

Lesson Plan Module 4: Session 23

Module 4 Workforce and Finance	Unit 12 – Session 23 Clothing and Shopping
Standards Alignment	
<p>Speaking and Listening</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.SL.1.1</u>: Participate in collaborative conversations with diverse partners about <i>grade level topics and texts</i> in small and larger groups. • <u>CCSS.ELA-LITERACY.SL.1.1.A</u>: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • <u>CCSS.ELA-LITERACY.SL.1.1.C</u>: Ask questions to clear up any confusion about the topics and texts under discussion. <p>Reading</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RI.1.4</u>: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • <u>CCSS.ELA-LITERACY.RI.1.10</u>: With prompting and support, read informational texts appropriately complex for grade level. • <u>CCSS.ELA-LITERACY.RI.1.6</u>: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <p>Writing</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.W.1.7</u>: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). <p>Language</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.1.2</u>: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • <u>CCSS.ELA-LITERACY.L.1.1.G</u>: Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). • <u>CCSS.ELA-LITERACY.L.1.1.C</u>: Use singular and plural nouns with matching verbs in basic sentences. 	
Goals and Objectives (SWBAT)	
<ul style="list-style-type: none"> • Talk about plans using “<i>going to</i>” • Compare clothing using “<i>but</i>” and “<i>and</i>” • Name 6 common articles of clothing • State reasons for clothing choices 	
Technology Needs and Presentation/Handouts	
Technology Needs <ul style="list-style-type: none"> • AV cart with projector, laptop if using PowerPoint or Internet photos 	Presentation Needs & Handouts <ul style="list-style-type: none"> • Queens Library ESOL Program Picture File, pictures of people OR magazine/Internet pictures • Picture dictionaries • Small pictures of clothing Colored paper • Index cards or cut paper <p>Each item listed below will be available in PDF format:</p>

- Matching clothing picture/word cards
- Partner interview worksheets
- Clothing word search
- Clothing quiz

Vocabulary Focus

Grammar Focus

- Plans with going to
- Comparisons with “but” and “and”

Introduction/Warm-Up/Review (25 min)

Warm-Up

- As Ss enter, fill out a name tag.
- Class members tell name, country and 1 fact about country.
- Review class guidelines and expectations.

Lesson Plan Activities

Activity 1: Articles of clothing (55 min)

1. Using a picture dictionary or clothing pictures, elicit clothing vocabulary. Introduce a few additional clothing words. Write them on board.
2. Place cards of words for clothing and pictures of the clothing. Say the names of various articles of clothing, and have learners hold them up.
3. Have learners play a matching or concentration game in small groups. Note: if your class is mixed level, skip this step and have lower levels play the game while higher levels are doing step 5.
4. Two people stand in front of the class who have a similar item of clothing (e.g. 2 people with boots).
5. Class makes comparisons using “but” (e.g. Gloria is wearing tall boots, but Ralda is wearing short boots. Elicit examples and write on board.) Do the same with several more people. Include some colors and material. Write or have a student write a few on the board.
6. Ask learners to compare own clothing with partners. Ask them to make 5 statements using “but” after doing it orally they can write their sentences. (Lower level Ss work with picture dictionary to continue practicing vocabulary or do the matching game now).
7. **Lower levels:** Show a picture of a person in a full outfit. Ask learners to tell you what she/he is wearing. Give each pair of learners some pictures of people in full outfits (shoes, socks, shirt, slacks etc. They can ask and answer: “What is she wearing?” encourage Ss to use colors as well as article names.

For higher level learners, do the clothing quiz. (See worksheet).

Wrap Up/Assessment

- Have learners write a description of their own clothing. Collect the cards and redistribute them. Learners try to find the person that matches the description they were given.

Activity 2: Let’s plan a trip (35 min)

1. Tell the learners about a trip you are taking (see example). Let them know what clothes you are bringing. Ask them to write whatever clothing items (and amounts) they hear. When they finish, they can check with a partner. For lower levels: make a grid with the names of the clothing items, have them check the ones they hear.

	<i>Yes or No?</i>	<i>How Many?</i>
Coat		
Jacket		
Hat		
Skirts		
Pants		
Shoes		

Socks		
Sweater		
Shirts		
Underwear		

Next week I'm going to visit my sister in California. I'm very excited! The weather is cool there, so I'm bringing a jacket and hat. I'm going for a week, so I'll need 5 shirts, 3 pairs of pants, and one pair of shoes. Underwear, of course, and 7 pairs of socks.

- Write on the board: Where are you going? How long will you stay? What are you bringing?
- Ask learners to imagine they are taking a trip for two weeks. They must pack clothing. Ask them to write a list of what they will bring. When they finish, ask them to tell their partner or group where they are going and what they are bringing.

Wrap Up/Assessment

- Have students report out about their partner OR write 4 sentences about their partner's trip. Provide sentence frames if necessary.

Activity 3: Do you wear ...? (30 min)

- Hand out cards that have either a picture of clothing or the word. Ss find partner.
- Interview partner about clothing choices (using worksheet) (e.g. do you wear boots in the winter? Why?)

Note: modify the questions for lower level pairs, or work with lower level learners in a small group.

- Do you wear boots in the winter? Why? (Why not?)
- Do you wear boots in the summer? Why? (Why not?)
- Do you like wearing boots? Why? (Why not?)
- Do you like wearing a hat? Why? (Why not?)
- Do you wear a hat every day? Why? (Why not?)
- Do you wear heels? Why? (Why not?)
- Do you wear a dress every day? Why?
- What do you wear to a party?
- What do you wear to the library?
- What do you wear every day?

Wrap Up/Assessment

- Teacher does a ball toss activity, asking class members to choose any question from the list and throw the ball to ask a question.

Activity 4: Shopping plans (25 min)

- Write this question on the board. Where is Alicia going? What is she going to buy? Ask students to listen to the conversation and answer the questions.

Dialogue 1

ALICIA: What are you going to do this afternoon?

LEE: I'm going shopping.

ALICIA: What are you going to buy?

LEE: I need socks and some T-shirts for my kids, so I'm going to JC Penney.

ALICIA: I need some shirts, too. Can I come with you?

LEE: Sure.

- Practice the dialogue chorally. Then have learners practice with a partner.
- Erase some key words (what they are buying, store they are going to). Ask learners to create a new dialogue with a partner.

Wrap Up/Assessment

- Walk around to listen and evaluate the task. Ask for volunteers to present their dialogue to the class.

Overall Wrap Up: Vocab/ Review and Assessment (10 min)

1. What was your favorite activity today? Why?
2. Explain the homework.

Homework/Project (Extension Activity)

- **Listening/Speaking:** Interview someone in English using the questions in Activity 3.
- **Reading/Writing:** Do the clothing word search.
- **Vocab:** Practice the 5 new words.

Online Resources

- Ventures Teachers Resources: <http://www.cambridge.org/ventures/resources/>