

Grade

# 3

# Unit 3

## Clothes

**Lesson objectives:** to introduce new vocabulary in the context of different items of clothing.

Ps will be able to:

- identify items of clothing (see target language)
- correctly pronounce items of clothing (see target language).

**Skills:** listening, speaking

**Recycled language:**

Numbers 1 - 6; grade 1 cap, hat, t-shirt;

**Target language:**

skirt, trousers, dress

**Materials:**

Flashcards labelled with numbers: T-shirt, skirt, trousers, cap, hat, dress (See example below the lesson plan).

Word cards: T-shirt, skirt, trousers, cap, hat, dress.

Timings	Stages	Interactions
10 mins	<ol style="list-style-type: none"> <li>1. Say, <i>good morning/afternoon children.</i></li> <li>2. Encourage Ps to say <i>good morning/afternoon teacher.</i></li> <li>3. Say, Let's talk about clothes.</li> <li>4. Display all the flashcards on the left side of the board and the word cards on the right.</li> <li>5. Invite a volunteer to match a flashcard and word card.</li> <li>6. Repeat 5 for all cards.</li> </ol> <p><b>NOTE:</b> if you find it is useful for the Ps to copy the word cards into their copybooks do so. Make sure they are copying correctly.</p> <ol style="list-style-type: none"> <li>7. Drill pronunciation with whole class, big groups, small groups, individual Ps, until Ps sound confident.</li> </ol>	<p>T – Ps</p> <p>Ps – T</p>

10 mins	<ol style="list-style-type: none"> <li>1. Remove word cards and only keep the flash cards on the board. Make sure the numbers on the cards are clearly visible.</li> <li>2. Say one number and point to the corresponding card. Gesture to Ps say the word. Ps say the word.</li> <li>3. Quiz the whole class by saying the numbers in random order.</li> <li>4. Get Ps in pairs and say Now, you do it in pairs. Quiz each other. One P says the number, the other one says the word. They take turns.</li> <li>5. Make sure everyone is on task. Monitor and provide support.</li> <li>6. After a few minutes say, <i>Three, two, one, stop.</i></li> <li>7. Make sure everyone has stopped. Say <i>Thank you!</i></li> </ol>	<p>T – Ps</p> <p>Ps – T</p> <p>P – P</p>
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**Assessment:** select areas of the class to assess at one time. Monitor, support and assess when the Ps are practising an activity. This is part of continual, formative assessment.

Practical, authentic whole class assessment:

1. You say the number, Ps say the word.

**Teacher's notes** [add notes here about the lesson you have just given]:

What went well

What needs to be practised more