



My clothes and things

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Learning objectives(s) that this lesson is contributing to (link to the Subject programme)	2.L1 understand a range of short basic supported classroom instructions 2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 2.U3 use common adjectives in descriptions and to talk about simple feelings	
Lesson objectives	All learners will be able to: <ul style="list-style-type: none"> Identify classroom instruction on matching and colouring 7-8 items of clothes (trousers, dress jacket, t-shirt, socks, skirt, shoes, cap) individually Say what they're wearing by putting on clothes. Recognize classroom instructions of a teacher to dress a proper clothes by gluing them to a boy or a girl (she is wearing \ he is wearing) and describe him or her using adjectives Most learners will be able to: Design own t- shirt by colouring with their preference. Then write that or those colors of his\her t- shirt. Some learners will be able to: Unscramble the names of seven clothes and make a sentence.	
Assessment criteria	<ul style="list-style-type: none"> Match words with picture of clothes and colour clothes in an appropriate colour. Identify clothes, make up sentences using construction I'm wearing. Identify girl's\boy's clothes and use constructions he\ she is wearing. 	
Values links	Ls will work together as a group showing respect and being polite with each other.	
Cross-curricular links	Primary Science	
Previous learning	Students learned colors, the words for 9 items of clothing & the structure he/she is wearing	
ICT skills	PPT, Video, the use of whiteboard	
Intercultural awareness	Students learned colours, the words for 12 items of clothing the structure\he \she is wearing (Pr cont)	
Kazakh culture	Children (can probably) will better to know of the significance of respecting values.	
Pastoral care	Students will be able to understand the importance of respecting values.	
Health and safety	During the lesson will be physical activity. " clothes game"	
Plan		
Planned timings	Planned activities	Resources
10 min	Start. Greetings Warm up. Shadow dancing motivational techniques. <ul style="list-style-type: none"> Teacher greets children saying "How are you?". Teacher asks children to make a circle they listen song about clothes and do actions Sally is wearing a red dress }3 times 	https://www.youtube.com/watch?v=gyirJwqgc0I

<p>Middle 10min</p>	<ul style="list-style-type: none"> ▪ Sally is wearing red dress all day long ▪ (Black shoes, blue jeans, a green hat) <p>L.S act out each item of clothing they're singing about clothes. After singing children identify the theme of the lesson.</p> <ul style="list-style-type: none"> ▪ Afterwards Teacher gets learning objectives familiar. ▪ Then teacher presents vocabulary asking divergent question like what is this? What are these? What colour is ? Using pictures on the screen Then L.s answer the question this is ..., these are...its colour is... ▪ Task 1 Labeling. Teacher hand out sheet of paper for each learners with task. Then gives instruction how to do the task. L.s follow the teachers instructions. ▪ Example: ▪ Show a dress, show a skirt show etc. Colour the cap blue ▪ Colour the trousers green <p>Assessment criteria: -</p> <ul style="list-style-type: none"> • match words with picture of clothes • colour clothes in an appropriate colour. <p>Descriptor: a learner</p> <ul style="list-style-type: none"> ▪ Match words with picture of clothes colour clothes according to the instructions. ▪ Differentiation by outcome: Teacher goes around classroom observing students who need help by prompting, using gestures, asking questions. ▪ Feedback. Self assessment: Teacher shows the key answer of task on the board. l.s check their work. Then they say what is correct and incorrect. 	<p>whole group</p> <p>A blue cap Green trousers Yellow shoes A purple skirt</p> <p>Black socks</p> <p>A grey jacket</p> <p>A red t-shirt</p> <p>An orange sweater</p>
<p>10 min</p>	<p>Task2 'Team Racing' Activity</p> <p>T. Divides class into two teams. S.sLine up 2 teams at one end of the classroom with a old clothes on the table at the other end.</p> <p>Teacher gives a model to show the student how to play. The teacher shout out an instruction</p> <p>For example: Put on some socks!</p> <p>Put on T-shirt</p> <p>And one player from each team will race against the other to the pile of clothes put on the clothing item and run back first wins a point for his her team. And say sentences.</p> <p>-I'm wearing green socks</p> <p>At the end, the team with the most points is winner</p> <p>Assessment criteria:</p> <p>Identify clothes, make up sentences using construction I'm wearing, she is wearing\he is wearing.</p> <p>Descriptor:</p> <ul style="list-style-type: none"> • players from each team will race against the other to the pile of clothes, • put on the clothing item and run back to their team. • Say sentences. <p>Differentiation: Teacher walks around the classroom using gestures or prompting, showing flashcards and</p>	<p>Group Work</p> <p>English. P.b published by Алматы кітап. www.printer-set.com</p>

<p>10min</p>	<p>helping with any new vocabulary for less able students. Feedback: Group assessment. Each group assess each other using descriptor. At the end teacher can use re-casting techniques like correction images\symbols\spaces in order to correct their work. Task3 Learners work in pairs- craft -work. “ Dress the boy and girl” Teacher photocopy the boy and girl clothes templates from English book one per pupil. also have seasons, glue . point to and elicit the item of clothing. Then she hand out the photocopies and tell the peoples that they are going to dress their paper dolls. Teacher guides them through the cutting, gluing of their templates. Teacher writes on the board : She is wearing... He is wearing.... Pointing to and reading the sentences. Have the pupils repeat after her. Teacher explains the activity. The pupils hold up their boy and girl paper and say what they are wearing T.demonstrates first. Gives a model .Explaining to the pupils that they can refer to the sentence on the board. Suggested answer: She is wearing pink skirt he is wearing blue jeans. etc. Assessment criteria: identify girl’s\boy’s clothes and use constructions he\ she is wearing Descriptor: a learner make a poster describes his/her boy and girl using structure /she is wearing\ he is wearing Feedback: Pair assessment :learners in pairs cut the clothes and glue then presents to his partner and assess each other using descriptor Differentiation. Teacher goes around the classroom providing any necessary help for less-able l.s.Teacher asks some pairs to report back to the class For most children who finishes his task fast teacher gives additional task such as ‘Design own T-shirt’ by colouring with their preference. Then write that or those colors of his\her t- shirt. For some children who finish those task teacher gives. Unscramble task. The learner unscrumle names of seven clothes.</p>	<p>The colours of my t-shirt: IRSTK - SETUSROR - PCA - T . IRSTH - RSTEWEA - JKEACT - SESHO - CSKSO -</p>
<p>End 5min</p>	<p>Reflection. Tulip flower pot. At the end of the lesson teacher asks learners how did they feel about today’s lesson and hand out stars with different colour . if they could name 5\6 names of clothes then stick to the red tulip flower pot. Red – I can name 5\6 clothes Yellow- I can say what she \he is wearing Pink- I can make sentences.</p>	

Additional information		
Differentiation –	Assessment – how are you planning to check learners’ learning?	Health and safety check
<p>1 Differentiation by outcome: Teacher goes around classroom observing students who need help by prompting, using gestures , asking questions</p> <p>2 Differentiation by support: Teacher walks around the classroom using gestures or prompting, showing flash-cards and helping with any new vocabulary for less able students.</p> <p>3 Differentiation support. Teacher goes around the classroom providing any necessary help for less-able l.s. Teacher asks some pairs to report back to the class</p> <p>For most learners who finishes his task fast teacher gives additional task such as ‘Design own T-shirt’ by colouring with their preference. Then write that or those colors of his\her t-shirt.</p> <p>For some learners who finish those task teacher gives.</p> <p>Unscramble the names of seven clothes and make a sentence</p>	<p>1Learners will be assessed by themselves.</p> <p>2Learners will be assessed by group</p> <p>By Pair</p> <p>But despite of this teacher listen to students do some correction even for feedback</p>	<p>Do warm up physical exercises and active activities. Shadow dancing.(sing a song about clothes and do action.)(Team racing game)</p>
<p>Reflection</p> <p>Were the lesson objectives/learning objectives realistic?</p> <p>Did all the learners achieve the lesson objectives/ learning objectives? If not, why?</p> <p>Did my planned differentiation work well?</p> <p>Did I stick to timings?</p> <p>What changes did I make from my plan and why?</p> <p>2.UE3 use common adjectives in descriptions and to talk about simple feelings</p> <p>2.UE10 use common present continuous forms [positive, negative, question]</p>	<p>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</p>	
<p>2.UE3 use common adjectives in descriptions and to talk about simple feelings</p> <p>2.UE10 use common present continuous forms [positive, negative, question]</p> <p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What have I learned from this lesson about the class or individuals that will inform my next lesson?</p>		