

## Three Lesson plans

# lesson n° 1

**Time :** 45 mins

**Level :** Second contact Primary children in an E.F.L. context.

(suggested age-group 10-12 year olds)

**Grammar :** possessive “s”.

**Grammar revision :** Apostrophe 's indicating the verb “to be” or “to have”  
Grammatical form “have got”.

**Material needed :**

- Meg and Mog Flashcards with the principal characters and main vocabulary in the story (canoe, creek, wood, blackberry, dragon, etc)
- Meg and Mog possessive adjective card game (photocopiable material included)

### STEP ONE

Use the flashcards of the principal characters in Meg and Mog to revise “Who’s this?”

“What’s this?”

to reintroduce the theme and to introduce the new vocabulary.

Leave the new vocabulary flashcards prominently displayed for later.

### STEP TWO

Read the book, pausing at the end of each page to highlight the new vocabulary.

### STEP THREE

#### Activity Sheet No 1

Ask the children to complete **Activity Sheet no 1** with the missing words (found at the bottom of the sheet) as the teacher re-reads the story. Leave enough time at the end of each page for the children to complete the exercise.

### STEP FOUR

This step can be completed in small groups or with the whole class.

Write up the following sentence on the board and pin up the Meg and Mog flashcards.

“Meg has got a cat called Mog.”

Underline the verb construction “has got”. Ask the children (in groups or as a class) what they understand the sentence to mean i.e. the significance of “has got”.

(This should be a revision, but if the structure “have got” hasn’t been taught yet, the lesson plan for Tog the Dog covers this).

Discuss the feedback from the children emphasising the meaning of “have got” and develop if necessary using examples with the children and objects belonging to them.

### STEP FIVE

Under the “has got” sentence, write up a second sentence.

“Meg’s cat is called Mog”.

Explain that the 's indicates possession of Meg’s cat and that the 's doesn’t replace a verb.

Ask the children to show you the verb and then underline it a different coloured chalk.

Give other examples such as :

*Pamela has got a dog called Rover  
Pamela’s dog is called Rover.  
Adrian has got a big orange goldfish  
\_\_\_\_’s goldfish is big and orange  
John has got a black spider  
\_\_\_\_’s spider is black. etc*

### STEP SIX

#### Activity Sheet no 2

The children complete the activity sheet, filling in the missing words and then writing in the missing sentences corresponding to the picture.



## How to use...

# Meg up the Creek

Helen Nicoll  
and Jan Pieńkowski  
(Puffin Books)



## STEP SEVEN

Using the vocabulary flashcards, ask the question "Whose ..... is this?" Encourage a step by step reply if the children are finding this difficult.

For children that have no difficulty, encourage replies using possessive adjectives and possessive pronouns only .eg.

"Whose cat is this?" or "Whose cat is this?"  
 It's her cat. "This is Meg's cat".  
 It's hers. "It's hers".

## STEP EIGHT

(optional)

### Activity Sheet n° 5

Ask the children to add a final sentence to Activity Sheet n°5 using a possessive pronoun.

e.g.

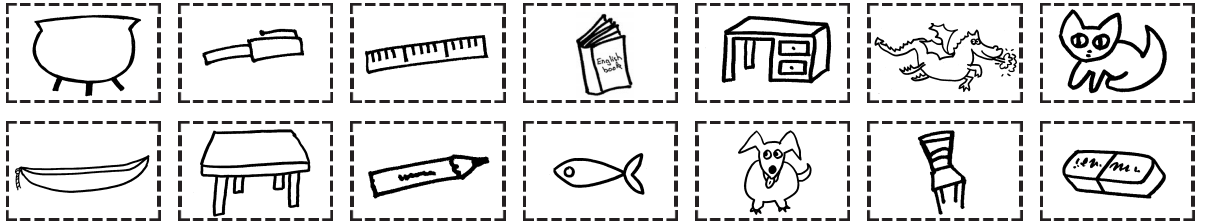
«Whose pen is this?»

«It's John's pen. It's his pen. It's his.



### Activity Sheet no 3

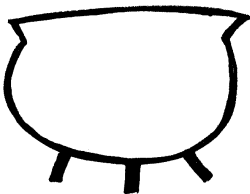
#### Meg - Mog Possessive adjective cards



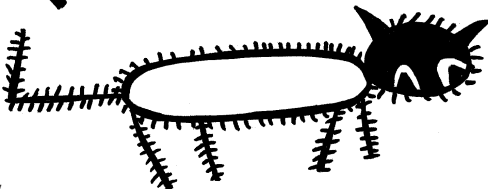
### Activity Sheet no 4

#### Make sentences from the muddled words

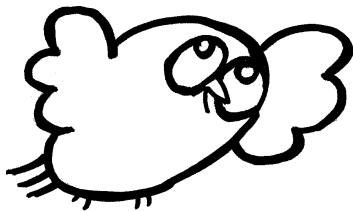
1 - / cauldron / black / Meg / is / 's /



2 - / . / has / long / Mog /  
/ a / black / got / tail /



3 - / are / eyes /  
/ his / yellow /



4 - / got / mouse /  
/ a / Owl / has /



5 - / is / canoe / yellow / . / her /



6 - / 's / . / car / white / Mog / is black / and /

### Activity Sheet no 5

#### Whose ..... is this ?

It's .....

Example



John

Whose pen is this ?

It's John's pen. It's his pen.



Me

Whose pen is this ?

It's my pen.



1 - Jane

..... flower is this ?

It's ..... It's .....



2 - Peter

..... is this ?

It's ..... It's .....



3 - You

..... is this ?

It's .....



4 - Pamela

..... is this ?

It's ..... It's .....



5 - Sam

..... is this ?

It's ..... It's .....



6 - You

..... is this ?

It's .....



7 - Me

..... is this ?

It's .....

# lesson n°2

**Time :** 45 mins

**Level :** Second contact Primary Children in an E.F.L. context. (Suggested age-group: 10-12 year olds).

**Grammar :** Possessive adjectives

**Grammar revision :** Grammatical form “**have got**” and possessive “**s**”.

## STEP ONE

Ask some of the children to read the book to you while others mime the story or draw it on the board. Don't take too long !

## STEP TWO

On the board, re-write the two sentences used in Steps 4 and 5 of Lesson Plan 1.

*Meg has got a cat called Mog*

*Meg's cat is called Mog*

Ask the children to explain what the sentences mean and to identify the verbs and the possessive 's. Encourage them to give you examples that they create themselves.

## STEP THREE

Under these two sentences write up:

*Her cat is called Mog.*

Explain (in the children's native language if necessary) that “**her**” is the female possessive adjective and replaces “**Meg's**”. Give more female examples. Then write up the following sentence :

*John's cat is called Sam*

*His cat is called Sam*

## STEP FOUR

**Activity Sheet no 3.** In groups of 4, the children play Meg and Mog possessive adjective card game. There are two different types of cards. One set has a picture of Meg, Mog or Owl, or names of children in the group. The other set of cards has different objects on them, using vocabulary that the children already know. The cards should be placed face down on the table where the children are playing. In turn, the children turn over one card from each pile. They then practise the «**has got /s/**» possessive adjective activities which are on the board.

e.g. *Meg has got a black cauldron*

*Meg's cauldron is black*

*Her cauldron is black*

Before the groups begin to play, show them some examples especially with **my/your/his**.

Initially, leave the sentences on the board but once the children become more confident, remove the examples and let the children help each other. Move from group to group helping where necessary.

## STEP FIVE

**Activity Sheet no 4.** The children should write sentences from the muddled words.

# lesson n°3

**Time :** 45 mins.

**Level :** Second Contact Primary Children in an E.F.L. context (suggested age-group : 10 to 12 year olds).

**Grammar :** “Whose”, possessive pronouns.

**Grammar revision :** Possessive 's', possessive adjectives.

## STEP ONE

Using the Meg and Mog and main vocabulary flashcards, mix them up and display them on the board. Select two of the vocabulary flashcards (yellow canoe as a first example) and the second one (Mog,) to enable you to make a short sentence. eg *Mog has got a yellow canoe*

= *Mog's canoe is yellow*

= *His canoe is yellow*

and show the two flashcards.

In small groups, ask the children to do the same. (As a variation, one group can choose two flashcards for another group to create the sentences and vice versa.)

## STEP TWO

Dividing the vocabulary flashcards into three groups, add the Meg flashcard to one group, the Mog to another and Owl to the third. Explain to the children that these objects are Meg's and use the cards to illustrate that these “objects” belong to Mog, Meg, Owl etc. If further reinforcement is necessary, Step 1 can be repeated using the same groups of cards.

## STEP THREE

Introduce the question “*Whose?*”..... Ask “*Whose cat is this?*” Write it on the board. Show the two flashcards and encourage an answer.

Write the answer “*It is Meg's cat*” on the board.

Repeat until you feel that the class is comfortable with this question form.

## STEP FOUR

In groups, ask the children to complete **Activity Sheet no 5.** The children practise writing the question form and giving the answer.

## STEP FIVE

**Make sure** that the children can see the Meg and Mog flashcards relating to the sentences below.

Write up the following sentences on the board.

*Meg has got a cat.*

*Whose cat is this?*

*This is Meg's cat.*

*It is **her** cat*

*It is **hers**.*

Explain that “**hers**” is the possessive pronoun for an object belonging to someone female (in this case Meg) and replaces “**her cat**” and “**Meg's cat**”.

Give more “female” examples.

## STEP SIX

Repeat Step 5 using different flashcards to illustrate **mine/yours/his**. Keep it simple and fun. Make sure that the possessive adjectives and possessive pronouns are clearly visible on the board.

**Activity Sheet no 1**

Fill in the missing words.



Meg, ..... and Owl went in a ..... up the creek and into the wood.



Owl and Mog ..... hunting. They didn't catch anything.



..... to find Meg. They found Mog.



They were starving so they ..... back. In the cauldron was a fox.



It ..... dark; They ..... strange noises. Their ..... drifted away.



..... made her spell. **BOOM !**



A ..... appeared and lit the .....



They all had ..... and ..... home.

*Supper - canoe - canoe - dragon - fire - Mog - Owl - Meg - heard - flew - went - rushed - got - went*

**Activity Sheet n° 2**

Example



Meg **has got** an owl  
Meg's owl.

+ 3 more

Children complete all sentences :



Mog has got a yellow canoe  
..... canoe is yellow.

.....

.....

.....

.....

.....

.....



Meg ..... a black cauldron  
..... is black.



Owl ..... a ..... called Jack  
..... is called Jack.