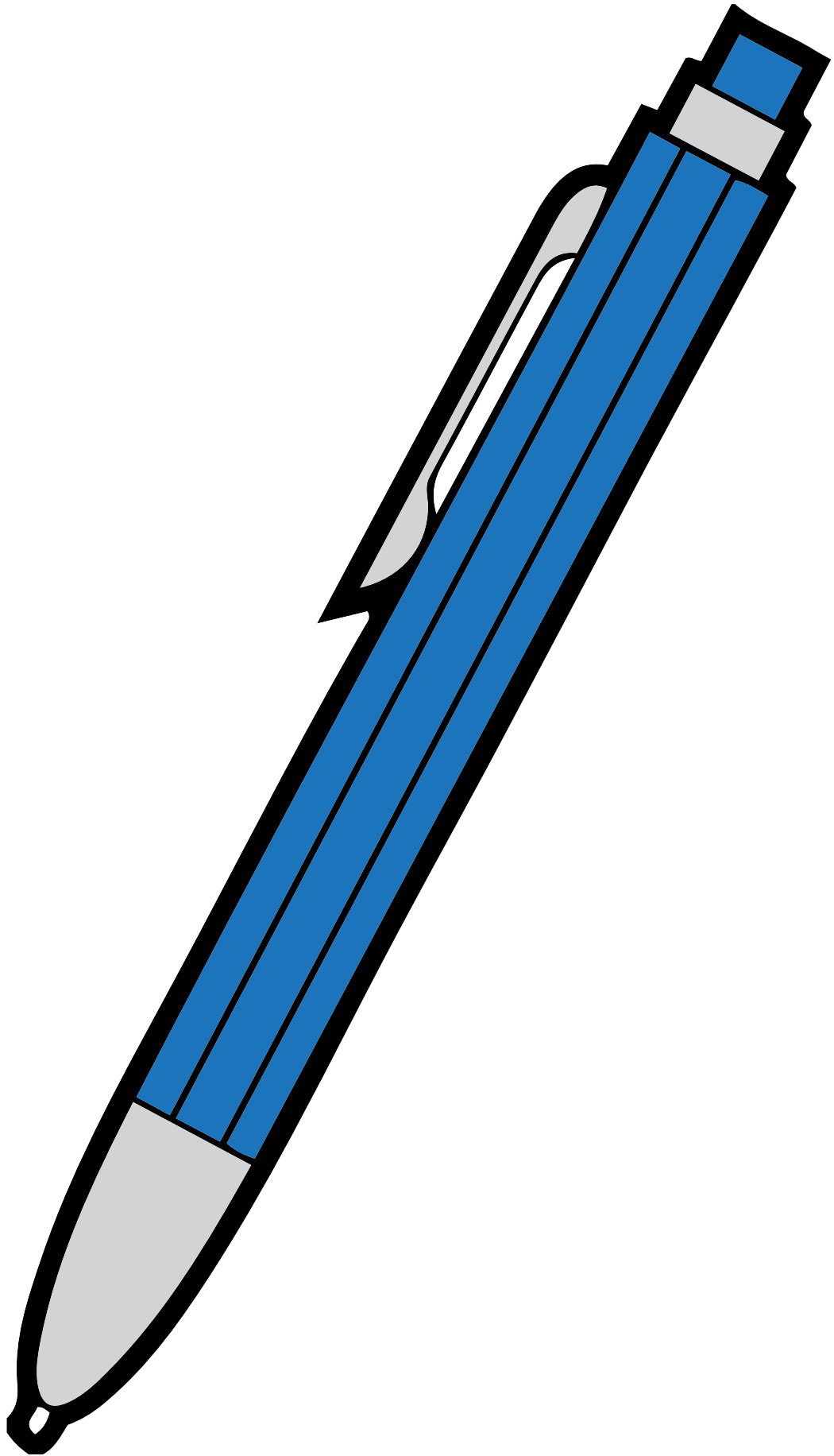
### 4. Lesson materials not included in this pack *Access from our website.*

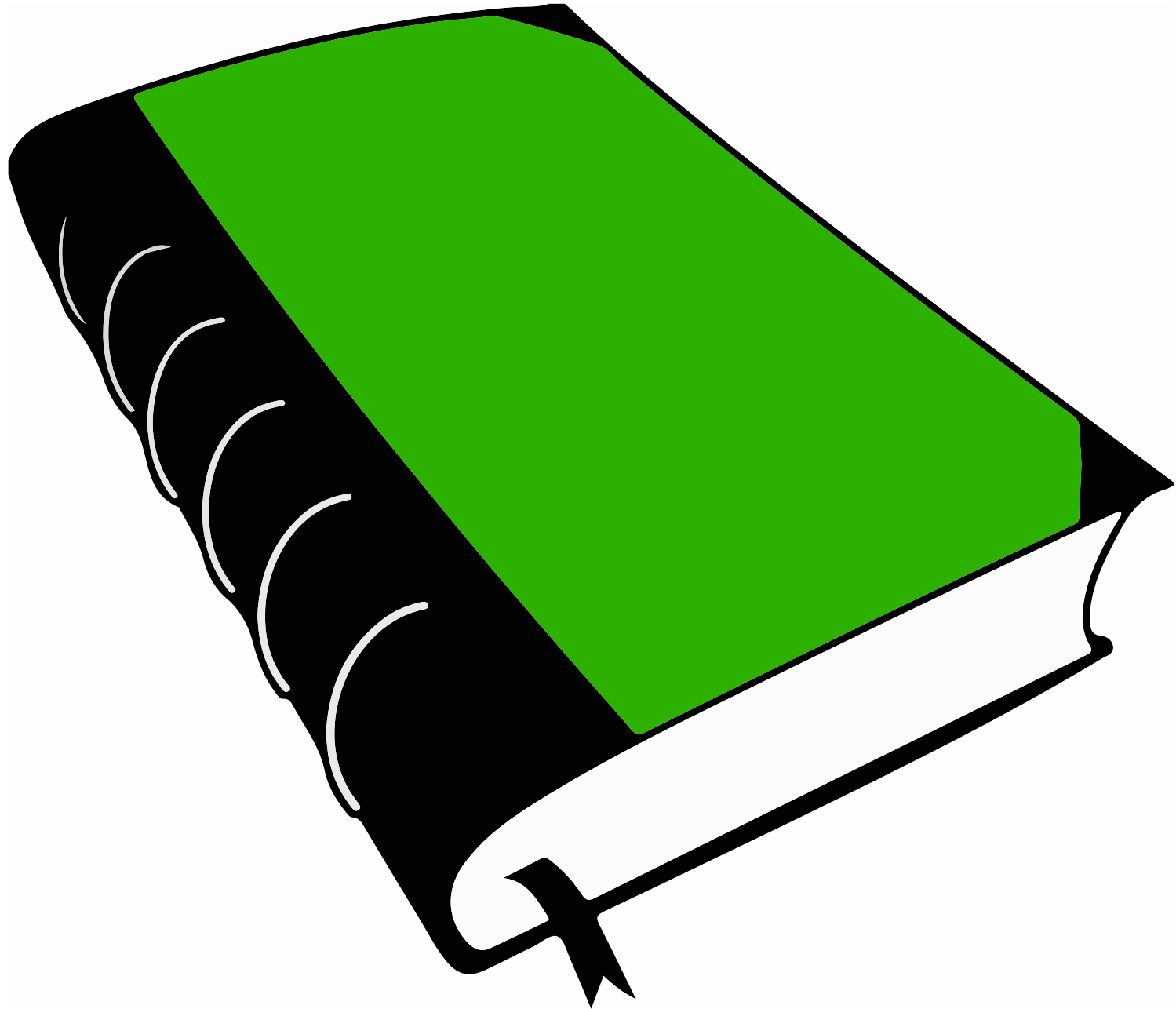
- **What's in your Bag? song:** download MP3 file and/or stream the video from our website.
- **Jamie's Magic School Bag reader:** download PDF file and/or stream the video from our website.

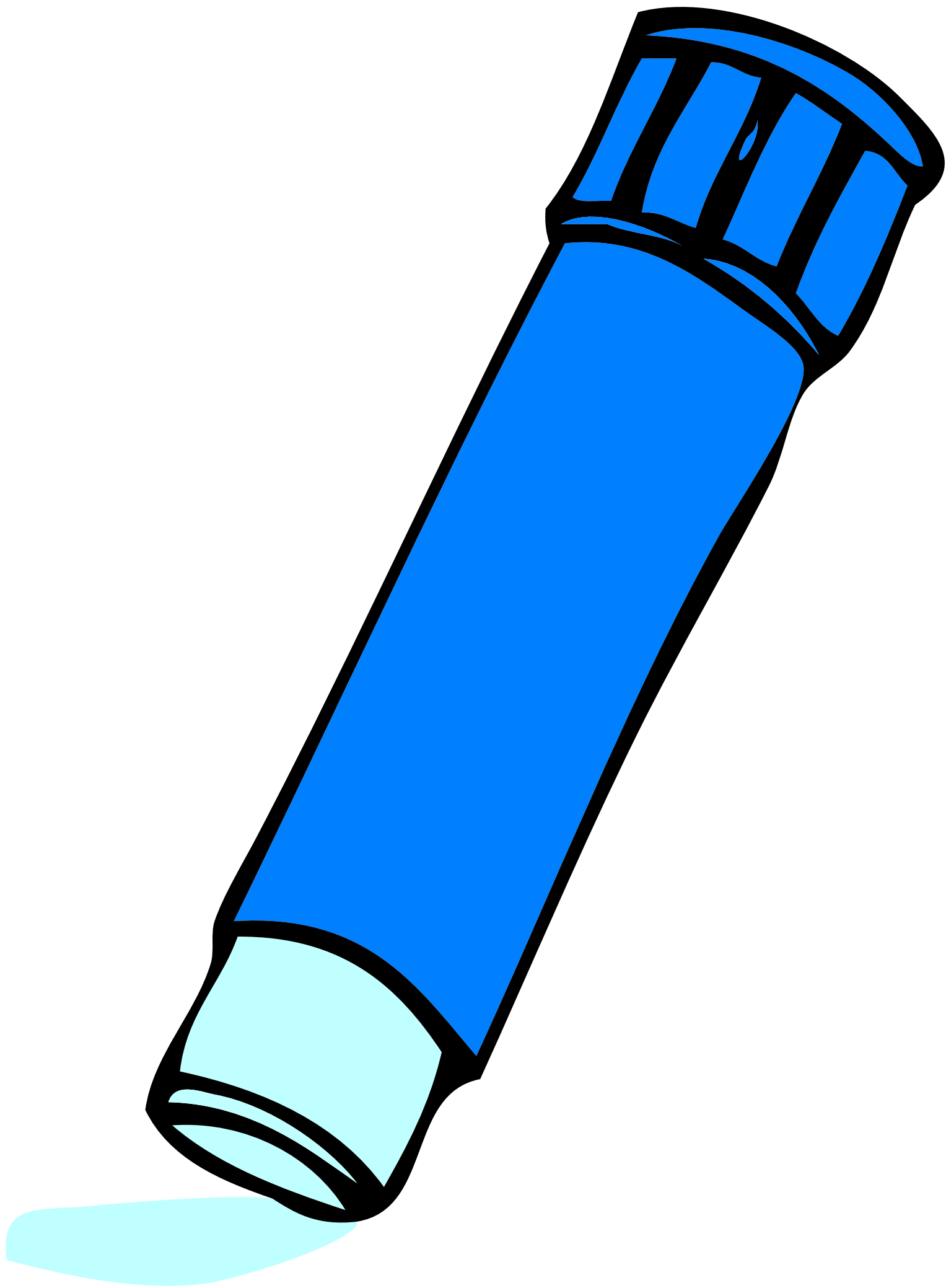


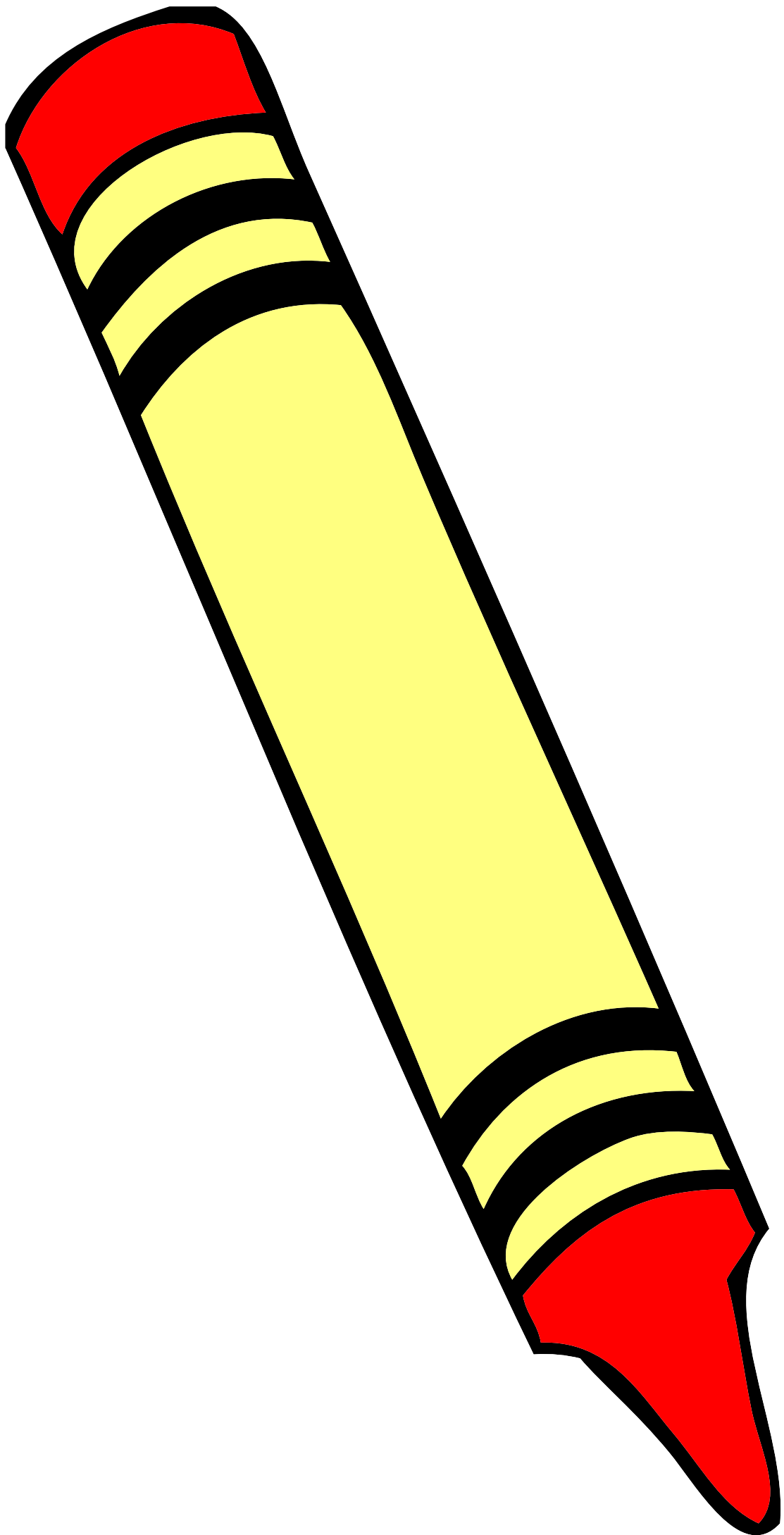


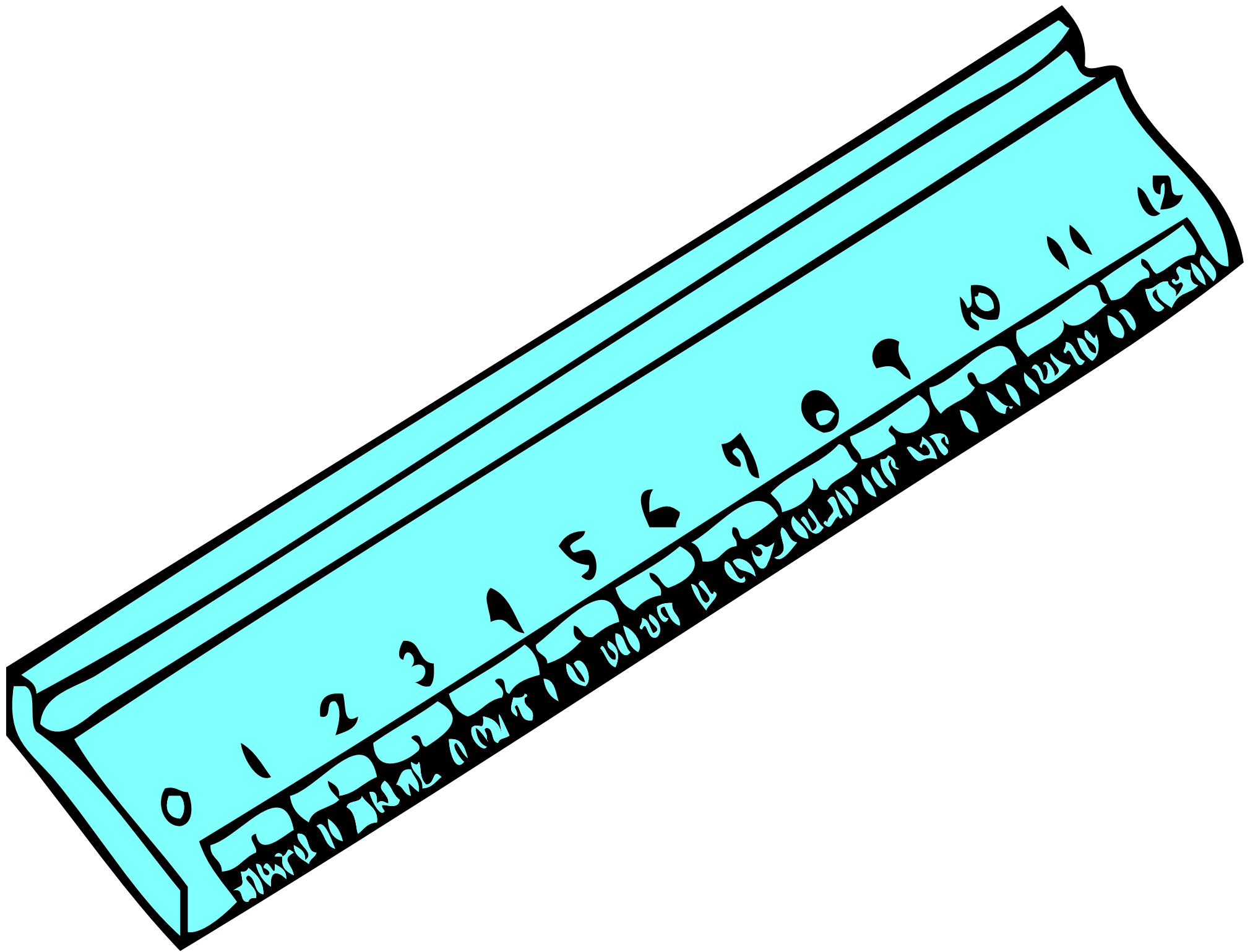


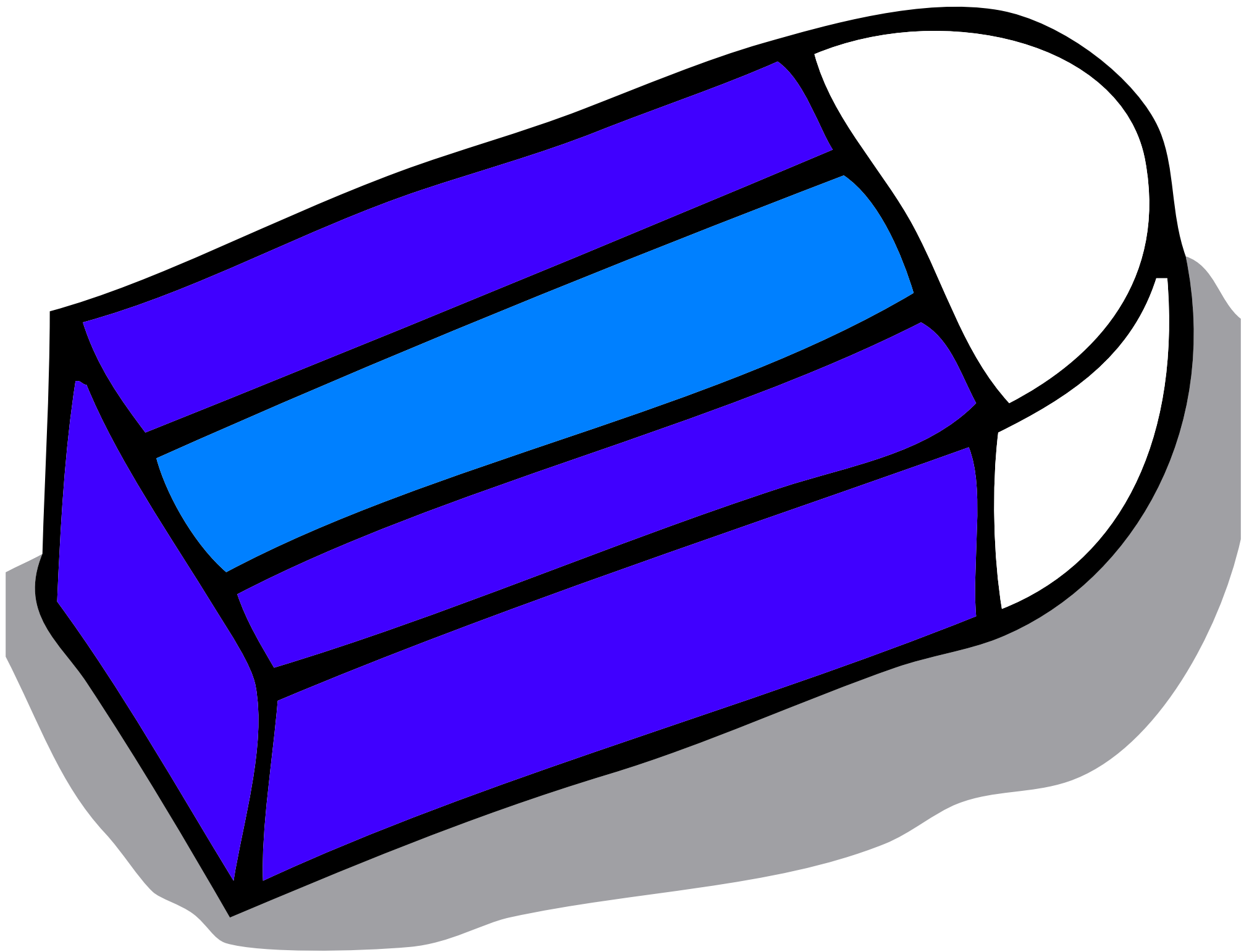


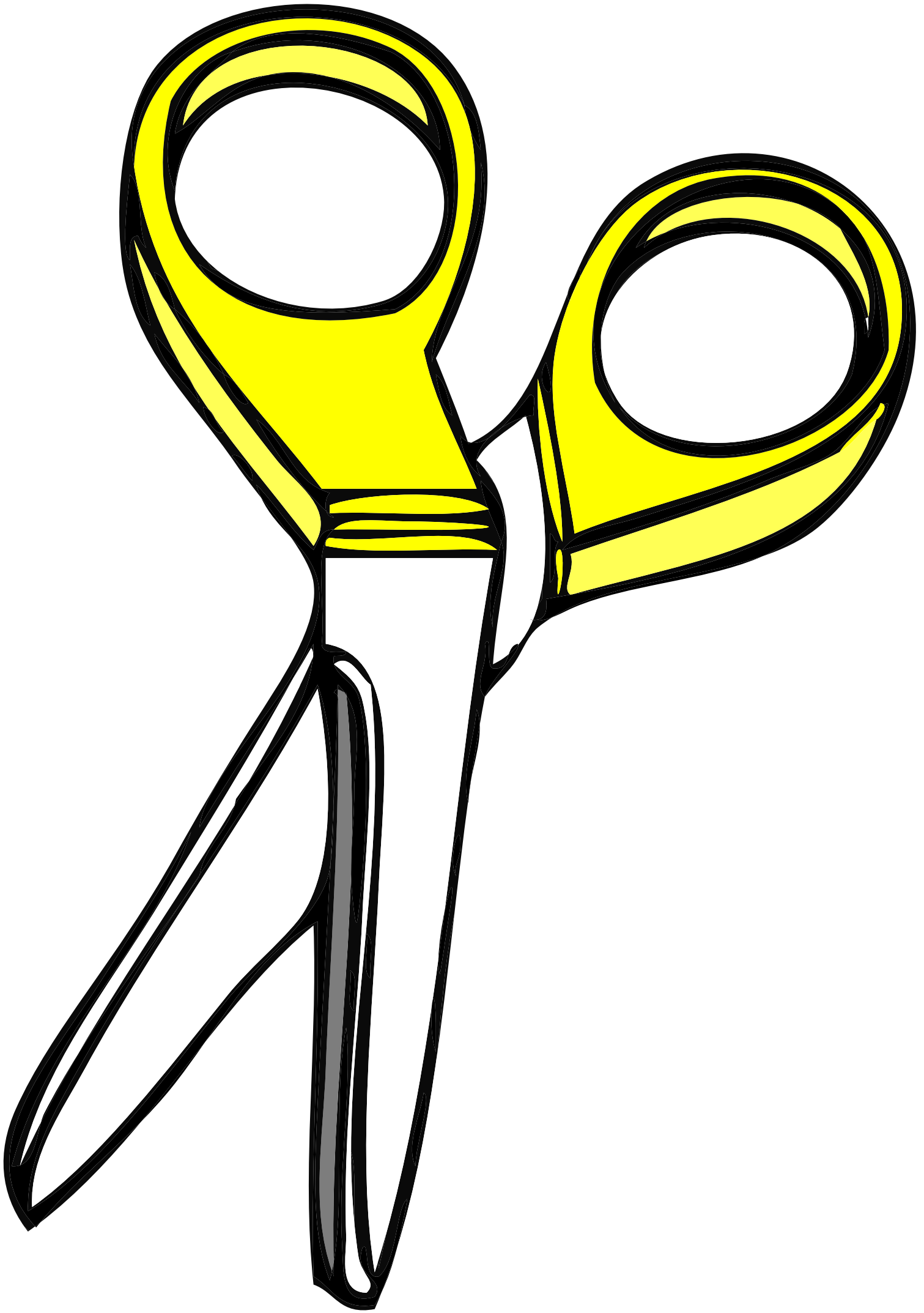




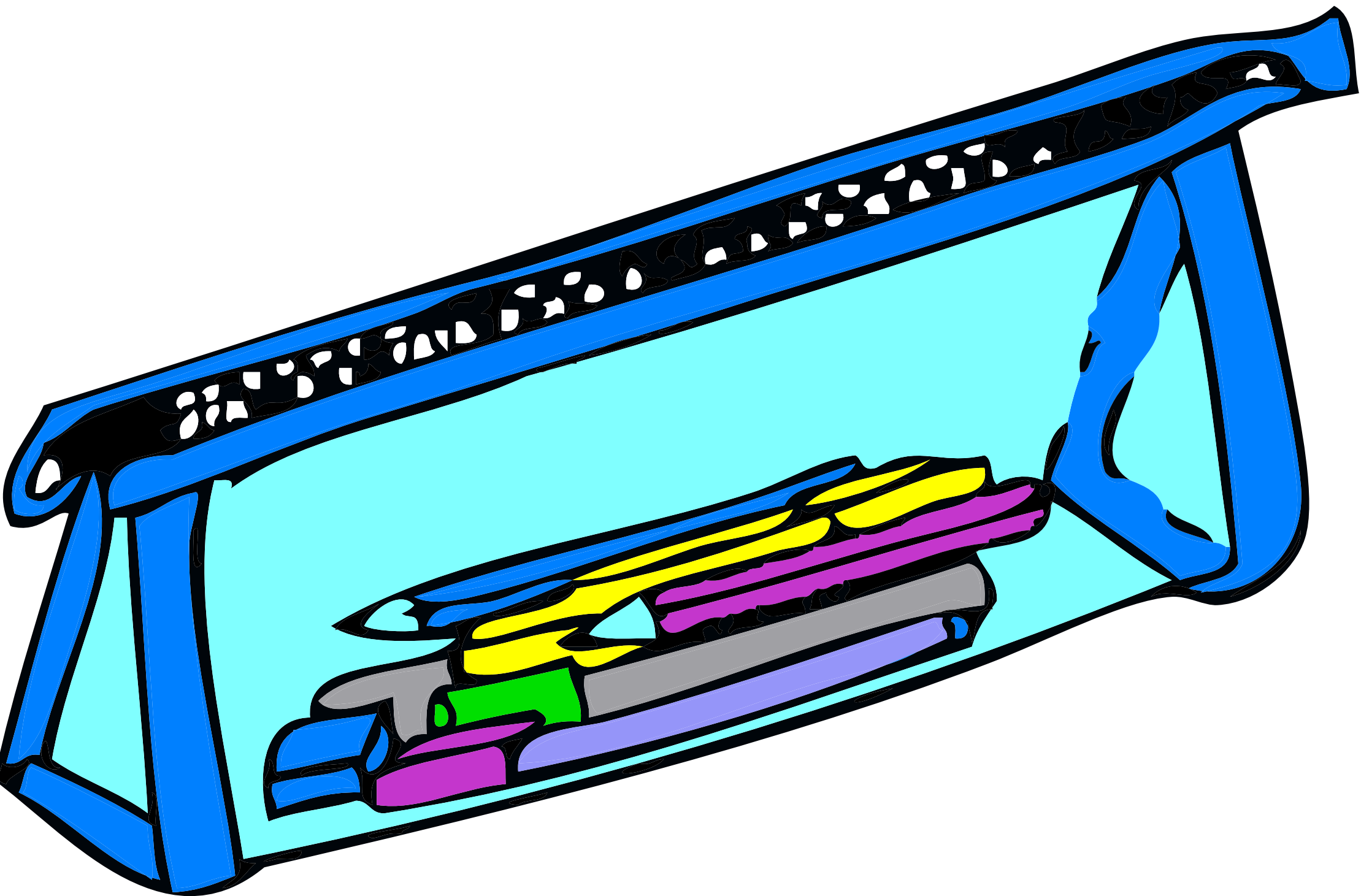


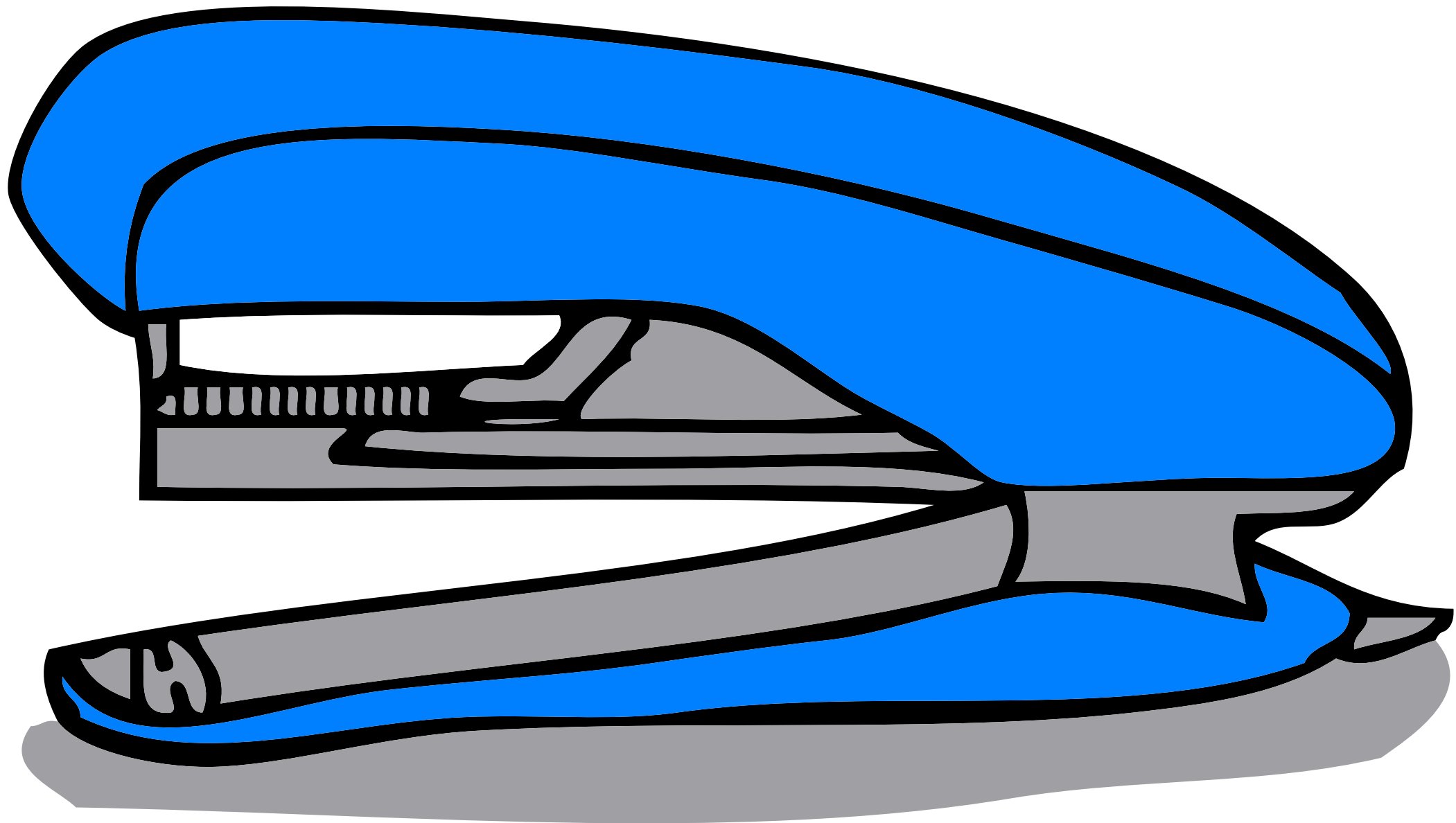


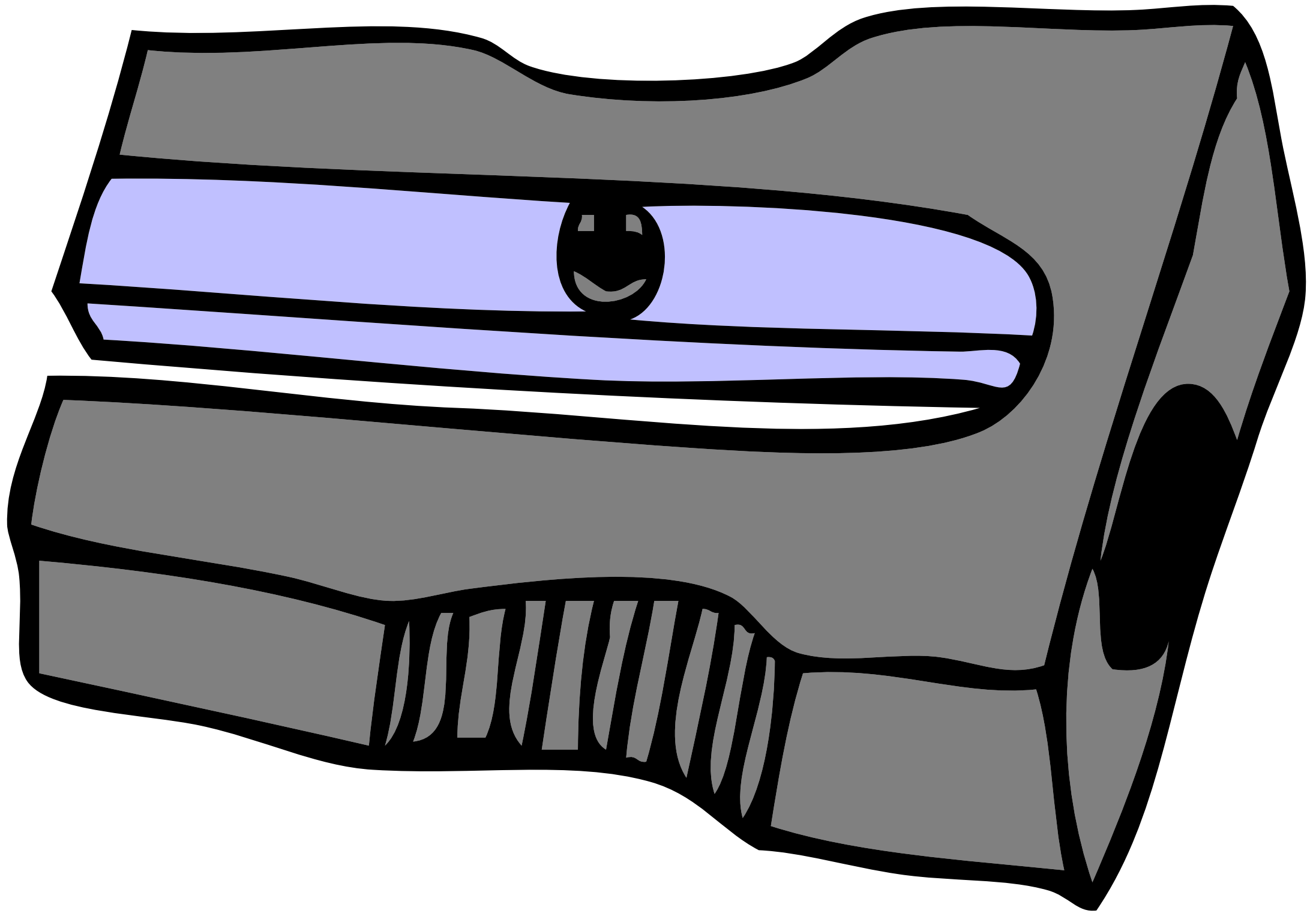


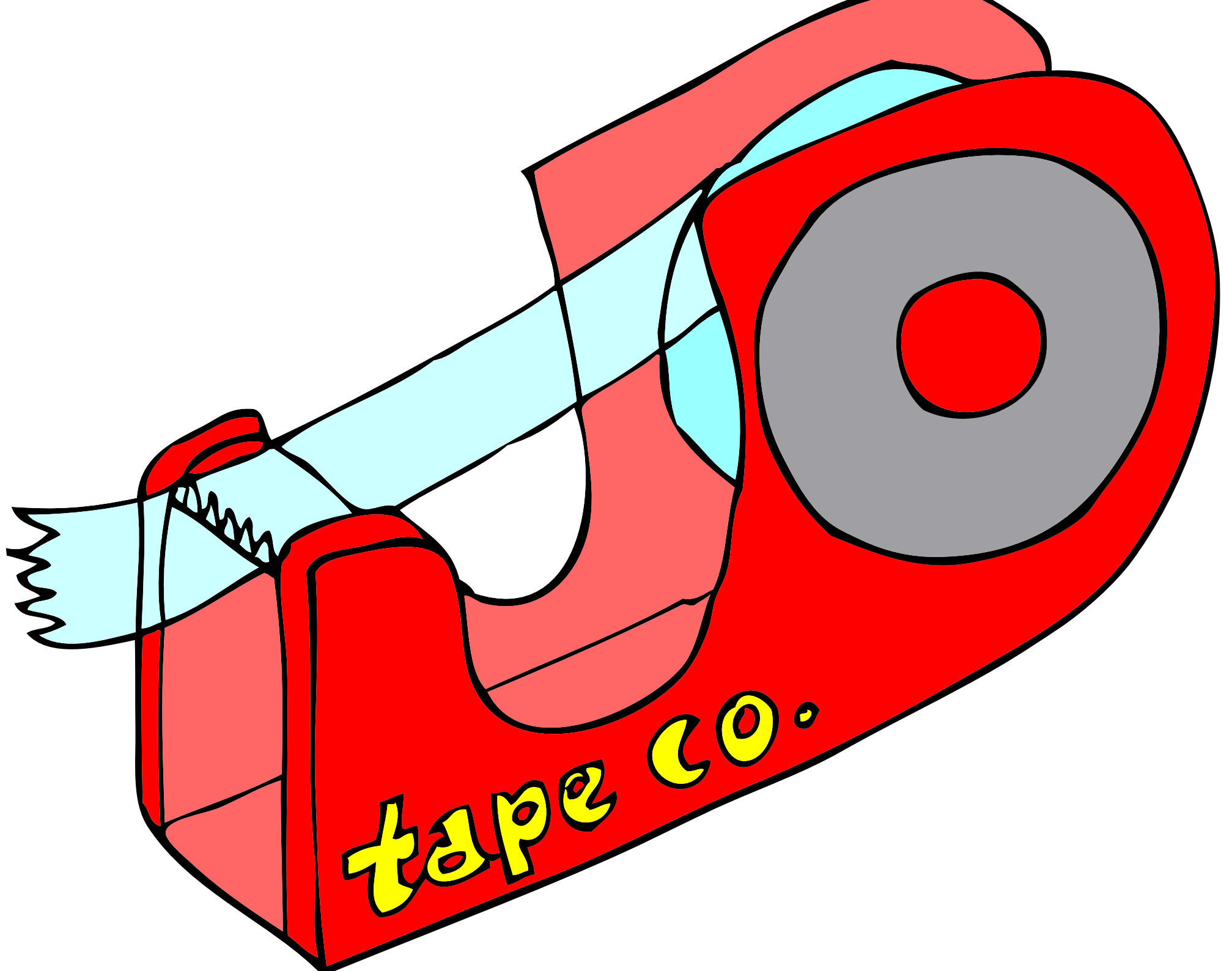








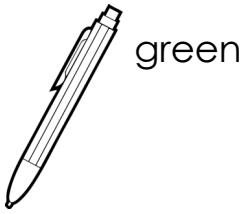




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# STATIONERY MATCH

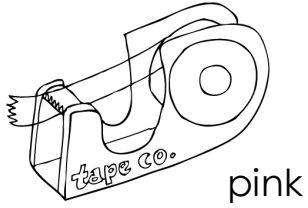
My name is \_\_\_\_\_



pencil case

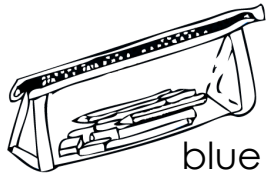
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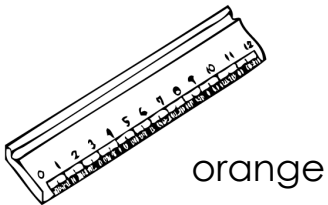
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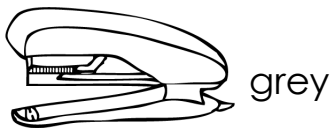
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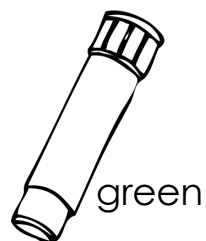
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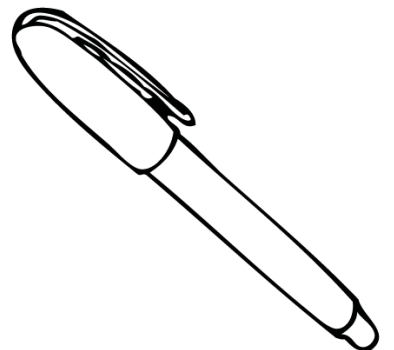
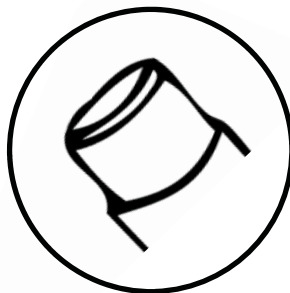
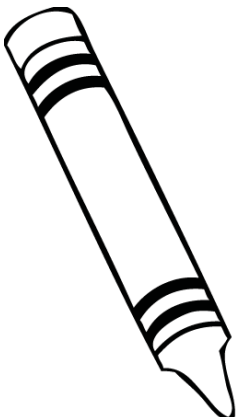
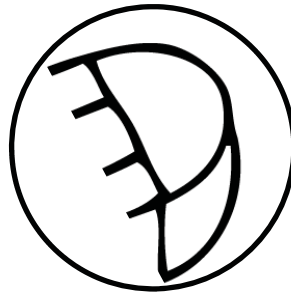
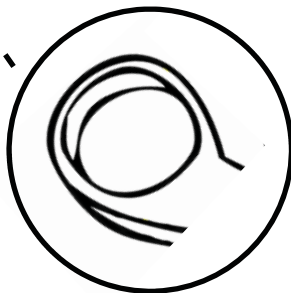
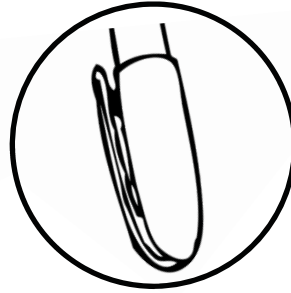
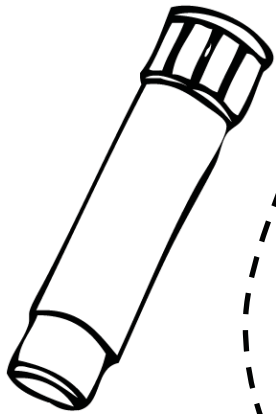
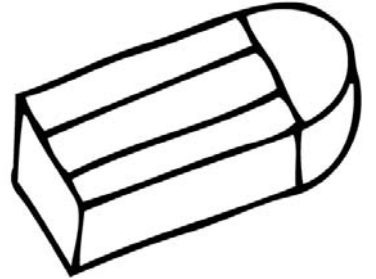
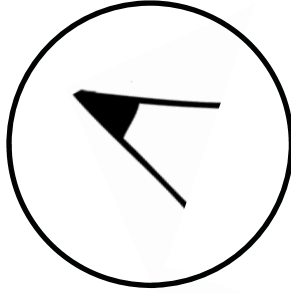
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# Drawing Objects Match 3

My name is \_\_\_\_\_

Match the objects!



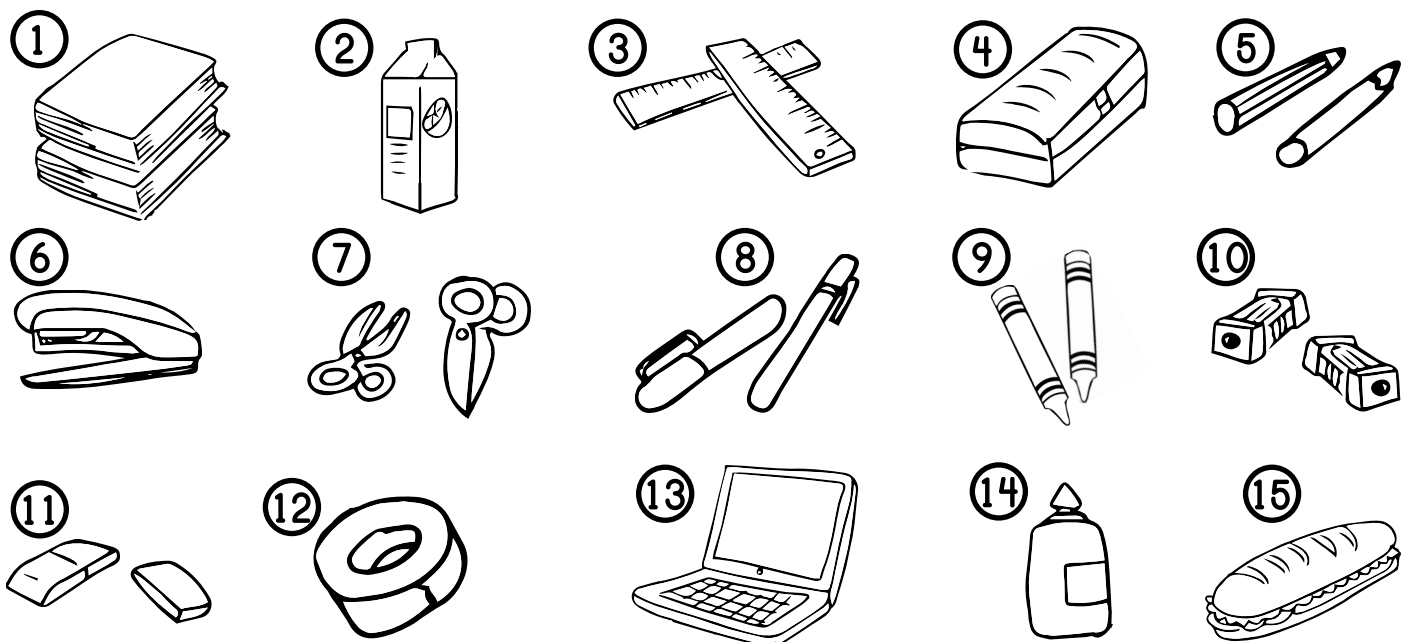
# Jamie's Magic School Bag

My name is \_\_\_\_\_

(US English version)

1. Before the story, match the words to the pictures.

__ pens	__ glue	__ sandwich	__ erasers	__ computer	__ pencils
<u>1</u> books	__ crayons	__ tape	__ pencil sharpeners	__ juice	
	__ rulers	__ stapler	__ scissors	__ pencil case	



2. Listen to the story. Number the items in the order that you hear them.

- |  |   |                                   |
|--|---|-----------------------------------|
| <input type="checkbox"/> stapler           | <input type="checkbox"/> erasers          | <input type="checkbox"/> computer |
| <input type="checkbox"/> glue              | <input type="checkbox"/> crayons          | <input type="checkbox"/> books    |
| <input type="checkbox"/> scissors          | <input type="checkbox"/> <b>1</b> pencils | <input type="checkbox"/> tape     |
| <input type="checkbox"/> pencil sharpeners | <input type="checkbox"/> pencil case      | <input type="checkbox"/> juice    |
| <input type="checkbox"/> sandwich          | <input type="checkbox"/> pens             | <input type="checkbox"/> rulers   |

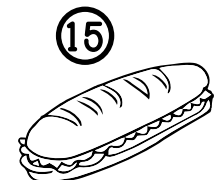
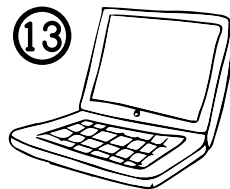
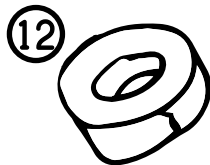
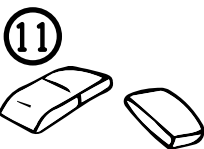
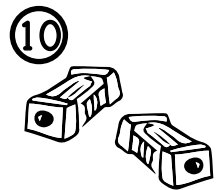
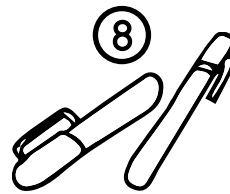
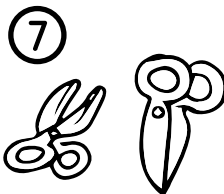
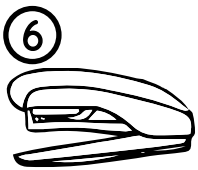
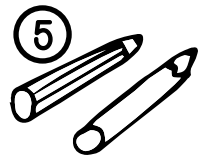
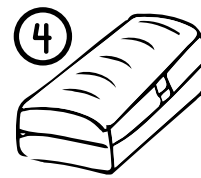
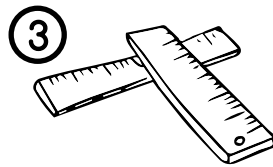
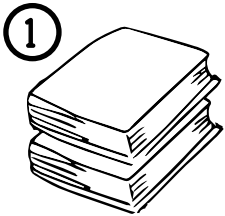
# Jamie's Magic School Bag

My name is \_\_\_\_\_

(GB English version)

1. Before the story, match the words to the pictures.

__ pens	__ glue	__ sandwich	__ rubbers	__ computer	__ pencils
<u>1</u> books	__ crayons	__ tape	__ pencil sharpeners	__ juice	
	__ rulers	__ stapler	__ scissors	__ pencil case	



2. Listen to the story. Number the items in the order that you hear them.

stapler

rubbers

computer

glue

crayons

books

scissors

**1** pencils

tape

pencil sharpeners

pencil case

juice

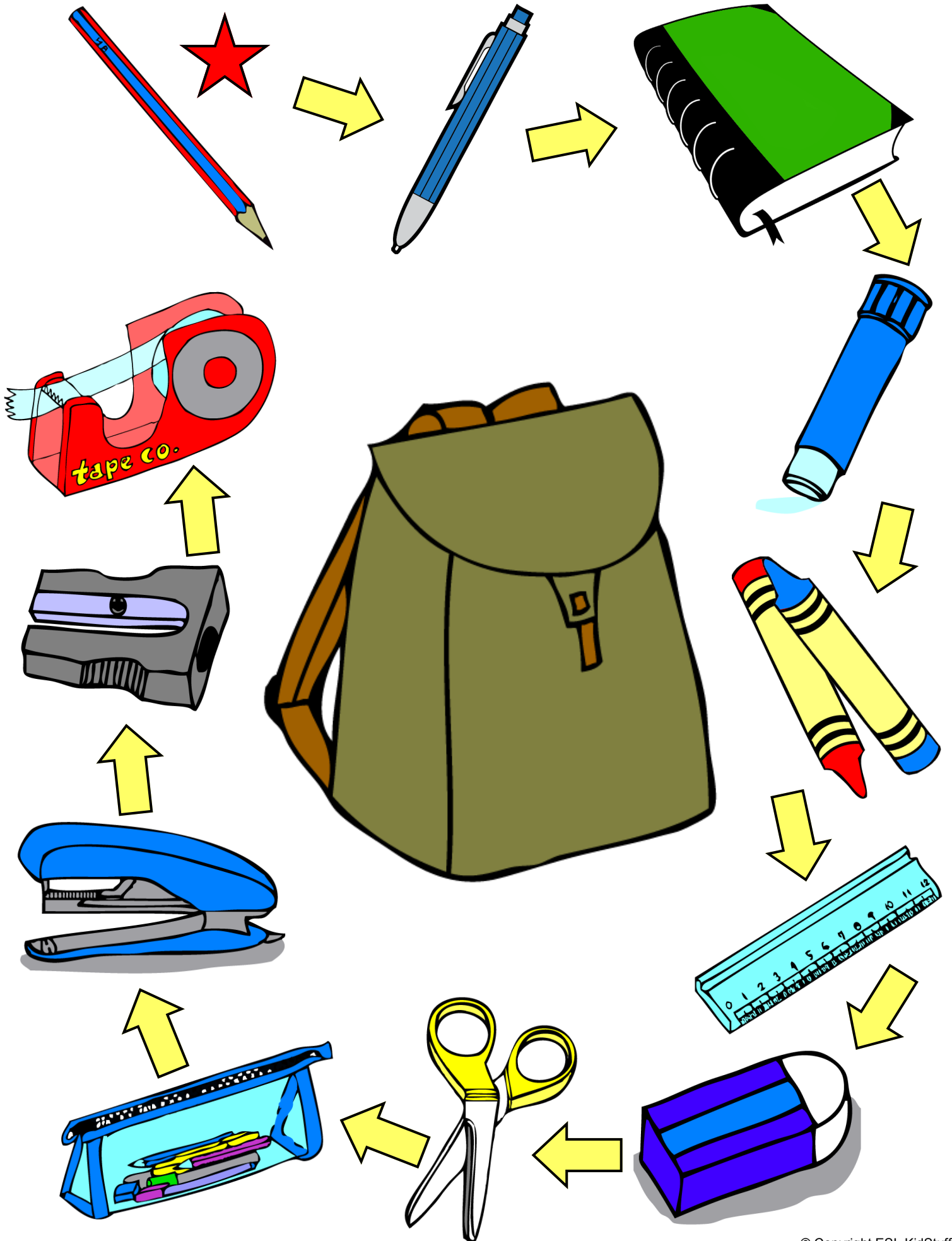
sandwich

pens

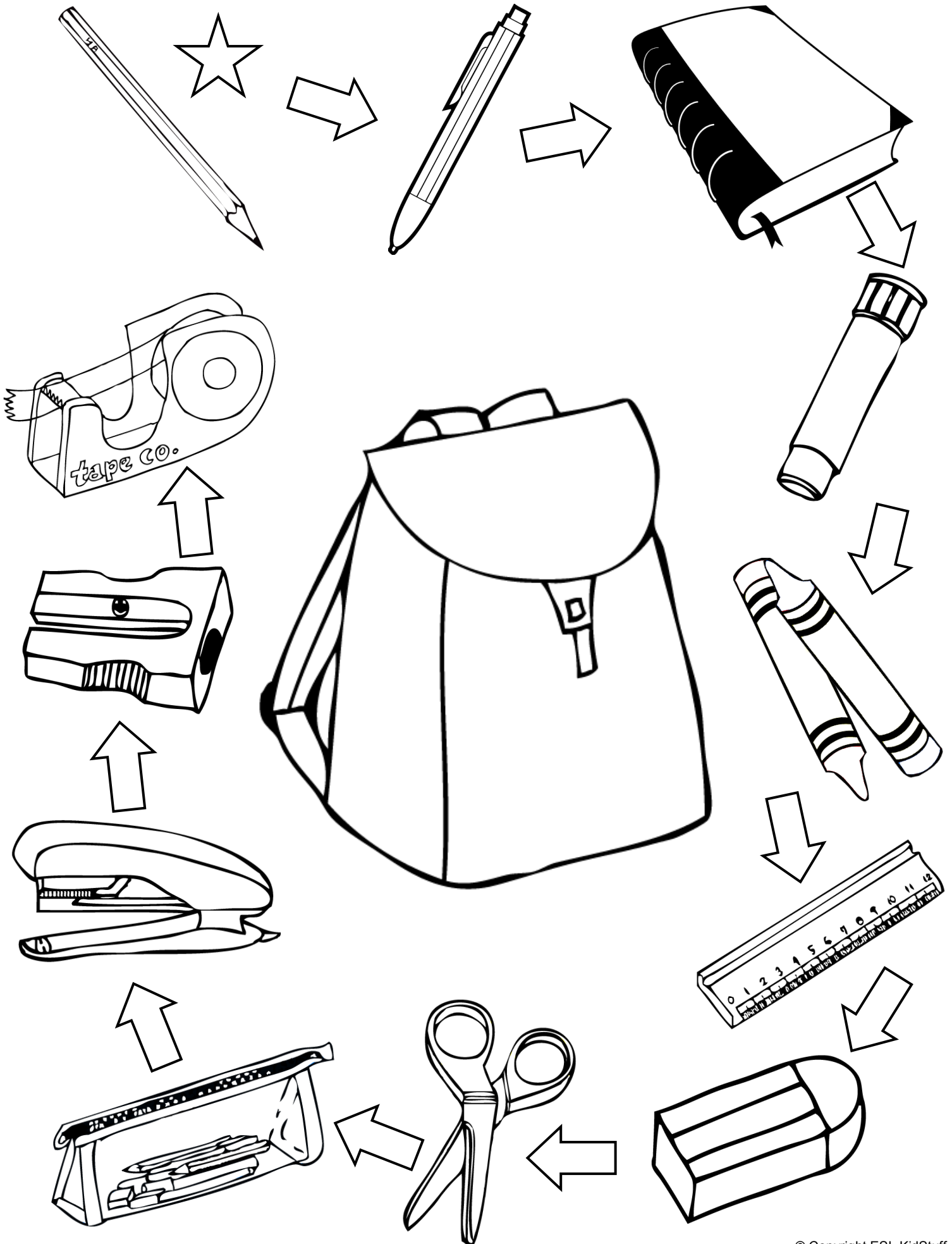
rulers



# What's in your Bag?



# What's in your Bag?



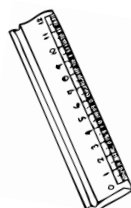
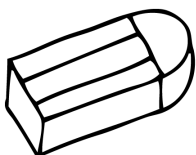
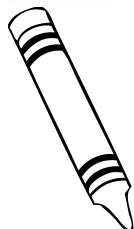
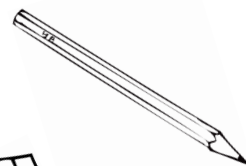
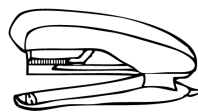
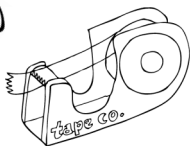
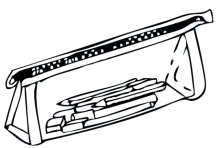
# Classroom stationery

 My name is \_\_\_\_\_

A crossword puzzle grid with 13 numbered starting points for words related to classroom stationery. The grid is set against a grey background. The numbered squares are: 1 (Down, 1 square), 2 (Across, 6 squares), 3 (Across, 5 squares), 4 (Across, 8 squares), 5 (Across, 3 squares), 6 (Across, 1 square), 7 (Across, 4 squares), 8 (Across, 2 squares), 9 (Across, 2 squares), 10 (Across, 8 squares), 11 (Across, 4 squares), 12 (Across, 3 squares), and 13 (Across, 3 squares).

Down ↓

Across →



# Classroom stationery

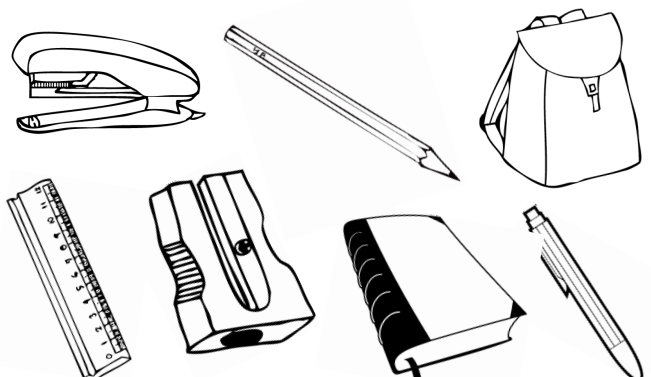
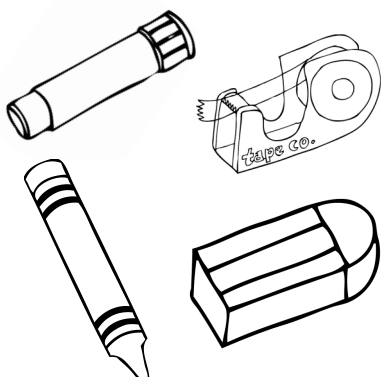
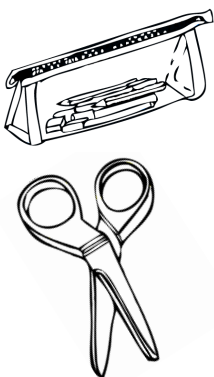
# ANSWERS

The crossword puzzle grid contains the following words:

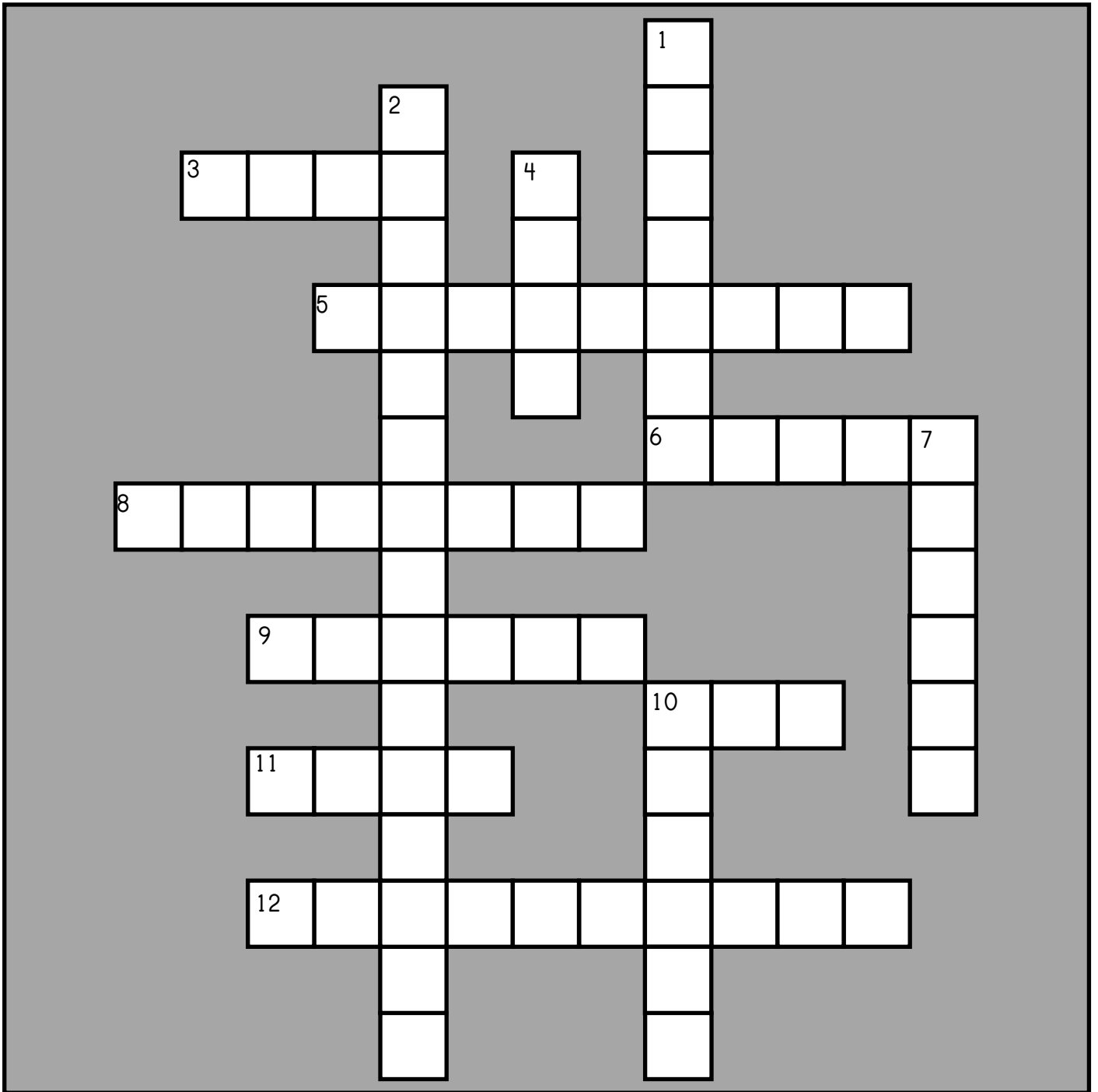
- 1. pen (Down)
- 2. stapler (Across)
- 3. pencil (Across)
- 4. schoolbag (Across)
- 5. ruler (Across)
- 6. table (Down)
- 7. sharpener (Across)
- 8. sharpener (Down)
- 9. sharpener (Down)
- 10. sharpener (Across)
- 11. sharpener (Down)
- 12. book (Across)
- 13. pen (Across)

Down ↓

Across →

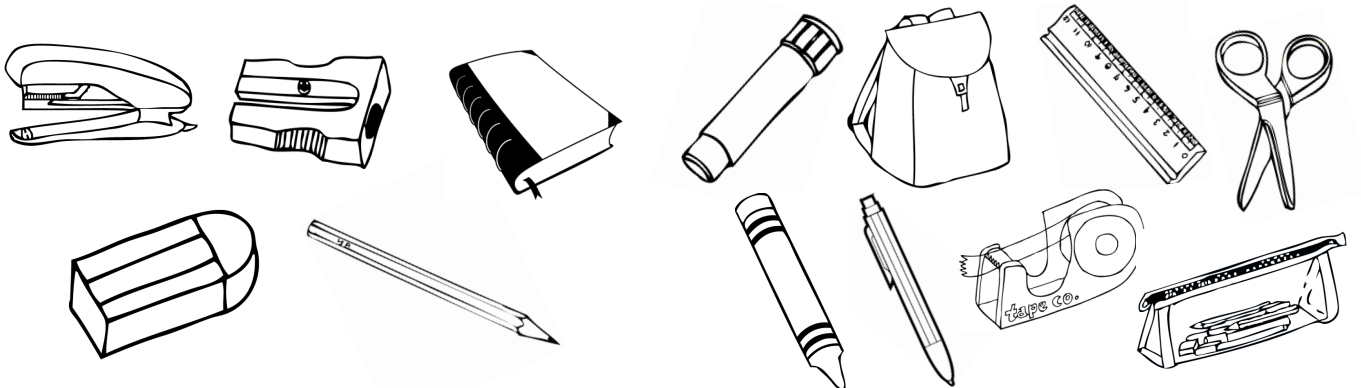


Classroom stationery My name is \_\_\_\_\_



Down ↓

Across →



# Classroom stationery

# ANSWERS

1 s  
t  
a  
p  
l  
e  
r

2 p  
c  
i  
l  
c  
a  
s  
e

3 g  
l  
u  
e

4 b  
o  
o  
k

5 s  
c  
h  
o  
o  
l  
b  
a  
g

6 r  
u  
l  
e  
r

7 r  
u  
b  
e  
r

8 s  
c  
i  
s  
s  
o  
r  
s

9 c  
r  
a  
y  
o  
n

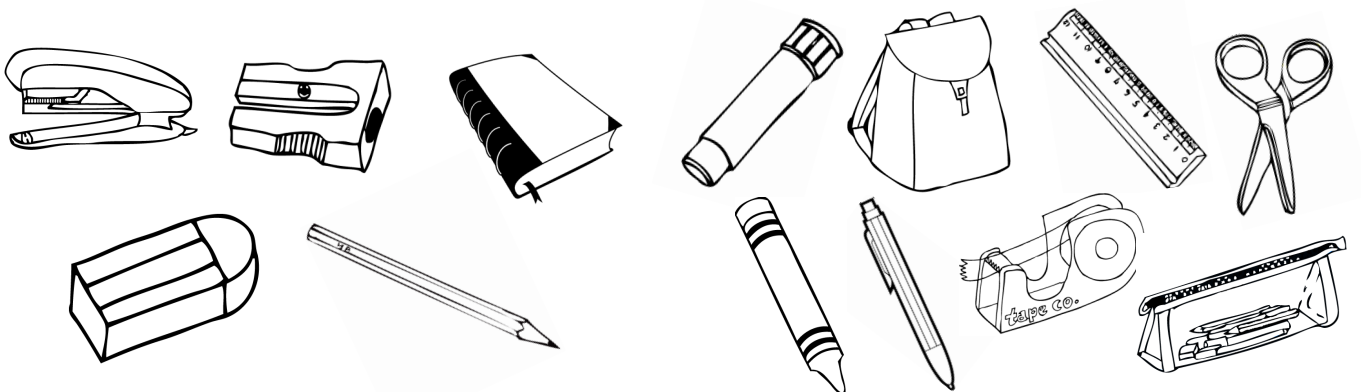
10 p  
e  
n

11 t  
a  
p  
e

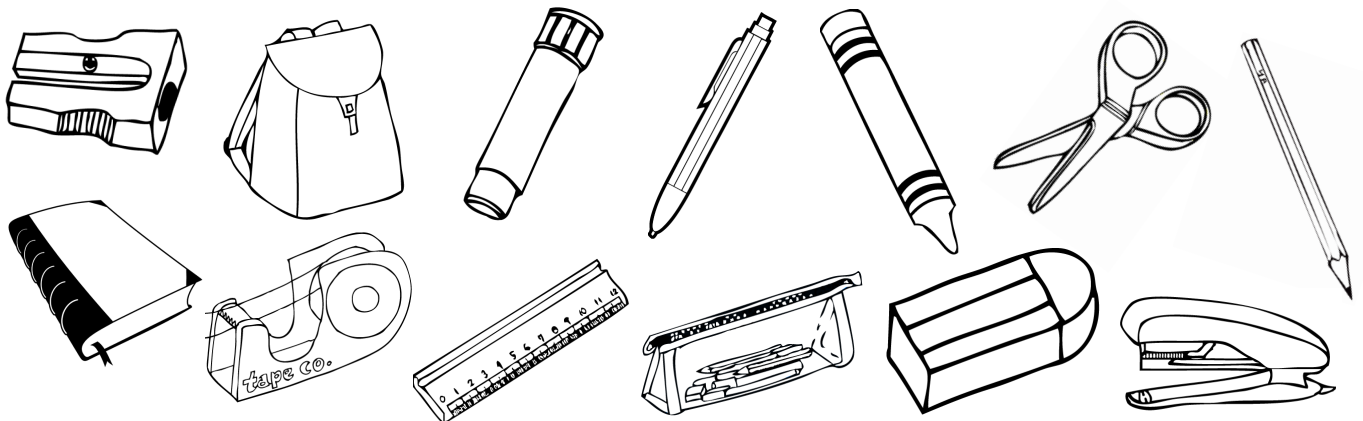
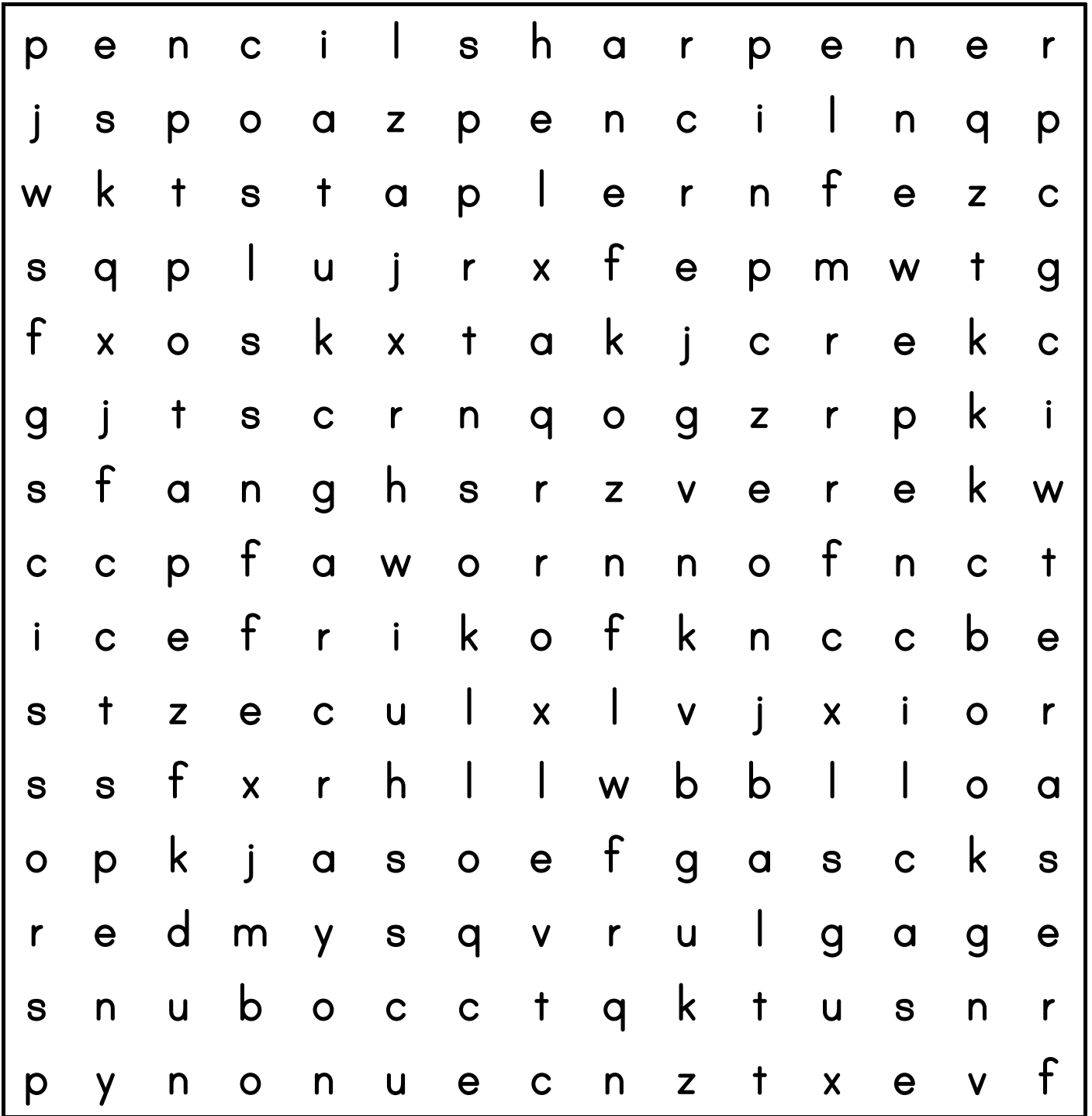
12 p  
e  
n  
c  
i  
l  
c  
a  
s  
e

Down ↓

Across →



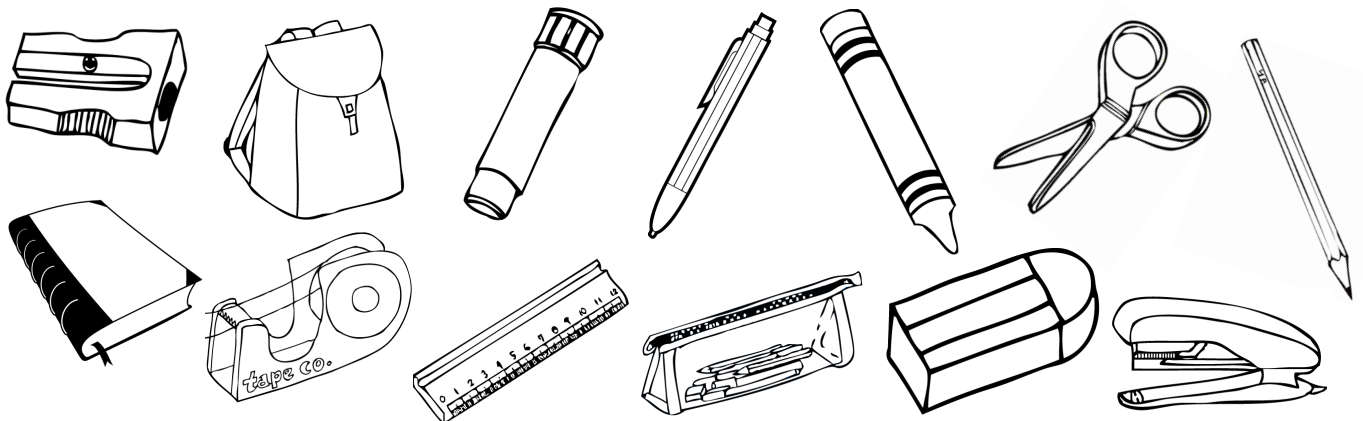
Classroom stationery My name is \_\_\_\_\_



# Classroom stationery

ANSWERS

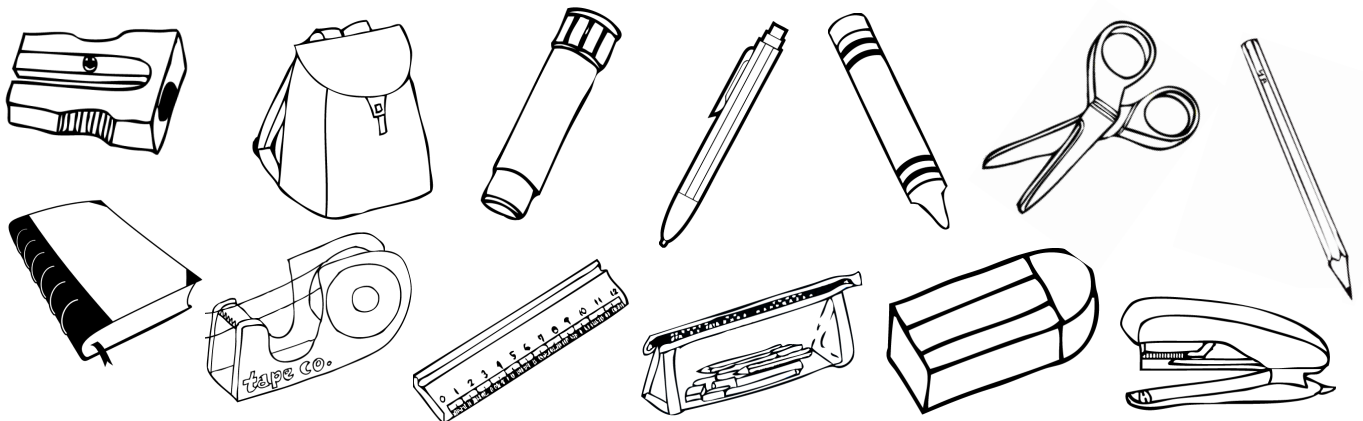
p	e	n	c	i	l	s	h	a	r	p	e	n	e	r
j	s	p	o	a	z	p	e	n	c	i	l	n	q	p
w	k	t	s	t	a	p	l	e	r	n	f	e	z	c
s	q	p	l	u	j	r	x	f	e	p	m	w	t	g
f	x	o	s	k	x	t	a	k	j	c	r	e	k	c
g	j	t	s	c	r	n	q	o	g	z	r	p	k	i
s	f	a	n	g	h	s	r	z	v	e	r	e	k	w
c	c	p	f	a	w	o	r	n	n	o	f	n	c	t
i	c	e	f	r	i	k	o	f	k	n	c	c	b	e
s	t	z	e	c	u	l	x	l	v	j	x	i	o	r
s	s	f	x	r	h	l	l	w	b	b	l	l	o	a
o	p	k	j	a	s	o	e	f	g	a	s	c	k	s
r	e	d	m	y	s	q	v	r	u	l	g	a	g	e
s	n	u	b	o	c	c	t	q	k	t	u	s	n	r
p	y	n	o	n	u	e	c	n	z	t	x	e	v	f





Classroom stationery My name is \_\_\_\_\_

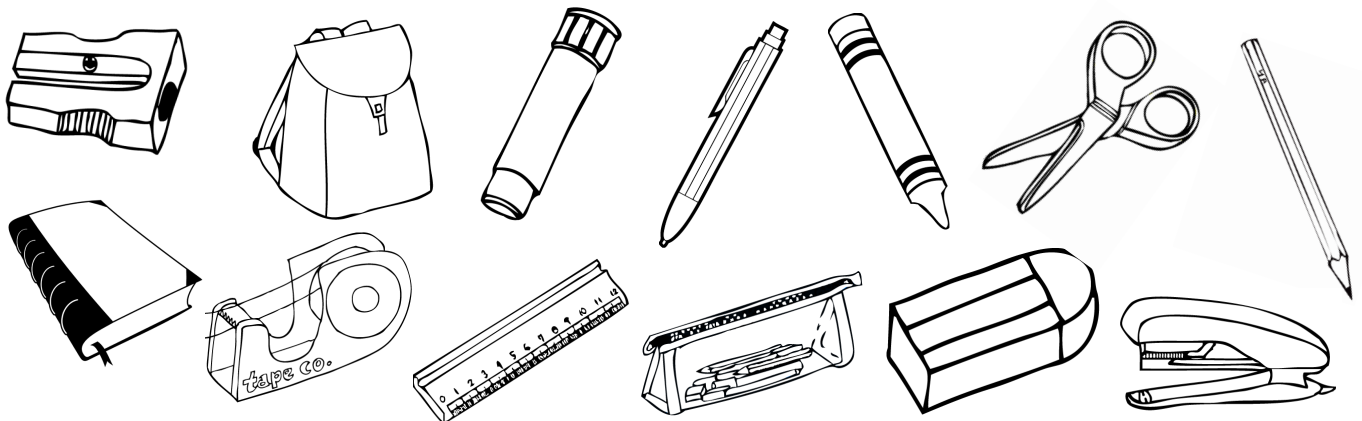
x	e	p	j	g	n	u	y	p	r	h	n	n	e	b
r	u	r	f	z	x	h	h	e	i	g	x	y	y	t
u	z	u	o	w	y	x	x	n	r	c	b	l	s	e
l	z	b	s	c	h	o	o	l	b	a	g	s	u	k
e	t	b	v	v	z	t	s	t	a	p	l	e	r	o
r	a	e	p	e	n	c	i	l	c	a	s	e	e	k
q	p	r	p	m	i	z	d	y	l	j	x	g	u	i
p	e	n	c	i	l	s	h	a	r	p	e	n	e	r
i	j	q	a	b	t	q	y	w	h	q	s	r	j	i
p	s	b	b	o	s	c	i	s	s	o	r	s	z	k
g	e	x	n	o	y	z	r	o	e	s	h	n	e	t
q	r	n	v	k	g	i	j	a	p	b	t	j	r	a
a	s	e	c	o	v	l	r	g	y	o	m	t	b	k
r	c	l	q	i	j	r	u	j	e	o	l	q	i	n
b	b	b	y	s	l	w	t	e	o	w	n	g	n	q



# Classroom stationery

# ANSWERS

x	e	p	j	g	n	u	y	p	r	h	n	n	e	b
r	u	r	f	z	x	h	h	e	i	g	x	y	y	t
u	z	u	o	w	y	x	x	n	r	c	b	l	s	e
l	z	b	s	c	h	o	o	l	b	a	g	s	u	k
e	t	b	v	v	z	t	s	t	a	p	l	e	r	o
r	a	e	p	e	n	c	i	l	c	a	s	e	e	k
q	p	r	p	m	i	z	d	y	l	j	x	g	u	i
p	e	n	c	i	l	s	h	a	r	p	e	n	e	r
i	j	q	a	b	t	q	y	w	h	q	s	r	j	i
p	s	b	b	o	s	c	i	s	s	o	r	s	z	k
g	e	x	n	o	y	z	r	o	e	s	h	n	e	t
q	r	n	v	k	g	i	j	a	p	b	t	j	r	a
a	s	e	c	o	v	l	r	g	y	o	m	t	b	k
r	c	l	q	i	j	r	u	j	e	o	l	q	i	n
b	b	b	y	s	l	w	t	e	o	w	n	g	n	q



# What's in your school bag?

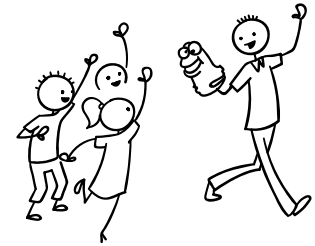
My name is \_\_\_\_\_

Circle the classroom stationery items.





## Wrap Up



### I will need:

Resources:	<ul style="list-style-type: none"> <li>Resources for whatever you are going to review from today's lesson.</li> <li>Glove puppet</li> </ul>
Songs:	<ul style="list-style-type: none"> <li>Review song from a previous lesson</li> <li>or The Goodbye Song</li> </ul>
Worksheets	<ul style="list-style-type: none"> <li>Homework worksheet based on the lesson</li> </ul>
Classroom Resources:	<ul style="list-style-type: none"> <li>CD / Tape player</li> </ul>

Songs and worksheets can be downloaded at <http://www.eslkidstuff.com/esl-kids-lesson-plans.html>

### Suggestions for the end of my lessons:

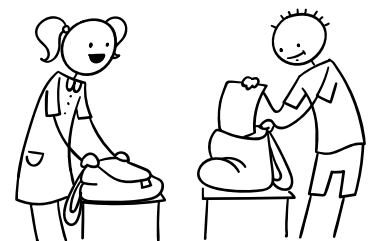
The end of the lesson gives the teacher the opportunity to assign homework and do a quick review. Students can say goodbye in a positive atmosphere and therefore look forward to their next lesson.

These activities can be done in the following order at the end of your lesson:

#### 1. Assign Homework

Each week give out a homework worksheet for your students to take home. Hold up the homework worksheet and model how to do 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 coloring them right away.

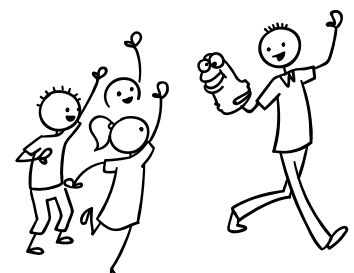
*Note:* If possible, encourage the parents to help out as much as possible with their child's homework - it is a great way to have your students practice the target language outside of class.



#### 2. Say Goodbye

##### For younger students (under 7s):

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 as in the warm up - go to each S and say hello, ask their name and the say goodbye / see you. Then put the puppet back in the bag (back to sleep).

### For older students (7 and older):

Play "Stand on one leg questions": Get everyone to stand on one leg. Ask each student in turn a question (either from the warm-up questions or a review question from the lesson). If they get the question right they can sit down. If they get it wrong they must remain standing on one leg until the turn comes around to them again. This should be fun and quick - hopefully your students will all be sitting down soon enough!



### 3. Sing "Goodbye Song" or a Review Song

The "Goodbye Song" is a good way to sign off the class. Sit together in a circle and sing and clap along. You can also use a different song, especially if your students love a particular song.

#### 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"

These are quite straight forward. First time you play the song do the gestures and encourage everyone to do them with you.

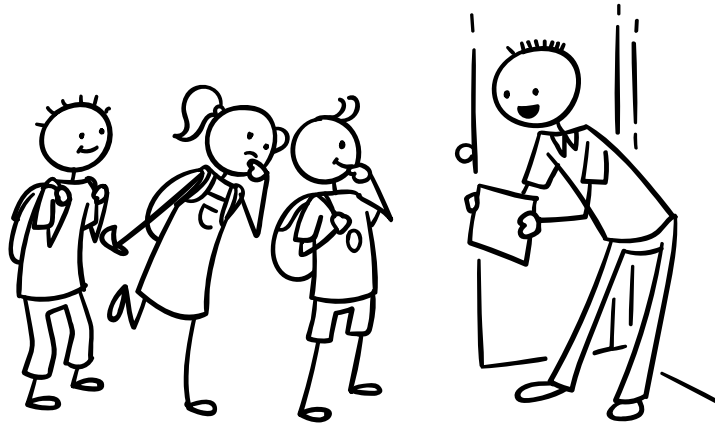
- Wave as you sing the "Goodbye, goodbye" parts.
- Hold your hand above your eyes (as you would when you are looking into the distance and keeping the sun out of your eyes) and look at another student as you sing "See you again".
- Tap watch (or imaginary watch) and then point to the door as you sing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

### 4. Do "Quick Check"

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 (e.g. hold up a color or fruit and ask



"What's this?"). For very young kids you can hold up one of the worksheets you did in the lesson and ask them to touch an object (e.g. "Touch the melon"). When they give you an answer say goodbye and let them leave.



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- All flashcards, worksheets, craft sheets and songs used in this lesson plan can be downloaded at [eslkidstuff.com/esl-kids-lesson-plans.html](http://eslkidstuff.com/esl-kids-lesson-plans.html)
  - More free Lesson Plans are available at [eslkidstuff.com/esl-kids-lesson-plans.html](http://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: <http://www.eslkidstuff.com/contact.htm>

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

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