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# Introducing Clothing

This integrated unit of work on CLOTHING contains lesson ideas for you to select from. These activities may be further enhanced by using one or more of the suggested texts below, or choose a text from the Bibliography (pages 79-80).

- *The Cherry Dress* by Elizabeth Honey
- *A Proper Little Lady* by Nette Hilton
- *Billy the Punk* by Jessica Carroll

## Sample Plan

### Lesson 1

- Create a clothing word web.
- Introduce 'My Clothing Journal' (pages 30 and 31).
- Make a class graph of the day's shirt colours.
- Write an acrostic for 'SHIRT' to introduce adjectives.
- Read the selected story.
- Play a matching game of characters and their clothes (pages 11–13).
- Assign Task Card #1 (page 65) for homework.
- Write the first entry in 'My Clothing Journal' (pages 28 and 29).

### Lesson 2

- Sort the clothing from the clothing web in Lesson 1 into winter and summer wardrobes.
- Review the twelve months with riddle cards (page 14).
- Reread the story.
- Alphabetise the characters' names.
- Alphabetise the characters' clothing items.
- Assign Task Card #2 (page 65) for homework.

- Write a second entry in 'My Clothing Journal'.

### Lesson 3

- Brainstorm a list of things found on clothing (buttons, zippers etc.).
- Take a class tally of zippers, buttons, pockets etc.
- Write a third entry in 'My Clothing Journal'.
- Assemble a Minibook (pages 8 and 9).
- As a class, create a book patterned after the story (page 12).
- Assign Task Card #3 (page 65) for homework.

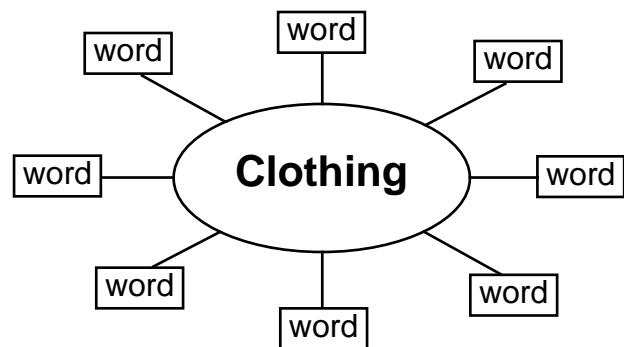
### Lesson 4

- Create a class graph about colours of pants.
- Write an acrostic for 'PANTS' to review adjectives.
- Use shirt-shaped Maths Mats (page 13) to practise addition and subtraction skills.
- Create clothing designs (pages 39–41).
- Assign Task Card #4 (page 65) for homework.
- Write a fourth entry in 'My Clothing Journal'.

# Overview of Activities

## Setting the Stage

1. Prepare the room for the clothing unit. Refer to the bibliography (pages 77 and 78) for a list of books that share the clothing theme. Make the books available in baskets around the classroom. Add a few pillows next to each basket to make several cozy reading centres.
2. Create a bulletin board as described on pages 69–71. Use a real clothesline to stretch across your bulletin board. On coloured paper, reproduce the clothing patterns on pages 70 and 71. Add your students' names to the clothes and attach them to the line. Throughout your unit, make this bulletin board interactive. Use the clothing patterns to make manipulatives. The students can sequence them in numerical order, alphabetical order, or find matching pairs to hang together (for example, they might match addition sentences to their sums). The possibilities are endless!
3. Set up your literature area with the literature activities on pages 47–64. Each set of literature activities is based on a book about clothing. Place a copy of the book in a large, resealable bag along with laminated sets of the activity cards and any supplies needed to complete the activities. Use the literature clothesline on page 64 as a way to keep track of which students have completed which activities.
4. Prepare a clothing word web to begin your unit. Ask the students to brainstorm words that are related to clothing. (This activity may also be done in pairs or groups of students. Each pair or small group could make its own web, and then the class could combine all of the smaller webs to make one giant web.)



## Enjoying the Book

1. Before you read the book, fill in the prepared word web (See #4 above) to ignite some thoughts about clothing among your students. For young students, you will probably need to record the students' responses on the web. However, the older students may be able to write their own responses.
2. Prepare and then show the children an example of an assembled 'My Clothing Journal' (pages 28 and 29). Explain to them that each day they will be writing descriptive sentences in their journals. They can choose to describe the clothes they are wearing or the clothes of someone else in the classroom. They will also be adding illustrations to accompany the descriptions. Brainstorm with them a list of adjectives about clothes. Consider such things as colour, patterns, textures, styles etc. Tell them that you are going to read a story that uses colours to describe the clothing on the characters.
3. Read selected story. Have the children listen carefully so they can remember the describing words for each character's clothes.

# Overview of Activities *(cont.)*

## Enjoying the Book *(cont.)*

- After you have read the book, review with students the sequence of the book. Call out an article of clothing and see if they can remember the name of the character who wore it and what the colour was.

## Extending the Book

- Create a graph of the shirt colours the students are wearing. On a large piece of butcher paper, draw some columns and label each one with a colour. Ask each student to come up and sign his or her name in the column that represents the colour of the shirt he or she is wearing. Use the graph results to form addition problems such as the number of white shirts plus the number of green shirts. The graph can also be used for subtraction, multiplication and division, depending on your students' abilities. Use the numbers for a review of *greater than* and *less than* or to categorise the numbers of odd or even numbers.

Green	Blue	Purple	Yellow	Pink	Red

- Introduce acrostics to the children. Write the word SHIRT vertically on the board. Have the students describe the shirt you are wearing, using the letters in the word. (See the example.) Tell the children to be creative and descriptive about the shirt. To extend this activity, have the students write acrostics to describe their own shirts.

**S** - silky  
**H** - heart coloured  
**I** - itchy  
**R** - roomy  
**T** - three buttons

- Help the class make up their own version of the story. Distribute copies of page 12 to the children. Each student will fill in the blank spaces so that they resemble the following pattern: 'Zachary wore his purple shirt, purple shirt, purple shirt all day long.' Then they will illustrate their sentences. Bind these together to create a class book to add to your classroom library.
- Introduce SEW time (Silently Enjoying Words) to your class. This new term for your daily silent reading time will not only teach them how to spell 'sew' but it will also add a fresh approach to your daily routine. Students should have at least 15 minutes a day to read independently. Adjust the time for the individual needs of your classroom. Remember, some young readers and some of the older students who may be struggling may need to read aloud. Offer lots of reading 'corners' (see Setting the Stage #1 on page 4) where they can go to without disturbing the other students. Refer to the bibliography on pages 77 and 78 for a list of books on the clothing theme.

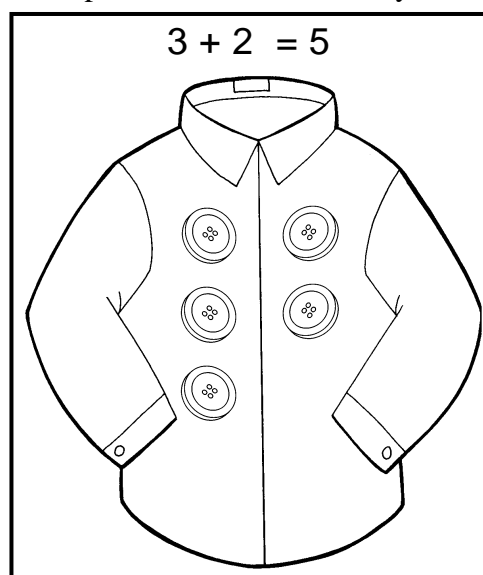
# Overview of Activities (cont.)

## Extending the Book (cont.)

5. Run copies of the character name cards and clothing cards from selected story (pages 9–11). Colour and laminate them so that they can be used from year to year. Hand out the character name cards to half of the students and the clothing cards to the other half. Have the students move around the room to find a partner who ‘matches’ them, such as ‘Henry’ and the ‘green sneakers.’ Once the students find their matches, they should sit down in pairs until all the others have found their partners. This is not only a great way to review the story, but the students will also learn to recognise the names from the story so they can read it independently at a later date.
6. Use the clothing web the class made (see Setting the Stage #4 on page 4) to review the seasons and months. Have the children divide the clothing words into two categories, summer and winter. For younger students this can be a whole-class project, but older students may break into small groups.

Use this opportunity to review the twelve months. Use the cards on page 14 to help the students learn each month’s name. Once they have named them all, have the class sort the twelve months into the four seasons. List, as a class, clothing that would be appropriate for each season.

7. Ask your students to create their own clothing books using their family members as the characters. Alternatively, you might suggest they could use the characters from another children’s book, such as *Goldilocks and the Three Bears*. This could be a homework project that could then be brought back to school for sharing. Add these books to your classroom library.
8. Assemble the clothing minibook on pages 7 and 8. Each child will need one copy of page 7 and two or three copies of page 8, depending on your preference. They are to add words to complete each sentence, such as ‘Some clothes have buttons.’ They are to fill in a different word for each page, and then they can either illustrate the page with their own drawings or look through magazines (clothing catalogues are great) to find pictures of the items they need. Some examples they may want to use are buttons, sleeves, zippers, collars, pockets, strings/laces and press studs.
9. Use the shirt pattern on page 13 to create maths mats that can be used throughout your unit. Buttons make perfect manipulatives. You can use these maths mats to review addition and subtraction facts, doubles, number sets, odd and even sets, more and less, or patterning. These maths mats and manipulatives give your students plenty of concrete, hands-on time before they are asked to move on to more abstract pencil and paper activities.



# Minibook



## What Do Your Clothes Have?



\_\_\_\_\_

Name

Some clothes have \_\_\_\_\_.