

Theme: Clothes
SA Kam Tin Nursery School

Level:	K2
Session:	1 of 4
Text:	<i>Getting Dressed</i> (Big book story)
Learning Activities:	Shared reading activity, art and craft activity
Learning Objectives:	<ul style="list-style-type: none">➤ To understand and enjoy the story with the help of the illustrations➤ To understand the meaning of 'My ... ', 'pants' and 'shirt'➤ To say 'My ... ', 'pants' and 'shirt' when expressing their meaning➤ To recognise the print of 'My', 'pants' and 'shirt'
Resources:	Big book, picture-word cards, clip board, doll with <i>pants</i> and a <i>shirt</i> , crayons, picture outlines of <i>pants</i> and shirts

What to do:

1 (Presenting the Text)

- Show children the book. Identify and read aloud the title on the front cover for children.
- Talk about the illustration on the front cover: *What can you see?*
- Show a doll and some clothes.
- Help the doll to put on the clothes. Tell children: *The doll is getting dressed.*
- Invite predictions from children: *What will she put on?* (with actions)
- Use Think Aloud to prompt answers (e.g., dress and T-shirt).
- Record children's predictions on the board.

2 (1st Reading)

- Remind children to listen to the teacher reading the story.
- Read aloud the text with good intonation and expression.
- Help children understand and enjoy the story with the help of illustrations, gestures, facial expressions and pictures.
- Bring children's attention to the twists and turns by inviting predictions after reading P.7: *She is dressed. Where will she go?*

- Guide children to check and confirm their predictions on the board.

3 (2nd Reading)

- Read aloud and talk about the illustrations on P.2 to P.3.
- Point at the word '*pants*' on P.2 and show children picture-word cards of different colours of *pants*.
- Introduce the word '*pants*'.
- Invite children to find the word '*pants*' on the page.
- Point at the word '*shirt*' on P.3 and show picture-word cards of different colours of *shirts*.
- Introduce the word '*shirt*'.
- Invite children to find the word '*shirt*' on the page.
- Use gesture and story illustrations to introduce the sight word '*My*'.
- Write the word '*My*' and say '*My pants*' with actions.
- Show the teacher's *pants* and tell children: *My pants*.
- Show the teacher's *shirt* and tell children: *My shirt*.
- Invite children to find the word '*My*' on P.2 to P.3.
- Guide children to read aloud P.2 to P.3 together.

4 (3rd Reading)

- Invite children to share read the focused pages (P.2 to P.3) with the teacher.
- Invite children to listen to the teacher reading aloud the rest of the book.

5 (Extended Activity)

Art and craft activity: Designing *pants* or a *shirt*.

- Show picture outlines of a pair of *pants* or a *shirt*.
- Let children choose to draw either *pants* or a *shirt*.
- Guide children to colour the *pants* or *shirt* in their favourite colours.
- Encourage children to talk about their *pants* or *shirt* by asking:
What is this/are they? What colour is this/are they?

Book Title: *Getting Dressed*

Author: Jillian Cutting

ISBN: 976-644-748-9

Theme: Clothes
SA Kam Tin Nursery School

Level:	K2
Session:	2 of 4
Text:	<i>Getting Dressed</i> (Big book story)
Learning Activities:	Shared reading activity, game
Learning Objectives:	<ul style="list-style-type: none">➤ To identify the book title with the teacher➤ To understand and enjoy the story with the help of the illustrations➤ To understand the meaning of '<i>socks</i>' and '<i>boots</i>'➤ To say '<i>socks</i>' and '<i>boots</i>' when expressing their meaning➤ To recognise the print of '<i>socks</i>' and '<i>boots</i>'➤ To revise the vocabulary items '<i>pants</i>' and '<i>shirt</i>'
Resources:	Big book, picture-word cards

What to do:

1 (Presenting the Text)

- Show children the book and ask one of them to point out the book title on the front cover.
- Invite children to read aloud the title with the teacher.
- Discuss with children: *What colour of pants/shirt do you like?*
- Use Think Aloud to prompt answers (e.g., red, blue and yellow).
- Give feedback to children's ideas.

2 (1st Reading)

- Remind children to listen to the teacher reading the story.
- Track the text and read aloud the story to children.
- Read aloud the text with good intonation and expression and help children enjoy the story.

3 (2nd Reading)

- Read aloud and talk about the illustration on P.4.
- Point at the word '*socks*' on P.4 and show children picture-word cards of different colours of *socks*.

- Introduce the word '*socks*'.
- Invite children to find the word '*socks*' on the page.
- Read aloud and talk about the illustration on P.5.
- Point at the word '*boots*' on P.5 and show picture-word cards of different colours of *boots*.
- Introduce the word '*boots*'.
- Invite children to find the word '*boots*' on the page.
- Guide children to read aloud P.4 to P.5 together.

4 (3rd Reading)

- Invite children to share read the story from P.2 to P.5 with the teacher.
- Invite children to listen to the teacher reading aloud the rest of the book.

5 (Extended Activity)

Game: What's missing?

- Show a cut-out of a girl (with *pants*, a *shirt*, *socks* and *boots*).
- Show a cut-out of a girl (without *pants*/a *shirt*/*socks*/*boots*).
- Ask children: *What is missing?*
- Guide children to say what is missing and point at the word on the board: *pants*, *shirt*, *socks* or *boots*.
- Let as many children participate as possible.

Theme: Clothes
SA Kam Tin Nursery School

Level:	K2
Session:	3 of 4
Text:	<i>Getting Dressed</i> (Big book story)
Learning Activities:	Shared reading activity, singing
Learning Objectives:	<ul style="list-style-type: none">➤ To identify and read aloud the book title➤ To discuss about personal preferences of clothes➤ To enjoy listening to the story➤ To understand the meaning of 'hat', 'coat' and 'gloves'➤ To say 'hat', 'coat' and 'gloves' when expressing their meaning➤ To recognise the print of 'hat', 'coat' and 'gloves'➤ To revise the vocabulary items 'pants', 'shirt', 'socks' and 'boots'➤ To read aloud the whole book with good intonation and expression with the teacher
Resources:	Big book, picture-word cards

What to do:

1 (Presenting the Text)

- Show children the book and ask one of them to point out the book title on the front cover.
- Invite other children to read aloud the title.
- Discuss with children: *Before going out, what do you put on?*
- Use Think Aloud to prompt answers (e.g., shirt, pants and coat).
- Give feedback to children's ideas.

2 (1st Reading)

- Remind children to listen to the teacher reading the story.
- Read aloud the text with good intonation and expression and help children enjoy the story.
- Ask some prediction questions wherever applicable: e.g., *What will the girl put on next?*

3 (2nd Reading)

- Read aloud and talk about the illustration on P.6.
- Point at the word 'hat' on P.6 and show children the picture-word cards of different types of hats.
- Show children a real *hat* and introduce the word 'hat'.
- Invite children to find the word 'hat' on the page.
- Point at the word 'coat' on P.6 and show children the picture-word cards of different colours of coats.
- Show children a real *coat* and introduce the word 'coat'.
- Invite children to find the word 'coat' on the page.
- Read aloud and talk about the illustration on P.7.
- Point at the word 'gloves' on P.7 and show the picture-word cards of different colours of *gloves*.
- Show children a pair of *gloves* and introduce the word 'gloves'.
- Invite children to find the word 'gloves' on the page.
- Guide children to read aloud P.6 to P.7 together.

4 (3rd Reading)

- Invite children to read aloud the title of the story and the whole book with good intonation and expressions with the teacher.

5 (Extended Activity)

Singing: *Getting Dressed* (Tune: *Are You Sleeping?*)

- Show the song sheet of *Getting Dressed*.
- Track the text while reading the lyrics for the children.
- Introduce the tune to children by singing the song to them.
- Ask children to sing the song with the teacher. Encourage them to sing the song together in fast and slow tempo.

Lyrics of *Getting dressed*

(Tune: *Are You Sleeping?*)

I like my shirt. I like my pants.

I like socks. I like boots.

I like my hat. I like my coat.

I like gloves. It is cold.

Book Title: *Getting Dressed*

Author: Jillian Cutting

ISBN: 976-644-748-9

Theme: Clothes
SA Kam Tin Nursery School

Level:	K2
Session:	4 of 4
Text:	<i>Getting Dressed</i> (Big book story)
Learning Activities:	Show-and-tell
Learning objectives:	<ul style="list-style-type: none">➤ To gain confidence in speaking up in English➤ To show and talk about the clothing item brought to class➤ To interact with the teacher and other children in English➤ To pay attention to the show-and-tell presenter and appreciate each other's presentation
Resources:	Show-and-tell hat, show-and-tell chair, the teacher's clothes, children's clothes

What to do:

1 (Before Show-and-tell)

- Show children the book and talk about the illustration on the front cover.
- Set the stage.
- Sing a song as a signal for the show-and-tell activity.
- Show a balloon hat and tell children whoever wears this balloon hat can introduce the clothing item that they bring back to school.
- Demonstrate how to do show-and-tell:
Hello! Everybody.
I'm (the teacher's name).
This is (the clothing item).
It is (colour).

2 (During Show-and-tell)

- Invite each presenter to wear the balloon hat.
- Guide child to show-and-tell about a clothing item in front of the class.
- Encourage child to say something about the clothing item and guide

him/her with the questions:

What is this?

What colour is this?

Who bought this for you?

Do you like it?

- If the presenter fails to answer the questions or speak up, invite other children to join in the discussion.

3 (After Show-and-tell)

- Display children's clothes in the classroom.
- Encourage children to introduce the clothes to their friends during the free time.

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