

Lesson 20

## Clothes 2



### General:

Level:	2 – KOALAS (ages 5-7)
Time:	50 mins - 1 hour 10 mins
Objectives:	Discussing the clothes we are wearing.
Structures:	"Let's get dressed", "Put on ~", "Take off ~", "Quick, get ready", What [are you / is he/she] wearing?" "[I'm / He's / She's] wearing ~".
New vocab:	Any clothes you can bring to class.
Review vocab:	sunny, cloudy, rainy, windy, snowy, foggy, hot, cold, shirt, pants, socks, jacket, shoes, hat.

### You will need to download:

Printables:	<ul style="list-style-type: none"> <li>• Dress up craft sheet</li> <li>• Color her clothes worksheet and Color his clothes worksheet</li> <li>• Let's get dressed reader worksheet</li> </ul>
Songs:	<ul style="list-style-type: none"> <li>• Hello Song</li> <li>• Goodbye Song</li> <li>• The weather song</li> <li>• Let's get dressed</li> </ul>
Readers:	<ul style="list-style-type: none"> <li>• Let's get dressed</li> </ul>

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

### You will also need:

- name tags and name cards for each student
- a glove puppet
- a large cloth bag
- lots of old, adult-sized clothes (as many as you can get). For these you need at least shirts, pants, socks, jackets, shoes, hats. Also, other clothes, though not essential, will be great, such as skirts, dresses, coats, jeans, short pants, blouses, sweaters, neckties, t-shirts, vests
- old catalogs / magazines with pictures of people
- colored crayons / pencils / scissors / glue
- weather board
- cushions (1 per student)
- CD / Tape player or something to play the song on

## Notes:

In this lesson students continue to practice talking about different clothes. Students play clothes-related games, sing songs, do crafts and read a fun story about clothes.

**Important note:** In today's lesson you'll need to bring to class as many old (adult size) clothes as you can. See the section on clothes below for more details.

## Lesson overview:

### Warm up and maintenance:

1. Greetings
2. Name tags
3. Glove puppet greetings
4. Sing "The Hello Song"
5. Homework check
6. Do "Exercise routine" activity
7. Do the "What's in the bag?" activity
8. Sing "The weather song"
9. Talk about the weather outside
10. Use the "Weather board"
11. Play "Dress up"
12. Sing the "Let's get dressed" song
13. Play "Team racing"

### New learning and practice:

1. Do the "Dress up craft" craft sheet
2. Read classroom reader "Let's get dressed"
3. 5-minute play time
4. Create a "Clothes catalog scene"
5. Play "I'm wearing"

### Wrap up:

1. Assign homework: "Color her clothes" or "Color his clothes"
2. Say goodbye to glove puppet
3. Sing "The Goodbye Song"
4. Do "Quick check" and say goodbye

## Lesson procedure:

### Warm up and maintenance:

#### 1. Greetings

Greet the students by name as they enter the classroom and gesture for them to sit down (on cushions if you have them) in a fan-shape around you.



#### 2. Name tags

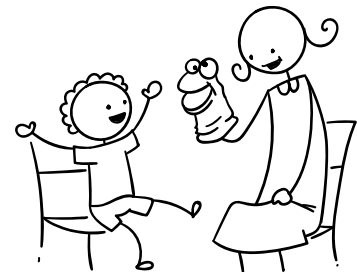
Before class, prepare some blank name tags (stickers or pin-on tags) and some cards, each with a student's name written on clearly – students will use them to copy their names onto their name tags. Sit down with your students and lay out the name cards in front of you. Pick up each card and encourage the student to recognize his/her name. Do this for everyone.



Finally, have everyone take out a crayon or pencil and copy their name on their tags and stick them on.

#### 3. Glove puppet greetings

Bring out your glove puppet bag and have everyone shout "Hello!" into the bag until he wakes up and jumps out of the bag. Then model chatting with the glove puppet ...



*Puppet: "Hello", What's your name?"*

*Teacher: "My name is..."*

*Puppet: "How are you?"*

*Teacher: "I'm fine, thank you".*

*Puppet: "How old are you?"*

*Teacher: "I'm ...".*

... and then have the puppet say hello to each student and ask them the same questions, including their age.

Finally, go around saying "Goodbye" and "See you" before going back into the bag and back to sleep.

#### 4. Sing "The Hello Song"

Sit in a circle and sing the song (clap along or pat knees).

## Lyrics for "The Hello Song"

Hello, hello,  
How are you today?  
Hello, hello,  
How are you today?

I'm fine, thank you,  
I'm fine, thank you,  
I'm fine, thank you,  
And how about you?

Hello, hello,  
How are you today?  
I'm fine, thank you,  
And how about you?

## Gestures for "The Hello Song"

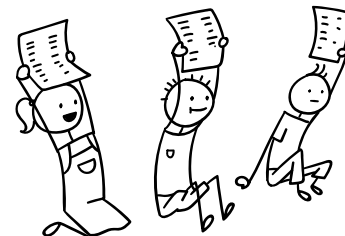
Sit in a circle and listen to the song (clap along or pat knees).

- Wave as you sing the "Hello, hello" parts.
- Gesture to others as you sing "How are you today?"
- Point to yourself as you sing "I'm fine, thank you"
- Hand gesture towards another student as you sing "And how about you?".



## 5. Homework check

Check each student's homework that you set in the last lesson. Ask each student some questions about the scenes on their homework worksheet (e.g. "What's this?", "Is this a hat?", etc.), 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).

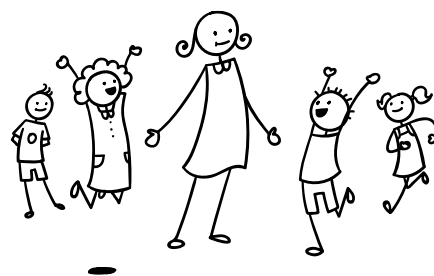


Finally, tell your students to put their homework back into their bags.

## 6. Do "Exercise routine" activity

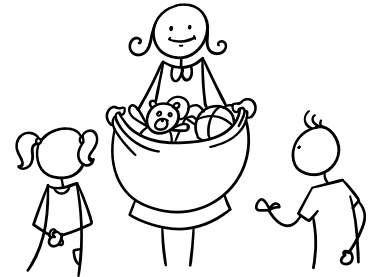
Say the following and have the students follow your lead:

- "Stand up (T stands and so does everyone else)
- "Hands up / hands down" (up to 10 times)
- "Jump" (up to 10 times)
- "Kick (up to 10 times)
- "Run! / Stop!" (up to 10 times)
- "Turn around! / Stop!" (up to 10 times)
- "Wiggle!" (a few seconds)
- finally "Sit down".



## 7. Do the "What's in the bag?" activity

Before class, put a couple of new objects (e.g. a crayon, a plastic bottle, a sock, a paper cup, a leaf, a ball, a teddy, etc. - anything lying around (and safe!)) into the bag.



Show the bag to your students, shake it to rattle the objects inside, and ask, "What's in the bag?"


Randomly pull out different objects and teach/ elicit the words – in each case, have students hold and pass the objects around. You can even have students pull the objects out of the bag instead of you taking them out – with eyes closed to make it fun!

Finally, place/throw the objects around the classroom and have each student retrieve an object as you call out its name and put it back in the bag.

## 8. Sing "The weather song"

Time for the weather section of the lesson! Put the weather flashcards on the board in the order of the song (or use our Weather song poster). Have all the students stand up and watch you as you sing along and use the gestures. Encourage them to join in and sing along.

Lyrics for "The Weather Song"	Gestures for "The Weather Song"
<p><b>Verse 1:</b>            How's the weather? How's the weather?            Look outside.            How's the weather? How's the weather?            Look outside.</p> <p>It's sunny, it's rainy, it's windy, it's cloudy.            It's snowy, it's foggy, it's hot, it's cold.</p> <p><b>Verse 2:</b>            How's the weather? How's the weather?            Look outside.            How's the weather? How's the weather?            Look outside.</p> <p>It's sunny, it's rainy, it's windy, it's cloudy.            It's snowy, it's foggy, it's hot, it's cold.</p>	<p>There are some easy gestures you can do as you sing along to the song:</p> <ol style="list-style-type: none"> <li>For the question part "How's the weather?", sing along and do the 'palms of the hands up' question gesture.</li> <li>For the "Look outside" part, face the window and put your hand over your eyes (like a salute), as if you were looking into the distance.</li> <li>Use hand gestures for the weather words:               <ul style="list-style-type: none"> <li>sunny: slowly spread your arms out</li> <li>rainy: wiggle your fingers downwards like rain</li> <li>windy: gesture wind blowing out of your mouth</li> <li>cloudy: make cloudy shapes with your hands</li> <li>snowy: wiggle your fingers downwards like snow and shiver</li> <li>foggy: close your eyes and put your hand</li> </ul> </li> </ol>



"It's sunny"

out in front like you are trying to feel for something you can't see

- hot: fan your face
- cold: shiver and wrap your arms around your body

## 9. Talk about the weather outside

Motion for your students to come over to the window (or even outside). Say, "How's the weather? Look outside". Elicit the weather from the words they learned in the last lessons (It's sunny / cloudy / windy / rainy / snowy / foggy / hot / cold).

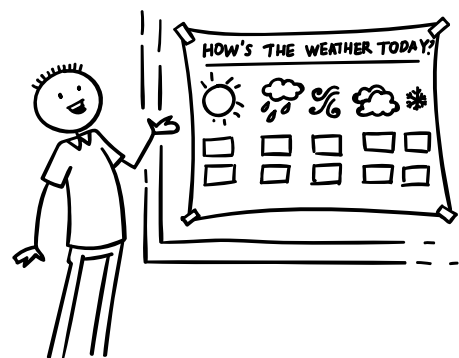


Depending on weather conditions, you can introduce more weather words, such as:

- |           |            |          |           |
|-----------|------------|----------|-----------|
| • stormy  | • warm     | • humid  | • drizzly |
| • misty   | • cool     | • frosty |           |
| • showery | • freezing | • icy    |           |

## 10. Use the "Weather board"

Use the weather board that you created in the previous class. Invite some students to come up and put weather pictures for today's weather on the board. Make sure they say the word as they put the card on the board.



If you introduced any new weather words as you were talking about the weather just now, add these pictures to your board – you can either draw them there and then or prepare the pictures before class.

## 11. Play "Dress up"

You'll need the clothes you used in the last lesson, as well as any more you have managed to get hold of since then. Put the clothes in a pile in the middle of the classroom.



Depending on how many clothes you have, invite volunteers up to the pile and say, "Put on a (shirt)". Then help your volunteer(s) to put it on and chorus the word. Move onto the next clothing item. As you select each item think about the order – you'll want your volunteer(s) to be putting the jacket, shoes and hat on last. Keep adding clothes until your volunteer is really well dressed up. Finally, finish by getting everyone to remove the clothes by saying, "Take off your (socks)", etc.

## 12. Sing the "Let's get dressed" song

Let's review the song for clothes. Make sure the following clothes are on the floor: shirt, pants, socks, jacket, shoes, hat. If you have enough for everyone to get dressed at the same time you can do the song with everyone participating in the actions. If not, have a few students do the song actions while everyone else sings along (the words are simple) – you can give everyone a go by playing the song a few times.



The song is also an active listening exercise. Students will have to listen for the clothing item and then put it on. Pile the clothes in a big heap and start the song. As the first clothing item is mentioned (shirt) the students have to scramble in the pile of clothes to find and put it on before the next item of clothing is mentioned. As the song is played the students put on all the clothes until they are fully dressed. Then finish the game by getting the students to race in taking off their adult-sized clothes – the first to remove them is the winner!

### Lyrics for "Let's Get Dressed"

*It's time to go to school  
Let's get dressed!*

Put on your shirt, put on your shirt,  
Quick, get ready, put on your shirt.

Put on your pants, put on your pants,  
Quick, get ready, put on your pants.

Put on your socks, put on your socks,  
Quick, get ready, put on your socks.

Put on your jacket, put on your jacket  
Quick, get ready, put on your jacket.

Put on your shoes, put on your shoes,  
Quick, get ready, put on your shoes.

### Gestures for "Let's Get Dressed"

During the song your students will play a wonderful dressing up game – a lot of fun! Before class you need to collect as many old (adult size) clothes as you can for the following vocab: shirt, pants, socks, jacket, shoes, hat. If you can't get enough, ask parents to bring in some old clothes for the lesson. The clothes need to be adult size as the students are going to put them over their own clothes – having such big clothes actually makes the activity more fun!

Depending on how many clothes you can find, you can either have everyone dress up at the same time or you can have a few students come up to the front of the class to do the activity.

Pile the clothes in a big heap and start the song. As

Put on your hat, put on your hat,  
Quick, get ready, put on your hat.

It's time to go to school,  
It's time to go to school,  
Quick, get ready, let's get dressed!

the first clothing item is mentioned (shirt) the students have to scramble in the pile of clothes to find a shirt and put it on before the next item of clothing is mentioned. As the song is played the students put on all the clothes until they are fully dressed. Then finish the game by getting the students to race in taking off their adult-sized clothes – the first to remove them all is the winner!

### 13. Play "Team racing"

Divide the class into 2 teams. Line up the 2 teams at one end of the classroom with the old clothes on the floor at the other end. You will shout out an instruction (e.g. "Put on some socks!") and one member from each team will race against the other to the pile of clothes, put on the clothing item and run back to their team. The person who gets back first wins a point for his/her team.



At the end, the team with the most points is the winner.

## New learning and practice:

### 1. Do the "Dress up craft" craft sheet

Kids love doing this type of craft! Before class, cut out the clothes so they only need to color and glue the clothes onto the bodies.

You can do this craft as an active listening exercise by giving instructions on which clothes to cut out and what colors they should be:

*E.g. "First, color the socks blue and glue them on the boy"*



So that everyone has to listen and cut out/color the correct items.

Finally, introduce "He's / She's wearing ...", by pointing to clothes on the picture and saying the wrong thing, such as,

*"Look, he's wearing a skirt".*



And get everyone to say “No!!” and correct you, for example:

*T: No? What is he wearing?*

*Ss: Short pants!*

*T: Oh, yes! He’s wearing short pants. Repeat, “He’s wearing short pants”.*

*Ss: He’s wearing short pants.*

Students love it when the teacher makes mistakes and will be more engaged when you are trying to get them to repeat and learning new structures. Do the same for all the clothes in the craft, each time having students correct you and saying the structure.

## 2. Read classroom reader "Let's get dressed"

Before class, download and print off the reader "Let's get dressed" from our website. 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.*



Work in the “He’s wearing ...” structure on each page as well,

*Teacher: (page 4) He’s wearing a shirt. Can you all say that?*

*Students: He’s wearing a shirt.*

As the story progresses this sentence will get longer, until at the end everyone will be saying,

*“He’s wearing a shirt, pants, socks, a jacket, shoes and a hat.”*

... which will be a fun and challenging test of memory!

After reading the story, give out the reader worksheets and have your students remember the correct order that Ken puts his clothes on. Then read quickly through again to check.

### 3. 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.**

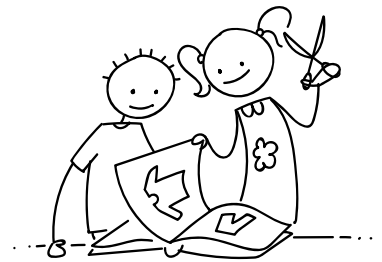
#### 4. **Elementary readers: students can read and write simple sentences well.**

Work on reading and writing short texts and stories. **See our 'Reading short texts' mini-lessons for full details.**

### 4. Create a "Clothes catalog scene"

For this you will need to bring in some old catalogs and/or magazines.

Put the class into small groups and give each group a catalog/magazine, a large piece of construction paper/card, scissors, glue and some felt tip 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 have to do.



As everyone is creating their scenes, walk around the classroom asking lots of questions related to the vocab ("What is he wearing?", etc.) and helping with any new vocab. Also help with cutting out the pictures. Finally, have each group present the 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.

## 5. Play "I'm wearing"

We'll finish with a fun game reviewing the clothes vocabulary and structure "I'm wearing". The teacher starts the game. Have everyone sit down. Gesture to your clothes. Point to one item and say, "I'm wearing (a shirt)". Have everyone say, "Yes!". Then say the same structure but for an item of clothing you are not wearing, such as, "I'm wearing a hat". Get everyone to shout out "No!". Your students will love shouting this out! Continue until you have exhausted all the clothing items you can think of.

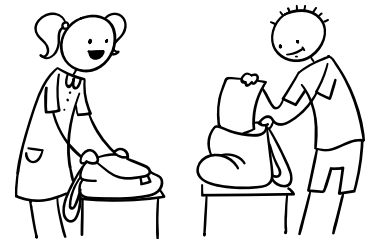


Then, have individual students stand up to say a sentence about their clothes, with everyone shouting "Yes!" or "No!" depending on whether it is true or not. Then let everyone have a go.

## Wrap up:

### 1. Assign homework: "Color her clothes" or "Color his clothes"

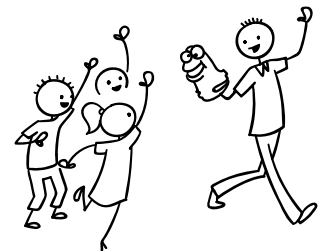
Hold up the two homework worksheets – this is a fun clothes coloring activity. Each student can choose which worksheet to take for homework. Model coloring in the pictures, saying the colors and clothes as you do so, also say the body vocabulary.



Have students choose the worksheet they want and say, "Put your homework in your bags" and help them to do so - this is important as they will probably want to start working on them right away.

### 2. Say goodbye to glove puppet

Take out the bag again and get everyone to wake up the glove puppet by shouting its name into the bag (e.g. "Cookie Monster!"). Bring out the puppet and go through the same routine - go to each student and say hello, ask their name and the say goodbye / see you.



Then put the puppet back in the bag (back to sleep).

### 3. Sing "The Goodbye Song"

Sit together in a circle and sing and clap along.

#### Lyrics for "The Goodbye Song"

Goodbye, goodbye,  
See you again.  
Goodbye, goodbye,  
See you again.

It's time to go,  
It's time to go,  
It's time to go,  
See you next time.

Goodbye, goodbye,  
See you again.  
It's time to go,  
See you next time.



#### Gestures for "The Goodbye Song"

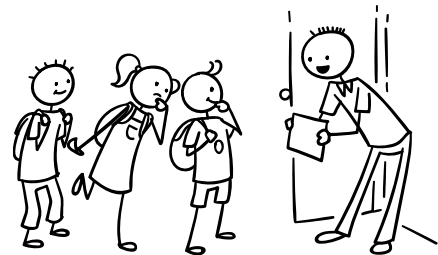
Have everyone do the gestures with you.

- Wave as you sing the "Goodbye, goodbye" parts.
- Hold your hand above your eyes (as you would when you are looking into the distance and keeping the sun out of your eyes) and look at another student as you sing "See you again".
- Tap watch (or imaginary watch) and then point to the door as you sing "It's time to go".
- Point towards another student as you sing "See you next time".

### 4. 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 point to an item of clothing that they are wearing and ask, "What are you wearing?". When they respond correctly with the structure, "I'm wearing ..." say goodbye and let them leave. If they make a mistake, have them go back to the end of the line - they will have to try again once they reach the front!



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