

Get Dressed!

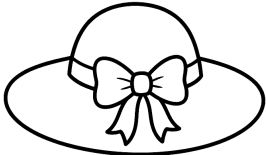
Day: _____

YEAR 2

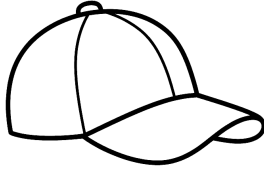
Date: _____

1 Listen, point and say. Then trace.

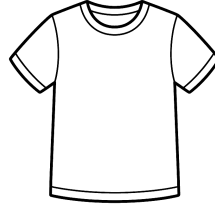
Point to the picture when your teacher says the word.



hat



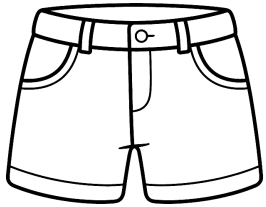
cap



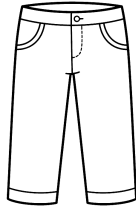
T-shirt



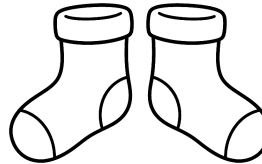
dress



shorts



trousers



socks

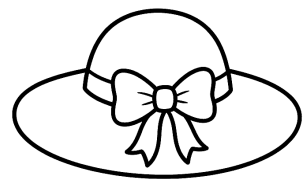
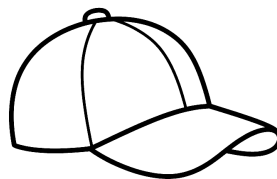


shoes

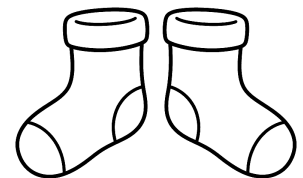
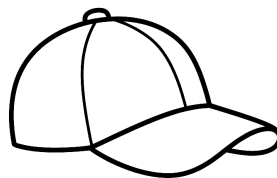
2 Sound and read.

Touch each dot and say the sound. Read the word. Circle and colour the right picture.

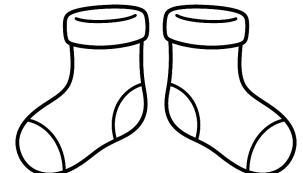
h a t



c a p

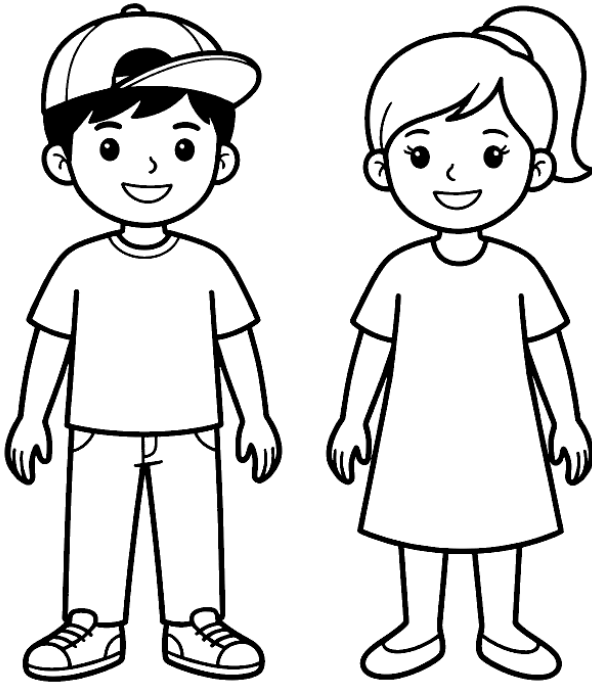


s o c k s



3 Listen and colour.

Your teacher will tell you the colours.



Kumar

Sarah

4 Talk with a friend.

Look at your picture. Ask and answer.

A What is Kumar wearing?

B He is wearing a red cap.

A What is Sarah wearing?

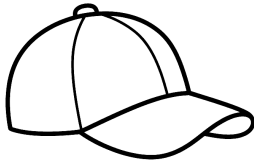
B She is wearing a _____ dress.

Then B asks, A answers. Change the underlined words.

Think!

It is a hot, sunny day. Kumar is going to the beach.

Tick (✓) **two** things Kumar can wear. Cross (X) **one** thing he does not need.

☐☐☐

No jacket, Kumar! It is too _____.

Choose:

★ **Challenge:** It is raining. What do you wear? Tell your friend.

Colour a star for each thing you can do.

☆ I can say 8 clothes words.

☆ I can read hat, cap and socks.

☆ I can say: He is wearing a cap.

Rancangan Pengajaran Harian • Daily Lesson Plan

MATA PELAJARAN <i>Subject</i>	Bahasa Inggeris	TAHUN <i>Year</i>	2
MASA <i>Time</i>	_____ hingga _____ (60 to 90 minutes)	KELAS <i>Class</i>	
TEMA / TAJUK <i>Theme / Topic</i>	World of Self, Family and Friends Unit 7: Get dressed! • Focus: Listening		
STANDARD PEMBELAJARAN <i>Learning standards</i>	Main skill • 1.2.2 Understand with support specific information and details of simple sentences Complementary skill • 2.1.5 Describe objects using suitable words and phrases		
OBJEKTIF PEMBELAJARAN <i>Learning objectives</i>	At the end of the lesson, pupils should be able to: 1. colour Kumar's and Sarah's clothes correctly from the teacher's description, with at least 5 out of 6 correct. 2. describe the clothes in the picture orally with <i>He / She is wearing a ____</i> . in at least 3 correct sentences.		
AKTIVITI <i>Activities</i>	Pre-Lesson - Teacher says "Stand up if you are wearing socks / shoes / a watch." Pupils stand up or sit down. - Teacher points to his or her own clothes: "I am wearing a blue shirt." Pupils guess today's topic. Lesson Delivery - Teacher says each clothes word. Pupils point to the picture and repeat (Part 1). - Pupils play "Say and point" in pairs: one says a word, the other points. - Pupils trace the clothes words on the three lines. - Teacher models blending: touches each dot, says /h/ /a/ /t/, then "hat". Pupils blend <i>hat, cap, socks</i>, then circle and colour the right picture (Part 2). - Teacher reads the listening script twice. Pupils colour Kumar's and Sarah's clothes (Part 3). - Teacher models the dialogue with one pupil. Pupils ask and answer "What is Kumar / Sarah wearing?" in pairs, then change roles (Part 4). - Teacher asks "Is the beach hot or cold?" Pupils tick, cross and complete the sentence (Think!). Fast finishers do the Challenge. Post-Lesson - Pupils colour a star for each "I can" they achieved. - Teacher asks each pupil "What are you wearing?" Pupils answer "I am wearing ____." before leaving. - For a 90-minute lesson: "Feel and guess" (a bag with a real cap, hat and socks: "It's a sock!") and "Run and touch" (8 words around the board).		
REFLEKSI <i>Reflection</i>			

Part 3 listening script (read twice)

Look at Kumar. Kumar is wearing a cap. Colour his cap **red**.
Kumar is wearing a T-shirt. Colour his T-shirt **yellow**.
His trousers are **blue**. Colour his trousers blue.
His shoes are **green**. Colour his shoes green.
Now look at Sarah. Sarah is wearing a dress. Colour her dress **purple**.
Her shoes are **red**. Colour her shoes red.

Advanced pupils: they describe a friend with two colours ("a blue dress and black shoes").

Answers

Part 2: circle and colour: hat → the hat (right); cap → the cap (left); socks → the socks (right).

Part 4: a red cap, a yellow T-shirt, blue trousers, green shoes; a purple dress, red shoes.

Think!: tick the cap and the shorts; cross the jacket. It is too **hot**.

Remedial learners: do Parts 1 and 2 with them in a small group first; accept one word, then model the full sentence.