

A vibrant, cartoon-style illustration of a child's room. The room features a wooden desk with a pink top and orange legs, a blue chair with a white seat, a wooden bookshelf with books, a window with a view of greenery, and various toys including a teddy bear, a blue monkey, and a red box. A string of yellow and blue pennants hangs from the ceiling. The background is a light blue wall with a window showing a bright yellow sun and green foliage. The floor is brown wood. The overall scene is bright and cheerful.

Welcome!

LV1 U6 L2



How was your day?

I'm wearing a red shirt.

I'm wearing a ____.

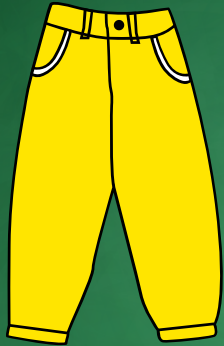
It was ____.
(great, alright, bad)



My Clothes



In this lesson:



(a pair of)
pants



(a pair of)
shorts



(a pair of)
socks



(a pair of)
shoes

What do you need? I need a pair of (pants)!

Which pair of pants do you like? I like this/that pair of pants.





Hi, Dad!

Hi, Alex!

Read, and have the student repeat.

Oh, no!
My shoes!

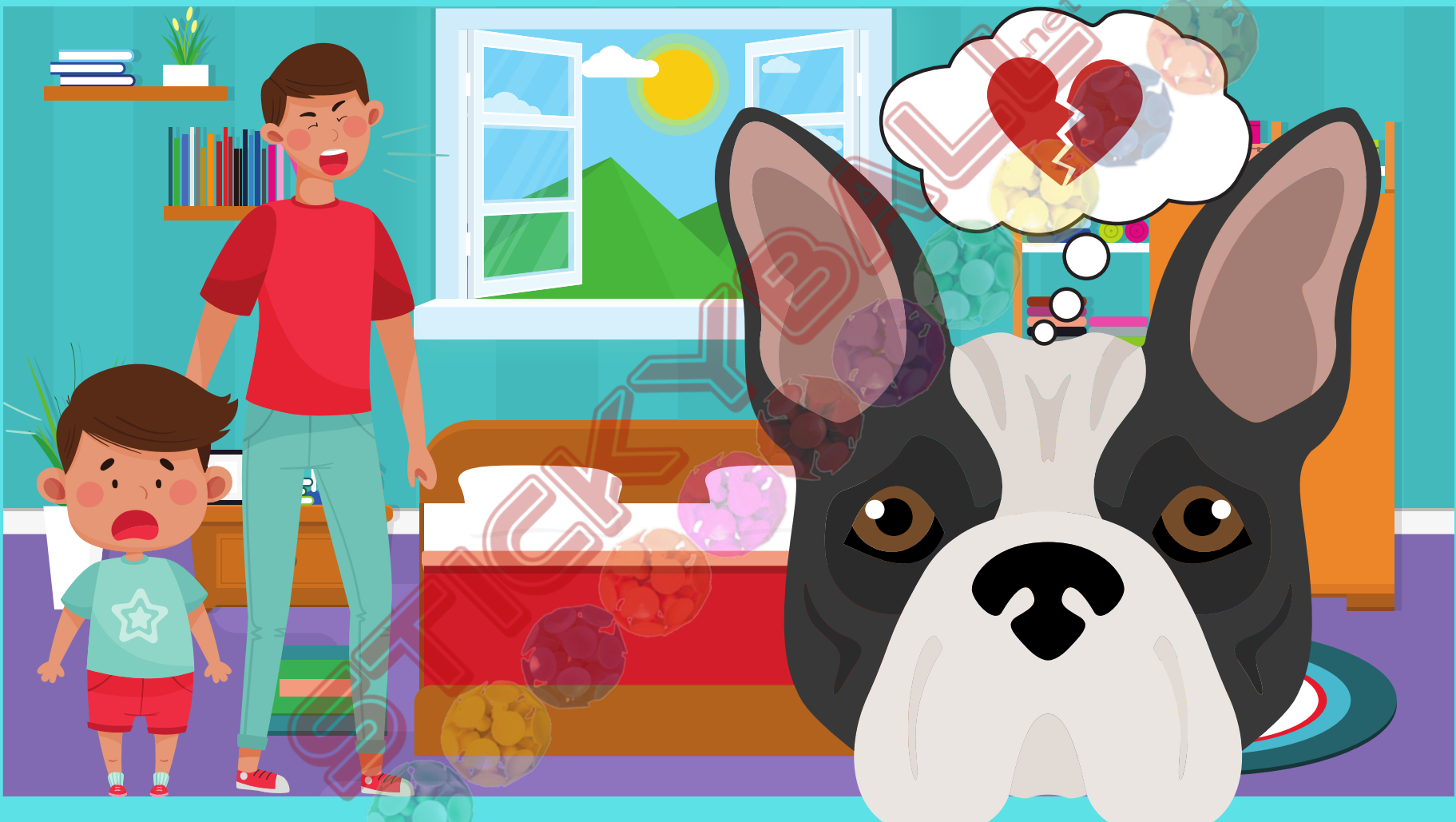
Have the student
say "shoes" and
circle the shoes.



DAD!



Bad dog!



**It's okay.
You need a
pair of shoes!**

Thanks, Dad!

**Let's go buy
some shoes!**

Read, then have
the student
repeat.



Do you like *this* pair of shoes?

No, I don't.

Reinforce "this"
vs. "that."



I like *that*
pair of shoes!

Emphasize the
use of "that."



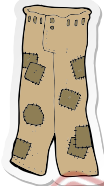
I like *this* pair of shoes!

I don't like *that* pair of shoes!

Reinforce "this"
vs. "that."




What else do you need?



I need a pair of pants!

Read, and have the student repeat.
Have the student circle the pants.





Do you like *this* or *that* pair of pants?

Ask the question and have the student respond.



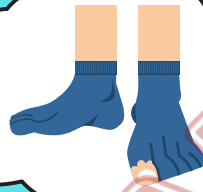
I like *this* pair of pants!

Emphasize the use of "this."





What else do you need?



I need a pair of socks!

Read, and have the student repeat.
Have the student circle the socks.





Which pair of socks do you like?

Ask the question.
Ask if they like "this" pair of socks or "that" pair of socks.



I like *that* pair of socks!

Emphasize the use of "that."



What else do you need?



I need a pair of shorts!

Read, and have the student repeat.
Have the student circle the shorts.





Which pair of shorts do you like?

Ask the question.
Ask if they like "this" pair of shorts or "that" pair of shorts.

An illustration of a boy in a red shirt and green pants standing next to a clothesline. The clothesline has a pair of green shorts with yellow floral patterns hanging on it. A red arrow points from the boy's hand to the shorts. A speech bubble from the boy says "I like this pair of shorts!". There are other clothes on the line, including a pair of tan shorts. A shopping bag is on the floor next to the boy in the red shirt. A rug is on the floor in the foreground.

I like *this* pair of shorts!

Emphasize the use of "this."

I like *that* pair of ____.



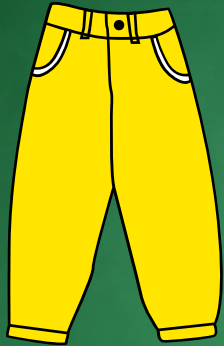
I like *this* pair of ____.



Have the student say if they like "this" or "that" item.



Review:



(a pair of)
pants



(a pair of)
shorts



(a pair of)
socks



(a pair of)
shoes

What do you need? I need a pair of (pants)!

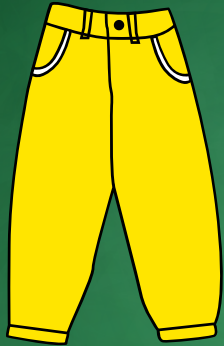
Which pair of pants do you like? I like this/that pair of pants.



Great job!



Today I learned:



(a pair of)
pants



(a pair of)
shorts



(a pair of)
socks



(a pair of)
shoes

What do you need? I need a pair of (pants)!

Which pair of pants do you like? I like this/that pair of pants.





Homework!

- Draw a picture of each item you learned, or find the items in your house to show to your teacher.

Make a video, and say "I like this/that _____."

Also, you can show two of each item and say: "I like this pair of _____. I don't like that pair of _____."



(a pair of)
pants



(a pair of)
shorts



(a pair of)
socks



(a pair of)
shoes



What do you need? I need a (shirt)!

Which shirt do you like? I like this/that (shirt).

