



CLOTHING

Lesson Length: 1 hour

Vocabulary & Expressions: Common clothing items

Language/Culture Point: Present continuous

Objective: Students will be able to talk about clothes for different weather and seasons.

Materials: Items of clothing, computer, projector, PPT Presentation: How to Dress for the Seasons, clothing catalogs, tape, red/green/yellow Signal Cards

STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes	- Items of clothing representing the different seasons	- Authentic Materials

TEACHING ACTIVITY

- Bring to class at least two items of clothing for each season. Here are some ideas:
 - Winter: hat, gloves, scarf, snow boots, heavy coat
 - Spring: umbrella, raincoat, rain boots
 - Summer: swimsuit, shorts, T-shirt, sandals, sun hat
 - Fall: sweater, long pants, long-sleeved shirt, warm shoes
- Write the seasons on the board: winter, spring, summer, fall.
- Show the items that you brought to class. Ask, "What is it? When would I wear it?" Write the name of each item under the season where it belongs.

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STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: How to Dress for the Seasons - Alternative: printed slides/ photographs/pictures 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Using Pictures

TEACHING ACTIVITY

1. Go through a presentation that talks about clothes by season. For example, “Here in Austin, sometimes it gets cold in the winter. When it gets cold, people wear light coats and hats. Usually, it does not get cold enough to snow...” Be sure to include all 4 seasons in your presentation.
2. Go back through the presentation, but this time stop after each season. Ask students, “What clothes would we wear in the (season)?” Identify each type of clothing and write the vocabulary on the board.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes		- Line Up

TEACHING ACTIVITY

1. Have students Line Up in different lines based on what they’re wearing. Say, for example, “Everyone who is wearing jeans, come over to this side.”
2. Have the students check themselves by saying, “I am wearing...” or “She is wearing...”
3. Repeat with different articles of clothing so that students switch back and forth between the lines depending on what they’re wearing.

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STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Clothing catalogs - Tape	- Authentic Materials - Using Pictures

TEACHING ACTIVITY

1. Tell students that today's topic is talking about different clothes and when to wear certain things.
2. Say, "It's cold outside. What do I wear?"
3. Model how to look through the catalog for an appropriate item of clothing. Once you find an appropriate picture, and say, "I should wear a heavy coat like this!"
4. Tape the picture on the board.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Clothing catalogs	- Authentic Materials - Using Pictures

TEACHING ACTIVITY

1. Ask students, "What else do I need to wear when it's cold?"
2. Have students find a picture of a clothing item and say the name of the item. Take a student's clothing item and tape it next to the other clothing items for cold weather.
3. Ask students, "What if it is going to rain? What do I need to wear?"
4. Have students find an item for rainy weather and choose a picture to tape on the board.
5. Repeat one more time with an item for sunny weather.

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STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
5-10 minutes	- Clothing catalogs	- Authentic Materials - Using Pictures - Question Asking and Answering

TEACHING ACTIVITY

1. Have the students get into pairs.
2. Students should take turns asking each other questions about what to wear. For example:
It's rainy. What do I wear?
You need to wear rain boots.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5-10 minutes	- Red, green, and yellow Signal Cards	- Signal Cards - True/False Quiz

TEACHING ACTIVITY

1. Use the board to highlight -ing patterns with starting with "wearing," and act out each one. For example:
I am wearing blue jeans.
She is wearing sandals.
2. Highlight that -ing is for things happening *right now*. Give other examples of using -ing, such as:
I am smiling.
I am jumping.
I am crying.
3. Make true/false statements using -ing, such as, "I am walking" [while you're mimicking running], "(Name) is wearing a red hat" [point to a student wearing a hat], or "(Name) is standing" [pointing to a student sitting down]. Have students use their Signal Cards to indicate True/False/I don't know.



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STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5-10 minutes		

TEACHING ACTIVITY

1. Ask a student to volunteer to be a model. Have the class look at the student for 30 seconds to study what he/she is wearing.
2. Have the student leave the room. The others should describe what the missing student is wearing using as much detail as possible. Make sure each student contributes an answer.
3. Have the student come back in and see if the descriptions were accurate. Repeat the process with 2-3 more students.

