

Subject, short description	Winter clothes (hat, earmuffs, coat, cardigan, sweater, trousers, mittens, gloves, scarf, socks, and boots), questions and answers using the stems “What do you wear in winter?”, “In winter I wear ____”.		Target group, students’ level	Grade 1
Learning Objectives	1	To learn the names of various winter clothes.		Prerequisite knowledge
	2	To identify different winter clothes and understand their purpose.		
	3	To develop their speaking skills by describing common winter clothes.		Students will be able to identify common clothes both in their native language and in English.
	4	To practice asking and answering questions using the stems “What do you wear in winter?”, “In winter I wear ____”.		
	5	To practice their writing skills by creating simple sentences using the new vocabulary.		

Engagement: How will the teacher engage students? What's the connection to prior knowledge? What are the learning objectives? (You may choose one of the following activities).			
Type of Activity-Objectives	Materials - Media	Procedure	Duration
Naming winter clothes. To pique students’ interest and activate prior knowledge.	Real winter clothes or pictures.	Show students different real winter clothes or pictures and ask them to identify them. Encourage discussion using questions such as "What do you see?", "When do we wear these?", "How do these help us?".	5 minutes (estimate)
Song-Winter clothes. To pique students’ interest and activate prior knowledge.	YouTube: Get Dressed for the Day Song The Singing Walrus	Students watch the song and identify the different clothes. Encourage discussion using questions such as "What do you see?", "When do we wear these?", "How do these help us?".	5 minutes (estimate)

Guess the winter clothes game. To pique students' interest and activate prior knowledge.	A bag, real clothes or pictures.	Put various real clothes or pictures in the bag. Describe the clothes one by one and ask students to guess which one is it. Prompt them to identify each one of them and encourage discussion using questions such as "What do you see?", "When do we wear these?", "How do these help us?".	5 minutes (estimate)
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Exploration: How can students explore the subject and use prior knowledge to generate new ideas and conduct preliminary investigations? (You may choose one of the following activities).			
Type of Activity-Objectives	Materials - Media	Procedure	Duration
Winter clothes scavenger hunt. To identify different winter clothes and understand their purpose.	Winter clothes flashcards and flashcards with descriptions of each item of clothing.	Show each winter clothes flashcard to each student and have them repeat after you. Hide the flashcards for winter clothes in the classroom. Then, have students form pairs and give each pair two description flashcards. Ask the pairs to find the flashcard of the winter clothes that matches the description given the best.	10 minutes (estimate)
Sorting winter clothes. To identify different winter clothes and understand their purpose.	Winter clothes flashcards and sorting mats.	Show each winter clothes flashcard to each student and have them repeat after you. Have students form two groups. Distribute winter clothes flashcards among the groups and ask students to sort them according to their type (e.g., headwear, handwear, footwear) or purpose (e.g., keeping warm, staying dry). Encourage vocabulary practice by naming items (e.g., "This is a scarf. It keeps your neck warm.")	10 minutes (estimate)
Describe winter clothes.	Winter clothes flashcards and cards describing each item of clothing.	Have students form two teams. One team receives winter clothes flashcards, and the other team receives describing	10 minutes (estimate)

To develop their speaking skills by describing common winter clothes.		cards. The team with the describing cards reads the descriptions and the other team guesses the item of clothing.	
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Explanation: How can students explore the subject and use prior knowledge to generate new ideas and conduct preliminary investigations? (You may choose one of the following activities).			
Type of Activity-Objectives	Materials - Media	Procedure	Duration
Winter clothes chart. To discuss the observations made by students regarding the winter clothes they explored along with the descriptions they used.	Chart paper or a whiteboard and descriptions flashcards.	Write down each winter clothes' name and encourage students to use the description flashcards to describe it. Have students repeat the words and encourage them to make simple sentences such as " <i>This is a hat. A hat keeps your head warm.</i> " Discuss the similarities or differences between the clothes and the importance of wearing them.	10 minutes (estimate)
PowerPoint Presentation-Winter Clothes. To teach the new vocabulary and explain to students the purpose of each winter item of clothing.	PowerPoint Presentation.	Use a PowerPoint Presentation to teach the new vocabulary and have students repeat the words. Explain to them the purpose of each winter item of clothing and encourage them to make simple sentences such as " <i>This is a hat. A hat keeps your head warm.</i> ". Discuss the similarities or differences between the clothes and the importance of wearing them.	10 minutes (estimate)
Video-Winter clothes To teach the new vocabulary and explain to students the purpose of each winter item of clothing.	YouTube: Winter clothing - Vocabulary in English for kids	Show students the video, pausing at each winter item of clothing to encourage repetition, and emphasize pronunciation and meaning. Explain to them the purpose of each winter item of clothing and encourage them to make simple sentences such as " <i>This is a hat. A hat keeps</i>	10 minutes (estimate)

		<i>your head warm."</i> . Discuss the similarities or differences between the clothes and the importance of wearing them.	
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Elaboration: <i>How can students show they have achieved the lesson objective and apply this knowledge to their daily lives? (You may choose one of the following activities).</i>			
Type of Activity-Objectives	Materials - Media	Procedure	Duration
Let's talk! To practice asking and answering questions using the stems "What do you wear in winter?", "In winter I wear ____".	Winter clothes flashcards.	Have students form pairs. Distribute the winter clothes flashcards among the pairs. Encourage them to talk about their preferences using the stem sentences. Move around and facilitate talking among the groups.	10 minutes (estimate)
Let's go shopping for winter clothes! To practice asking and answering questions in a real-world context.	Real or pictures of winter clothes, real or plastic coins and market signs.	Set up a shop in the classroom. Give students the coins and let them take turns being the seller and buyer. Buyers will ask, "Can I have a sweater, please?" and sellers will respond, "Here it is. It costs ____ euros."	10 minutes (estimate)
Let's write! To practice their writing skills by creating simple sentences using the new vocabulary.	A worksheet, coloring pencils, and a poster with the words used in the lesson.	To begin the activity, show the worksheet to the students and have them form pairs. Explain to them that they need to draw their favorite winter clothing item. Then, prompt them to write simple sentences about them. Encourage them to use stem sentences such as "I like ____" It is ____ (color).	10 minutes (estimate)

Evaluation: <i>How will students demonstrate that they have achieved the lesson objectives? (You may choose one of the following activities).</i>			
Type of Activity-Objectives	Materials - Media	Procedure	Duration
Fill in the blanks. To assess students' understanding of different winter clothes.	A worksheet containing simple sentences about winter clothes with missing words. A list of the missing words will be provided, and students will select the one that best fits the blank space.	Ask students to identify the appropriate words and complete the sentences by filling in the blanks. Give feedback and ensure understanding.	10 minutes <i>(estimate)</i>
Quiz-Winter clothes. To assess students' comprehension.	Schoology or Kahoot.	Create a quiz using Schoology or Kahoot. Students choose the correct answer. Give feedback and ensure understanding.	10 minutes <i>(estimate)</i>
Winter clothes bingo! To assess students' understanding.	Bingo templates with pictures showing different winter clothes.	Distribute a bingo template with pictures showing different winter clothes. Name a winter item of clothing and ask students to find the picture and cross it out or cover it. Give feedback and ensure understanding.	10 minutes <i>(estimate)</i>

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Engagement *The teacher assesses prior knowledge and engages learners through short activities that connect past and present learning experiences, expose prior conceptions, and direct thinking toward current learning outcomes.*

Exploration *Experiences aid students in establishing a shared foundation of activities, which helps them identify misconceptions and facilitates conceptual change. By engaging in activities, students can use prior knowledge to generate new ideas, explore possibilities, and conduct investigations.*

Explanation *The explanation phase lets students show their understanding of a topic and for teachers to introduce new concepts. It's a chance for learners to explain what they know, and for teachers to guide them towards a deeper understanding.*

Elaboration *Teachers deepen students' understanding and skills through challenges, new experiences, and application activities.*

Evaluation *The evaluation phase helps students assess themselves and allows teachers to evaluate progress.*