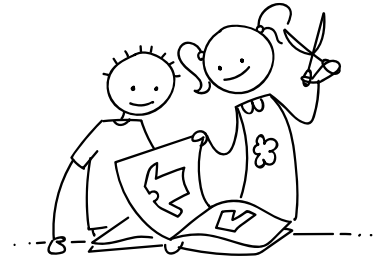


Lesson 8

Clothes and weather 2



General:

Level:	3 – PANDAS (ages 7-9)
Time:	1 hour – 1 hour 20 mins
Objectives:	Identifying different clothing, talking about the weather.
Structures:	What is it?", "What are they?", "It's a [cap].", "They're [shoes].", "What clothes do you wear when ...?", "I wear ...", "He/She is wearing ...".
New vocab:	dress, coat, pajamas, short pants, blouse, sweater, sneakers, cap, belt, boots, scarf, gloves, umbrella.
Review vocab:	shirt, t-shirt, pants, socks, jacket, shoes, hat, skirt, sunny, rainy, windy, cloudy, snowy, foggy, hot, cold.

You will need to download:

Flashcards:	<ul style="list-style-type: none"> Clothes (shirt, t-shirt, pants, socks, jacket, shoes, hat, skirt, dress, coat, pajamas, short pants, blouse, sweater, sneakers, cap, belt, boots, scarf, gloves, umbrella)
Printables:	<ul style="list-style-type: none"> Let's get dressed reader worksheet Clothes and weather worksheet Jungle clothes worksheet
Readers:	Let's get dressed

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

You will also need:

- name tags for each student
- a small ball
- board with markers / chalk
- weather board (from previous class)
- catalogs / magazines with lots of pictures of clothes
- construction paper/card, scissors and glue

Notes:

In this lesson students continue to expand their vocabulary of clothes and talk about what clothes they wear in different weather conditions. They also work on asking and answering questions in singular and plural forms.

Lesson Overview:

Warm Up and Maintenance:

1. Greetings and name tags
2. Ball pass questions
3. Homework check
4. Talk about the weather using the "Weather board"
5. Read classroom reader "Let's get dressed"
6. Play "Match the review words to the pictures"

New Learning and Practice:

1. Play "Match the new words to the pictures"
2. Introduce singular and plural forms
3. Do the "Let's chat about clothes" activity
4. Do "Clothes and weather" worksheet
5. Read and write time
6. Create a "Clothes catalog scene"

Wrap Up:

1. Assign Homework: "Jungle clothes"
2. Do "Quick check" and say goodbye

Lesson procedure:

Warm up and maintenance:

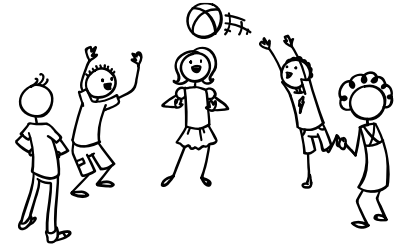
1. Greetings and name tags

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



2. Ball pass questions

Get everybody standing in a circle. Throw a ball around, with students asking and answering questions on the below review topics as they throw/catch. Mistakes or wrong answers mean the student has to sit down and is out of that round.



Round 1:

Numbers 1-10 and classroom objects / stationery, e.g. "How many tables are there?", "There are 6 tables".

Round 2:

Food and drink words (use a time limit to say a word).

Round 3:

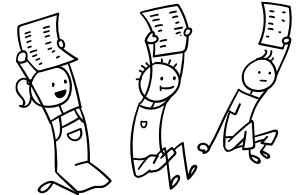
Likes & dislikes for food and drink – "Do you like milk?", "Yes, I do / No, I don't".

Round 4:

Likes & dislikes for weather – "Do you like foggy weather?", "Yes, I do / No, I don't".

3. Homework check

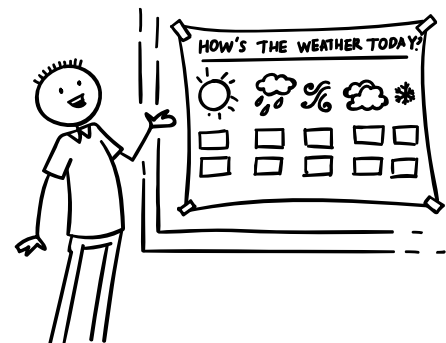
Check each student's homework that you set in the last lesson. Ask each student some questions about their homework worksheet (e.g. "What is this?", "What color is it?"), give lots of praise, and then put some kind of mark on the homework sheet (e.g. a sticker, a stamp or draw a smiley face).



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

4. Talk about the weather using the "Weather board"

Use the weather board that you created in the previous class. Ask, "How's the weather today?" and have students put up their hands. Allow one weather condition per student (e.g. "It's rainy") and have each student come up and put a weather picture on the weather board.



Depending on weather conditions, you can introduce more weather words (with pictures ... you can get students to draw them), such as:

- stormy
- misty
- showery
- freezing
- humid
- frosty
- icy
- drizzly

5. Read classroom reader "Let's get dressed"

Before class, download and print off the reader "Let's get dressed" from our website. We'll review the clothes vocabulary and structures from last lesson with a reader. As you go through each page, point to the pictures, elicit each key word, and have your students try to guess which item of clothing the character will put on next, for example:

Teacher: What's this? (pointing at hat)

Students: It's a hat!

Teacher: And what's this? (pointing at shoes)

Students: Shoes!

etc.

Teacher: Ok, so what do you think Ken will put on first?

Students: His socks?

Teacher: Well, let's see. (Turns page) ... Oh look, it's his shirt!

etc.



Get the students really involved in the story by asking lots of questions (e.g. eliciting colors) and getting them to point to their clothes as well.

After reading the story, give out a reader worksheet to each student. First, see if your students can remember the correct order that Ken puts his clothes on. Then read quickly through again checking the answers as a class.

6. Play "Match the review words to the pictures"

Before class prepare picture flashcards for the clothes words you taught in your last lesson (shirt, t-shirt, pants, socks, jacket, shoes, hat, skirt) and cards with each of the words for these clothing items written on. Next, shuffle all of these cards and stick them randomly all over your board.



Students will practice their reading and vocabulary skills. Point at one of the words (e.g. "socks") and ask what it says. Elicit the word "socks". Then ask a student to come to the board and move the word "socks" underneath the picture for socks on the board. Continue for all the words.

You can also turn this into a team game – have teams take turns in reading the words for points.

New Learning and Practice:

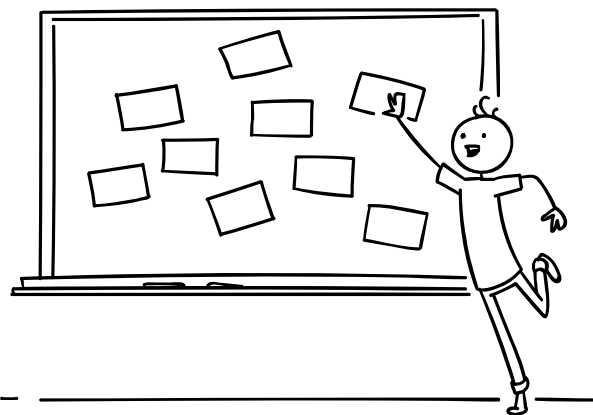
1. Play “Match the new words to the pictures”

Continue the lesson with the flashcard pictures and words that you already have on the board. You’ll be doing the same thing – again, print off all the new flashcard pictures and write their words on separate cards - dress, coat, pajamas, short pants, blouse, sweater, sneakers, cap, belt, boots, scarf, gloves, umbrella.

Place all of the picture flashcards randomly around the board (keeping the review flashcards where they are). Each time you stick one on the board elicit/teach the word and chorus x3.

Now test your students’ reading skills: hold up a word card (e.g. boots) and have your students read the word and match it to a picture – then give the card to a student to stick it under the picture of boots. Continue for all the words.

Now that we have all the clothing items on the board, we can play a fun game. Put students into 2 teams. Line the teams up, so you’ll have two lines of standing students. Say a word (e.g. coat) and the first student in the line for each team races against the other to touch that picture on the board first. This wins a point for their team and the 2 students go to the back of their team lines.



Continue with the next pair of students and keep going until all words have been touched. The team with the most points is the winner!

2. Introduce singular and plural forms

Clothing items can either be singular (e.g. a dress) or plural (e.g. pants) – let’s practice this with a fun game. Before starting this slide, draw a 2-column table a large sheet of paper on the wall, as follows:

What is it? It’s a/an ...	What are they? They’re ...

You'll be writing the clothing items in each column. Bring everyone's attention to the pictures and words on the board. Point at a singular item (e.g. skirt) and then point at the table – ask which column and write the word “skirt” in the left column and chorus, “What is it? It's a skirt”.

Continue with all the clothes – getting students to tell you which column to write the clothing words in. It should look like this once complete:

What is it? It's a/an ...		What are they? They're ...	
shirt	dress	pants	boots
t-shirt	blouse	shoes	gloves
blouse	sweater	socks	
scarf	cap	pajamas	
jacket	belt	short pants	
hat	scarf	sneakers	
skirt	umbrella		

Have everyone copy the completed table into their notebooks.

Now put your students into pairs and give each pair a blank sheet of paper. Students take turns to draw a clothing item and ask, “What is it?” or “What are they?”. Their partner should answer with the correct form (e.g. “It's a coat.” or “They're gloves”.)

Finally end with a class check: take down the table and the flashcard words from the board (so only the picture flashcards remain). Point to different clothing pictures and choose students to say the model sentences in the correct form for those items, for example:

Teacher: Mary, what is it?

Mary: It's a hat.

Teacher: Good! Afonzo, what are they?

Afonzo: They're socks.

3. Do the “Let's chat about clothes” activity

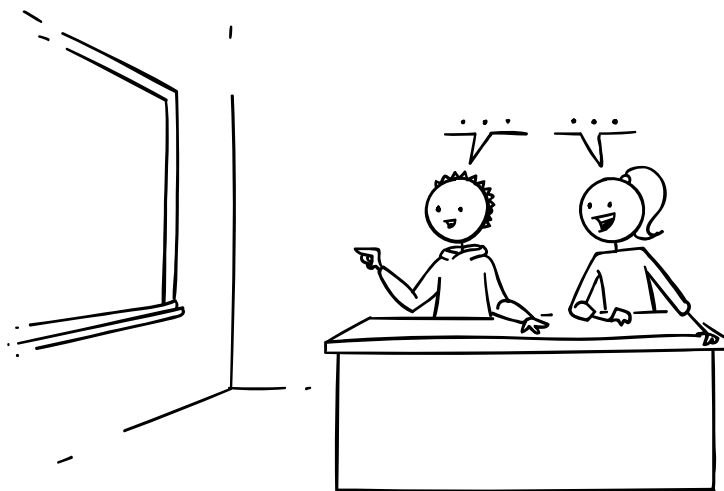
Keep the clothes flashcard pictures on the board. Students will now get the chance to answer some questions about clothes.

Put students in pairs and put the following questions on the board or a large sheet of paper on the wall:

- Which clothes are you wearing now?

- Which clothes do you wear when ...
 - it is hot and sunny?
 - it is rainy?
 - it is cold and snowy?
 - you are playing sports?
 - you are sleeping?

For each question, model an answer so everyone understands the question. Then allow pairs to discuss each question – don't worry too much about grammar mistakes, the main point of this activity is to practice using the clothing vocabulary. As students are discussing their answers, circulate and help with vocabulary and give lots of praise.



Finally, go through each question as a class, eliciting answers from different pairs.

4. Do "Clothes and weather" worksheet

Give out a worksheet to each student and tell them to take out their pencils/pens. Read the question and the unfinished answer – explain that students have to complete the first answer and then write answers for the other 3 weather conditions.

Allow students to use the table they copied into their notebooks for the clothing vocabulary. Circulate as everyone is doing their worksheets. Help with vocabulary and spelling, and also give lots of praise and encouragement!



At the end, ask some students to read an answer for each of the weather conditions.

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.**

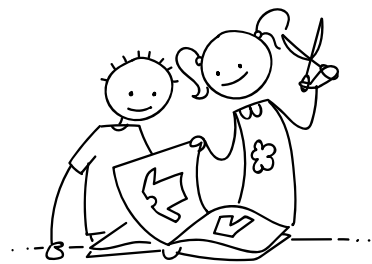
Work on reading and writing simple sentences with lots of practice activities. **See our 'Early reading' mini-lesson plan for full details.**

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. Create a "Clothes catalog scene"

For this you will need to bring in some old catalogs or magazines. Put the class into small groups and give each group a catalog, a large piece of construction paper/card, scissors, glue and some coloring pens. Tell the class that they have 10 minutes to create a scene with lots of people: the students will have to cut out clothes from the catalog and draw to create the picture. It will help if you have already created your own scene so students can see what they need to do.



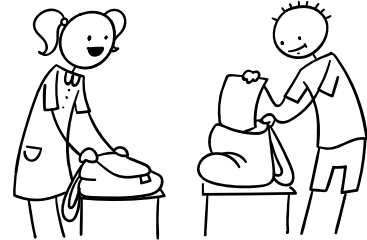
As everyone is creating their scenes, circulate and ask lots of questions related to the vocab (What is he wearing?, etc.) whilst helping with any new vocab.

Finally, have each group present their scene using the structure "He / She is wearing ..." (e.g. "She is wearing a blue hat"). You can put all the scenes on the classroom walls as decoration and to review in future lessons.

Wrap Up:

1. Assign Homework: "Jungle clothes"

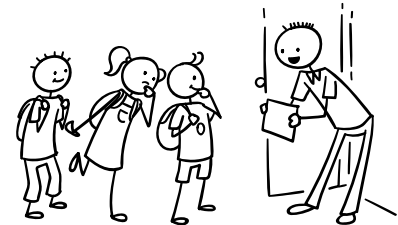
Hold up the homework worksheet and model finding and coloring the hidden clothes. Also, show how to write the clothes in the correct columns, as we did earlier in class – point out that everyone has a copy of this table in their notebooks.



Give out the worksheets and say, "Put your homework in your bags".

2. Do "Quick Check" and say goodbye

Time to leave the class. Make sure everything is put away and the students have gathered their belongings. Have them line up at the door and place yourself between the door and the students. For each student check one new word by pointing to a clothing item on one of the catalog scene sheets and asking, "What is it?" or "What are they?" – make sure a full answer is given (e.g. "They're boots.").



When they give you the correct answer say goodbye and let them leave. If their answer is wrong, have them go back to the end of the line - they will have to try again once they reach the front!

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- All flashcards, worksheets, craft sheets, readers and songs used in this lesson plan can be downloaded at eslkidstuff.com/esl-kids-lesson-plans.html
 - More free Lesson Plans are available at eslkidstuff.com/esl-kids-lesson-plans.html

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

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

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