# **Clothing**

**Grade Level:** Grade Two

**Unit Theme:** Learning about clothes

**Ohio Standards Connection:** Foreign Language

**Standard:** Communication: Communicate in languages other than English.

**Benchmark A:** Ask and answer questions and share preference on familiar topics.

**Indicator 1:** Ask and answer questions about likes and dislikes (e.g., What is your favorite color?/¿Cu ál es tu color favorito? What fruit don t you like?/Welche Frucht hast du nicht gern?).

**Benchmark F:** Identify people and objects based on descriptions.

**Indicator 7:** Identify accurate and inaccurate descriptions of people and objects (e.g., Snow is cold. The ball is square.).

**Benchmark K:** Present information orally, signed or in writing.

**Indicator 15**: Label familiar objects or people (e.g., school supplies, family members, geometric shapes) and share with others.

**Standard:** Communities: Participate in multilingual communities and cultures at home and around the world.

**Benchmark B:** Perform for a school or community event.

**Indicator 2:** Perform songs, poetry and stories for classroom, school or community events.

Unit Mode(s) of Focus: Interpretive, Interpersonal and Presentational

#### **Unit Description**

In this multiple-day unit, students will gain the ability to use age-appropriate expressions to identify and exchange information about major pieces of clothing people wear during different seasons. This unit reviews vocabulary for colors, seasons, and parts of the body. Students will be able to connect to other previously learned units in order to further reinforce the vocabulary learned here. Initially, students interpret and react to clothing items in the pictures. Then, they will interact with their teacher and classmates by asking and telling about the real clothes they wear, have, or like (e.g., "In the summer, I wear shorts." "I have brown pants." or "I like the red shoes."). This unit also connects to math concepts by having students compose and decompose geometric shapes.

#### **Performance Outcomes**

Students will be able to:

- Identify the Chinese names of common items of clothing and use them in meaningful contexts.
- Sort and classify winter and summer clothes.
- Describe colors of clothes
- Ask and tell about clothes they have, like, and wear; and
- Participate in a fashion show in which they describe their clothes.

Time Frame/Estimated Duration: Seven classes / Three and one-half hours

## **General Tips from the Writers**

- Modify the time needed for this unit based on class size and time it takes to move through the activity sequence.
- You may show real clothes and tell the names of each.
- Ask parents to bring in clean, old clothes and fashion accessories to create a corner in the classroom for students to play dress up.
- This unit can also be connected to math concepts by having students compose and decompose geometric shapes of hats, pants, and shirts.

#### **Feedback from Pilot Teachers**

- The two question/answer patterns seem a little confusing: What color are your shoes? I wear red shoes. Do you wear shoes? I wear red shoes. Both questions have the same answer which is not quite a good answer in a real communicative situation. I would suggest revising the dialogue to make it more meaningful.
- There are two different words in Chinese for "to wear", one word "*chuan*" for clothes, such as shirt, pants, shoes, socks, etc, and another one, "*dai*" for accessories, such as gloves, hats, scarf, watch jewelry, etc. If some of the accessory items are included in the lesson, it is necessary to introduce the word "*dai*".

#### **Pre-Assessment**

The purpose of the pre-assessment is to learn about the students' previous knowledge of clothing and seasons in which the clothing is worn.

- Pass out Attachment A, Pre-Assessment Response Sheet.
- Point out the seasons and gesture as you say "It's hot" or "It's cold" in Mandarin.
- Following the model, have students draw a line to connect the corresponding clothing items for winter and summer as you say the name of each item on the right in Mandarin.

#### **Pre-Assessment Scoring Guidelines**

Collect the students' pre-assessment response sheets and use the following scale to evaluate their background knowledge of sorting clothes by season:

- 3 of 3 = Strong understanding of topic
- 2 of 3 = Adequate understanding of topic
- 1 of 3 = Poor understanding of topic/ Needs remediation

#### **Interpretive Assessment**

Have students complete Attachment C, Post-Assessment Response Sheet to show their understanding of the vocabulary as you say each word.

### **Interpretive Assessment Scoring Guidelines**

The same scale used in the pre-assessment can be used to score the interpretive assessment:

3 of 3 = Strong understanding of topics

2 of 3 = Adequate understanding of topics

1 of 3 = Poor understanding of topic / Needs remediation

0 of 3 = Insufficient understanding of topic / Needs remediation

#### **Interpersonal Assessment**

There are several opportunities for students to ask and answer questions over the course of this unit. The writers suggest using a checklist and listening to learners as they work. You also may consult the rubric in Attachment D.

#### **Presentational Assessment**

At the conclusion of this unit, students will perform for videotaping a conversation about clothes they wear. Each student will have the opportunity to present with a classmate without any assistance from the teacher or peers. Students will be required to use culturally appropriate gestures as they converse with each other.

# **Presentational Assessment Scoring Guidelines**

The teacher will review each student's contribution to the video and evaluate his or her performance based on the criteria found on Attachment D, Post-Assessment Scoring Rubric. Based on the rubric, each student's performance can be rated according to the following:

25 - 22 = Highly Proficient

21 - 18 = Proficient

17 - 15 = Minimally proficient

14 - 0 =Needs remediation

#### **Vocabulary and Structures**

我穿衣服。Wǒ chuān yīfu. I put on <u>clothes</u>. 我穿白鞋子。Wǒ chuān bái xiézi I put on white shoes

你穿黑袜子。Nǐ chuān hēi wàzi You put on <u>black socks</u> 你喜欢我的裤子吗?Nǐ xǐhuān wŏde kùzi ma? Do you like my pants?

夏天我喜欢穿短裤。Xiàtiān wǒ xǐ huōn chuān duǎnkù I like to wear shorts in the summer.你

有没有衬衫? Nǐyǒu méiyǒu chènshān? Do you have a <u>shirt</u>? 她穿红裙子。Tā chuān hóng qúnzi. She wears a <u>red skirt</u>.

我有大帽子。Wǒ yǒu dà màozi I have a big hat.

#### Materials, Resources and Useful Web Sites

- A suitcase or box filled with clothing items being studied in this unit.
- Second grade level picture/story books with related illustrations.
- Picture cards that depict vocabulary words.
- Classroom set of hand puppets.
- Floor size T chart for sorting clothing items in two piles of summer and winter.

## **Sequence of Activities**

## Day One

- Use hand puppets to greet each student in Chinese.
- Review and discuss the weather of the day. Talk about concepts learned previously, such as "Summer is hot" and "Winter is cold."
- Begin the Pre-Assessment activity by passing out Attachment A, Pre-Assessment Response Sheet.
- Review with students what they think each picture in the left column (summer and winter) represents.
- Have students draw a line to connect corresponding clothing items with the appropriate season as you say each word in Mandarin, following the model.
- Collect and score these to determine the extent of your students' background knowledge on the topic of sorting clothes by season in order to determine their need for remediation on these topics.
- Conclude today's class by practicing with students the colors of clothes they are wearing. Tie back to previous knowledge about colors. Ask questions like "多少人穿红衣服? Duō shǎo rén chuān hóng yī fu? )How many people are wearing red?"

#### Day Two

- Show students real items of clothing and tell the name of each item. Point at each item and repeat the name of the item. Have students repeat the words. Ask yes/no, choice, and identification questions.
- Distribute one picture per student.
- Conduct an activity in which each student takes a turn saying "我有一(个帽子) Wǒ yǒu yí ge(màozi)。I have a (hat)" to the partner facing him or her. Students then pass their picture card to the person to their right and practice the same pattern until they feel comfortable with the names of the clothing items. The student on the far right end of the row will walk to the other end of his or her row in order to pass off his or her picture card. This way each child will speak with a different partner each time. You will need to practice these directions with the students prior to beginning the activity. As an alternative, use inside/out circles to save time. The outside circle stays put and the inside circle moves one to the right after each exchange.
- Have students draw and color pants, shoes, shirts, hats, socks, and skirts at teacher's prompting.

#### **Day Three**

- Conduct a quick oral review of the vocabulary
- Go around the class pointing at the shoes, pants, and shirts of children, asking, "的鞋子是什么颜色? Nǐ de xiézi shì shénme yánsè? What color are your shoes?" and repeat for other items of clothing. Have students answer, "我穿红鞋子 Wǒ chuān hóng xiézi (I wear red shoes)" or whatever is appropriate for the items discussed.
- In pairs, students use question pattern with verb "穿 chuān (wear)" and adding "你 Nǐ" and "吗 ma": 你穿鞋子吗? Nǐ chuān xiézi ma? (Do you wear shoes?). Students who are face-to-face ask the question to each other. Have students answer, "我穿红鞋子。Wǒ chuān hóng xiézi (I wear red shoes)" or whatever is appropriate for them.
- Have students draw a picture of themselves in either winter or summer with the appropriate clothing.

### **Day Four**

- Have students sit in a circle. Sit in the middle of the circle and use a dressed panda to greet students.
- Review clothing items that the panda is wearing, "熊猫穿黑裤子。Xióngmāo chuān hēi kùzi (The panda likes to wear black pants)."
- Orally demonstrate the new pattern "In the summer, I like to wear shorts." and use facial expressions (e.g., smiles) and gestures (e.g., hugs) that emphasize liking. Have different students come to the center of the circle to pick up the different summer clothes and repeat each expression for practice.
- Orally demonstrate the similar pattern "In the winter, I like to wear a coat." and use facial expressions (e.g., smiles) and gestures (e.g., hugs) that emphasize liking. Have different students come to the center of the circle to pick up the different winter clothes and repeat each expression for practice.
- Do a paper folding activity (See Attachment B, Paper Folding Instructions). Have students follow your instructions in Mandarin to fold shirt and pants from a piece of square paper.
- Attach paper folded shirts and pants to a class poster.

#### **Day Five**

• Conduct a formative assessment by putting all the winter and summer clothes in a big pile in the middle of the room. Have students sit in a circle around the big pile of clothes. Ask students what type of clothing they see in the pile. Tell them that they are going to sort the clothing into two groups, winter and summer. Each student is asked to select an article of clothing.

•	Split the class in half and have the students who selected a winter clothing item sit at			
	the left side of the room. Use a previously made sentence strips that says, "冬天我			
	Dōngtiān wŏ chuān (In the winter, I wear)" Have students sound			
	out and write the name of the article of clothing (in Pinyin) that they selected in the			
	space provided.			

- Have students who selected a summer clothing item sit at the right side of the room.
   Use previously made sentence strips that say, "夏天我穿\_\_\_\_ Xiàtiān wŏ chuān \_\_\_\_\_. (In the summer, I wear \_\_\_\_\_.)" Have students sound out and write the name of the article of clothing (in Pinyin) that they selected in the space provided.
- Have the summer and winter T-Chart displayed. Encourage students to sort their items on the chart.
- Have students use the self-portrait from Day Three and begin to describe in complete sentences what they are wearing in preparation for Day Six.

#### **Day Six**

- Have students review parts of body through the TPR activity singing the song "头, 肩膀, 膝和脚趾 tǒu, jiānbǎng qī hé jiǎozhi Head, Shoulder, Knees and Toes."
- Ask students to indicate where certain clothing is worn. "鞋子,我把鞋子穿在脚上。Xi źi, Wǒ bǎ xi źi chuān zài jiǎo shàng。shoe. I put the shoe on my foot." This reinforces the body part and the clothing vocabulary. Students at this age also find it humorous if you suggest wearing clothing on the wrong body part. For example, "T恤衫,我把 t恤衫穿在腿上。t-xùshān Wǒ bǎ t-xùshān chuān zài tuǐ shàng。t-shirt. I put the t-shirt on my leg." Students usually respond with a resounding "Bu dui/No." You may then suggest other "wrong" places before eventually suggesting the correct place to wear a t-shirt.
- Have students prepare and practice a written script describing what they like to wear in either winter or summer based on the drawing from Day Three. This could include clothing, colors, and body parts depending on student ability.

#### **Day Seven**

- Pass out Attachment C, Post-Assessment Response Sheet. Conduct a summative assessment by asking students to complete the worksheet as you say the various items of clothing.
- Ask students to present their descriptions using the vocabulary and sentence structures taught. This may be done in the form of a fashion show. Videotape students' performances. Using Attachment D, Post-Assessment Scoring Rubric, evaluate student's performance based on their videotaped presentation.

## **Differentiated Instructional Support**

Allow students who are initially hesitant to use word utterances or short expressions that correctly respond to the questions. Partner these students in subsequent activities with students who can provide a strong model for complete sentences.

#### **Extensions and Home Connections**

- Encourage students to teach the vocabulary of clothing, seasons and body parts to their parents or siblings at home.
- Students can sing and dramatize the song "头,肩膀,膝和脚趾 tǒu,jiānbǎng qī hé jiǎozhi Head, Shoulder, Knees and Toes." to students in other world language classes.

# **Technology Connections**

 $\frac{http://www.clipart.com/en/search/split?page=5\&width=600\&a=c\&b=k\&batch=21\&sh=\&q=clothes\&total=5228}{q=clothes\&total=5228}$ 

http://www.barrysclipart.com/barrysclipart.com/index.php

## **List of Attachments**

Attachment A, Pre-Assessment Response Sheet

Attachment B, Paper Folding Instructions

Attachment C, Post-Assessment Response Sheet

Attachment D, Post-Assessment Scoring Rubric

# Attachment A

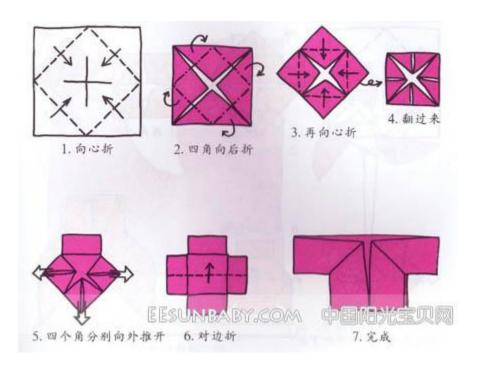
# Pre-Assessment Response Sheet

What do you wear during the summer and winter?



# Attachment B Paper Folding Instructions

http://www.eesunbaby.com/file/diy/200703/408.htm



# Attachment C

# Post-Assessment Response Sheet

Listen to your teacher and write the number next to the clothing item.

A.



B.



C.



D.



E.



F.



G.



H.



# **Attachment D**Post-Assessment Scoring Rubric

Performance Outcomes	5	3	1
Match the picture of clothes.(Interpretive Assessment)	Student matched all eight clothing items correctly.	Student matched four clothing items correctly.	Student attempted to match at least one clothing item correctly.
Can tell information about clothes they wear/have. (Interpersonal Assessment)	Student told his/her clothes on the first try.	Student told his/her clothes on a second or third attempt or they used an incomplete sentence.	Student attempted to tell his or her clothes in a complete sentence but did not succeed.
Exchange information about their preference of clothes. (Interpersonal Assessment)	Student, on the first try, used culturally appropriate expressions when asking and giving information about his/her favorite clothes.	Student, on a second or third try, used culturally appropriate expressions when asking and giving information about his/her favorite clothes.	Student, attempted to use culturally appropriate expressions when asking and giving information about his/her favorite clothes.
Clarity of speech (pronunciation, intonation, Fluency/Flow)	Student's remarks are easily understood by a native speaker.	Student's remarks are easily understood with some difficulty by a native speaker.	Student's remarks are not comprehensible to a native speaker.