

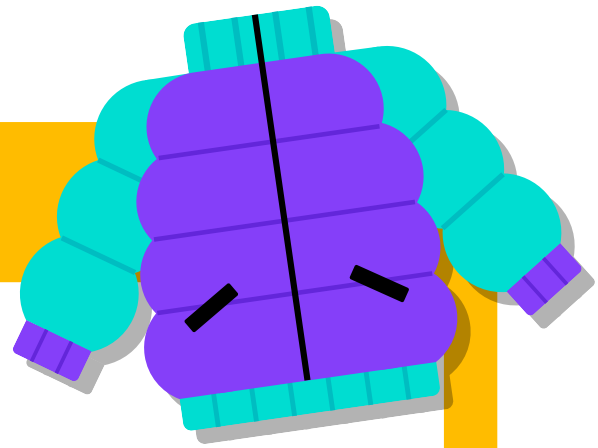
## LESSON PLAN: CLOTHES

**AGE GROUP:** Preschool (3-5 years old)

**DURATION:** 60 minutes

**LEARNING OBJECTIVE:** Students will learn key words related to clothes, and will get acquainted with other clothing vocabulary

**KEY WORDS:** Shoe - skirt - sock - t-shirt - pants - jacket



### LINGOKIDS' RESOURCES CONNECTED TO THIS TOPIC

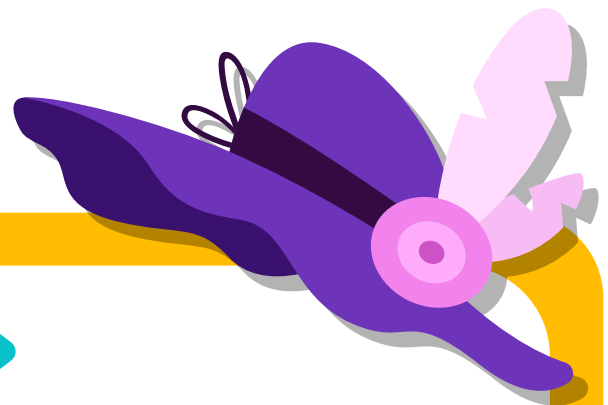
Click the links below to access the resources. They are also available in the app along with other games connected to this lesson's topic. Please note that some resources might be above pre-A1 level, and the songs, and it is up to the teacher to decide which resources would best suit their students' needs. The songs, stories, and videos are complimentary, not necessary for this lesson.

[GET DRESSED SHORT STORY](#)

[CLOTHES VOCABULARY](#)

[GETTING DRESSED SONG](#)

[CLOTHES NAMES SONG](#)



# LESSON PLAN



## PRESENTATION (20 MINUTES)

For this activity you will need clothespins, a long piece of string you can tie across the classroom, 6 volunteers, a tote bag to keep the clothing items in, and the following clothing items: a shoe, a skirt, a sock, a t-shirt, pants and a jacket.

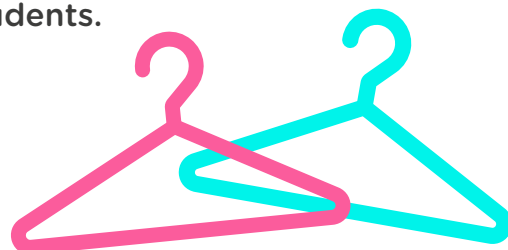
- Set the clothes rack from one side of the classroom to the other.
- Get a volunteer (student) to come to the front of the class and ask him/her to blindly choose one of the items inside the tote bag.
- Hang whichever item s/he chose on the clothes rack you've set in your classroom.
- Using the **flashcards** and referring to the clothes hanging, go over the name in English to help your students connect the new vocabulary with the piece of clothing it represents.
- Repeat these actions until you have no more items left in your tote bag.
- Ask your students: *'What topic do you think we will be learning about today?'* Wait for them to say *'Clothes'*.



## GUIDED PRACTICE (15 MINUTES)

- The teacher gives instructions to the students and if you say "Simon Says.." before the instruction, then the students should do what you said. If you don't say "Simon Says..." first, then your students should not follow the instructions.
- In this specific scenario, you will say "Simon says *point at a* (clothes item)".

If needed, you can support your instructions by simultaneously showing the **flashcards** to your students.



## ACTIVITY TO ASSESS/ENSURE UNDERSTANDING (20 MINUTES)

For this activity you will need to project [this](#) document.

- In this game, there are 9 rounds and in each one of them you will be showing your students the drawing of an outline of a clothing item.
- At the beginning of each round, set a 15 second timer and show the outline to them.
- Your students should try to guess what item of clothing is hiding before the time runs out.

Remember, it is okay for your students to use their mother tongue to refer to the clothing items they don't know in English, yet they must use English when mentioning the clothing items specified on the key vocabulary.

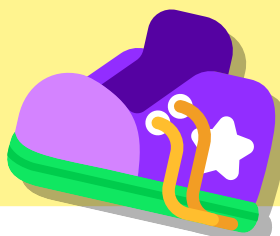
## TIDY UP (5 MINUTES)

Allow for students to clean up the classroom, put materials away, and get ready for the next class.



## EXTENSION ACTIVITIES

THESE ACTIVITIES ARE COMPLEMENTARY TO THIS LESSON PLAN AND WILL HELP YOUR STUDENTS REVIEW THEIR KNOWLEDGE ABOUT THIS SPECIFIC TOPIC.



## OBSERVATION

*I spy:* There are different variations to play this game. See below our suggestions which can be played individually, in partners, or in small groups. Chose from the options that better suit your mood:

- Tell your students a word and they have to find it on their 'I spy' boards. The first student that finds it wins.
- Set a 3 minute countdown and project it for everyone to see. Students will have the given time to find -and circle- all the pictures linked to this lesson's vocabulary.
- Describe a word and by looking at their boards, the students have to guess what you are referring to. The first student to guess the word, wins.

## CRAFT

*Drawing outfits:* For this activity you will need to print your students pictures (face), and glue them on a piece of paper.

- Give each student the paper with their picture in it.
- Ask your students to draw their bodies including the key vocabulary words they've learned in this lesson: shoe, skirt, sock, t-shirt, pants, and jacket.
- Ask your students to color their drawings and decorate the backgrounds of their portraits.

If you want to make it a bit more difficult, you can project the flashcards on the whiteboard and ask your students to write 3 of the 6 words on their drawings.

## MOVEMENT

*Find someone wearing...:* For this activity you will have your students running around -preferably- in an outdoorsy area. You will be giving commands and your students will have to follow your instructions. Here you have some ideas on what you can say: 'Find someone who is wearing a *jacket*', 'Find someone wearing *socks*', 'Find someone who is wearing *shoes*'.

You can increase the level of difficulty by including the 'extra' words used in the activity to ensure understanding (dress, skirt, cap, and hat), or by including colors when referring to the different clothing items.

