

Family Literacy Guided Lesson

For My Clothes / Mi Ropa

NY State Learning Standards

Learning Standards for English

Language Arts

Standard 1 and 3:

Students will read, write, listen and speak for information and understanding.

Students will read, write, listen, and speak for critical analysis and evaluation.

About the Book

My Clothes / Mi Ropa

Rebecca Emberley, Author

Bright yellow socks (los calcetines) with purple toes and heels and red trim illustrate the cover of this board book by Rebecca Emberley. Each page contains a simple drawing of an article of clothing – shoes (los zapatos), a dress (el vestido), pants (los pantalones), boots (las botas), etc. Each drawing is accompanied by the English and Spanish words that name the article of clothing. Sturdy cardboard pages and single concept ideas make this an excellent choice for toddlers just learning new vocabulary. The one-picture-to-a-page format makes labeling by adults easy. As adults repeat the word again and again, they provide a model for young children. The book's 18-word-text is as an excellent language tool for English language learners.

The Language/Literacy Connection

Vocabulary Development

The more language children hear the more language they understand and use. Better oral language skills lead to more proficient reading. Of the language skills fundamental to reading proficiency, a large vocabulary is one of the most important. Vocabulary size positively influences phonological processing, the ability to hear and manipulate language sounds such as in rhyming words and blending syllables and phonemes. And, vocabulary knowledge is strongly related to reading comprehension. Engaging children in interactive conversations, exposing children to unique words, reading to children and encouraging them to read, modeling language and explicit teaching are all ways to increase children's knowledge about words.

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Early Childhood Education-Infant/Toddler Level

First Words

PLS-4 Skills

Auditory

Comprehension

- 13. Looks at objects or people the caregiver calls attention to
- 16. Understands a specific word or phrase for family members, pets, objects or social routines

Expressive

Language

- 21. Imitates words
- 22. Uses five to ten words

Before the Visit

Prepare Lesson Props

None

Gather Needed Materials

- ♦ A few articles of clothing such as a hat, mittens, and socks

During the Visit

With the parent and child sitting together, look through the book and say the names of the clothing. Say to the parent: *Babies' first words appear around 12 months, although a range from about 10 months to 24 months is normal. First words are often names of objects such as shoe, cup, or kitty. That is because object words are easy for babies to understand as they stand for something real that can be touched and manipulated. The book My Clothes / Mi Ropa by Rebecca Emberley can be used to introduce new vocabulary to infants and toddlers or to reinforce words they already know.*

Expand on Words

- ♦ Look at the pictures in the book. Say the name of each piece of clothing. Repeat the names a few times. Hesitate after each word to give toddlers time to imitate the word.
- ♦ Expand on each word by describing the picture. Recall a time when the child wore a similar article of clothing, or compare the picture in the book with a real object. For example, say: *Look at these purple gloves with the green and blue trim. How many gloves are there?*

- ♦ *Let's count them – one, two. Here are Mommy's gloves. She has white gloves with red trim. How many gloves does Mommy have? Let's count them – one, two. Does Mommy wear her gloves outside to play in the snow?*

Teach New Words Through Songs

- ♦ Place the hat on the child's head, or your own head, and sing *This is the Way I Wear My Hat* to the tune of *Here We Go Round the Mulberry Bush*.
This is the way I wear my hat,
Wear my hat, wear my hat.
This is the way I wear my hat,
On a cold and windy morning.
- ♦ Repeat the song substituting words for other articles of clothing.
This is the way I wear my mittens.
This is the way I wear my boots.
This is the way I wear my socks.
On a cold and windy morning.
- ♦ Change the words to fit the season.
This is the way I wear my swimsuit,
Wear my swimsuit, wear my swimsuit.
This is the way I wear my swimsuit,
On a warm and sunny day.

Early Childhood Education-Preschool and School Age Levels

Talk it Through

PLS-4 Skills

Auditory

Comprehension

- 34. Understands pronouns
- 47. Understands expanded sentences

Expressive

Language

- 36. Produces basic four to five word sentences
- 40. Uses possessives
- 41. Answers questions logically

Before the Visit

Gather Needed Materials

- ♦ Two old socks – not a pair
- ♦ Scraps of felt, cloth and yarn
- ♦ Needle and thread

Prepare Lesson Props

Follow the directions below to make a sock puppet to use as a model.

Directions for Making a Sock Puppet

- ♦ Place your hand inside a sock so that your thumb falls into the heel and your fingers are in the toe. The heel becomes the puppet's chin. The toe becomes the puppet's upper face – eyes, nose, ears, etc. The space between the heel and toe becomes the puppet's mouth.
- ♦ Visualize where eyes, nose, ears, etc. might be positioned on the puppet. Mark the positions with a pen.
- ♦ Using scraps of cloth, yarn and felt, sew on eyes, ears, and hair. Be creative! Add a tongue, whiskers, earrings, or eyeglasses.
- ♦ Make a second puppet for your child.

Puppet Play

Say: *Put your hand inside the sock puppet and carry on a conversation with (child's name). Begin by looking at and talking about the clothes illustrated in the book.*

- ♦ Make up a story about a little girl and her bright yellow socks.
- ♦ Describe the weather conditions on a day when you might wear a scarf or mittens.
- ♦ Discuss what kind of animal a puppet made from yellow socks with red polka-dots would be.
- ♦ Name three things people in your family do when they are wearing pajamas.
- ♦ Talk about the most interesting thing you ever had in the pocket of your overalls.

During the Visit

- ♦ Say to the parent: *Hearing words used again and again in a variety of ways, helps children build a strong vocabulary. Puppets can aid in this process. Using the theme of the book, clothes, create a puppet from an old sock. Then make the puppet come to life by giving it a voice, words, songs, movement, gestures and emotions. The more your puppet talks to and with (child's name), the more his/her vocabulary will grow.*
- ♦ Say to parents: *In their long-term study of language, researchers Hart and Risley found that children who hear more words develop larger vocabularies and become more proficient readers. So, keep on talking with your children.*

Parenting Education Activity

Expanding Vocabularies

Take advantage of children's interest in language to explicitly teach new vocabulary and expand on children's current repertoire of words.

Materials

For this lesson you need: several pieces of construction paper, glue, scissors, yarn, hole punch, markers, and clothing catalogs and flyers.

Explicit Teaching Activity

♦ Say: *Children love learning and using new words. Explicit teaching activities that are also fun take advantage of their eagerness to learn. Making a book of clothing words is an example of an explicit teaching activity.*

♦ With the parent, look at the pictures and words in Rebecca Emberley's book *My Clothes / Mi Ropa*. Choose one word from the book that is of particular interest, for example *shoes (los zapatos)*.

Print the word on a sheet of construction paper.
♦ Brainstorm with the parent to list different words that describe shoes, for example *sneakers, high heels, loafers, sandals, etc.*

♦ Cut pictures from catalogs and flyers to illustrate the words. Glue the pictures on the construction paper. Below each picture, print the word that best describes the specific type of shoe.

Using the Activity with Children

- ♦ Say: *The steps that we followed are an example of an explicit teaching activity that expands on the word shoes. We (1) chose a word, (2) brainstormed to expand on the word, and (3) defined the word by finding illustrations in catalogs. Use these steps to playfully teach new words to your children. When you and your children have created several pages, fasten them together to make a book.*
- ♦ Say: *Change the activity to accommodate the interests and abilities of children at different ages.*
 - For infants and toddlers, most of the work of making the book is the responsibility of the parent. Make a book with just one word at the top of each page and only one or two large pictures to illustrate the word. Two or three pages are sufficient. Cover each page with clear contact paper to make them safe for mouthing and easy to clean.
 - Preschoolers enjoy helping with the book making process including cutting and "writing" using their own emergent writing skills such as scribbling or drawing. Parents can supplement children's writing by printing words on each page using conventional writing and spelling. While their books may not be perfect, preschoolers feel a sense of accomplishment and pride in their own efforts and will learn new words equally as well.
 - School age children can make their own books with minimal supervision from parents. Their books can be longer and may include "chapters". For example, a chapter on shoes might include one page for each of several different categories of shoes: sneakers, dress shoes, work shoes, sport shoes, children's shoes, etc. A chapter on shirts might include pages for women's blouses, tee shirts, undershirts, etc. School age children can do most of their own writing by copying words from catalogs or using phonetic skills. The most important activity for parents is to participate in the brainstorming and to enjoy the books children create with them.

Interactive Literacy Between Parents and Their Children

Word Games

Help your children learn new words and build a strong foundation for reading through games that emphasize interactive parent-child activities around literacy.

Games to Play with Word Cards

The following are based on common games for children and adults. The rules have been changed slightly to boost opportunities for children to expand their oral and written vocabularies.

Concentration

Materials needed: List of words, pictures that illustrate selected words, 3x5 inch index cards cut in half, magic markers, and clear contact paper.

How to prepare game pieces:

- ◆ Prepare a list of words to use on the game cards. Selected words may be in a particular category such as words related to clothing, or may be words that are of particular interest to the child, or – for school age children – may be vocabulary words being studied at school.
- ◆ Prepare two game cards for each selected word by gluing pictures or writing words onto the index cards. For younger children, glue a picture and write a corresponding word on each card. Make card pairs for school age children by gluing a picture on one card and printing the corresponding word on the other card.

How to Play:

- ◆ Select an appropriate number of card pairs. Two pair is enough for very young children. Add enough additional cards for older children to make the game challenging.
- ◆ Shuffle the cards and lay them, face down, on the playing surface.
- ◆ Taking turns, turn over two cards. Say the name of the picture or the word on each card. If they match, keep the cards. If they do not match, turn the cards face down again.

Story Starters

Materials needed: Use the cards prepared for the concentration game.

How to Play:

- ◆ Shuffle the cards and place them, face down, in a stack in the middle of the playing surface.
- ◆ Taking turns, draw the top card. Say the name of the picture or the word and make up a story about it. For very young children, the “story” might be a simple sentence such as “It’s a shoe” or “I like this red shoe.” Older children can create more detailed and imaginative stories.
- ◆ Modify the rules to make the game more challenging.
 - Have each player draw three cards and create a story that incorporates all three words.
 - Have each player use the word he/she draws to build on the story of the previous player.

Bingo

Materials needed: Cardboard to make Bingo cards, pennies to use as markers, and call cards.

How to Make Game Pieces:

- ◆ Cut cardboard into nine-inch squares. Draw lines on each cardboard square to make Bingo cards that have three spaces across and three spaces down. In each space write a word, or for younger players, glue a picture. Each Bingo card should be different.
- ◆ Make call cards by writing words or gluing pictures onto index cards. If the same words are used for both games, the cards from the concentration game can be used as the call cards.

How to Play:

- ◆ Select a caller. The caller draws a calling card and says the word or name of the picture on the card.
- ◆ Players check their Bingo cards for a match. If one is found they place a penny marker on the space.
- ◆ Continue playing until one player covers three spaces in a row with pennies. He or she shouts BINGO and becomes the next caller.

Adult Literacy - ABE Level

Synonyms and Related Words

- Having a good oral vocabulary means knowing the meaning of a wide range of words that can be called to mind and correctly used in a conversation. A strong oral vocabulary is important for good reading and writing skills. The more words a person knows and can use when speaking, the better his/her reading skills are likely to be.

Matching Words with Similar Meanings

Draw a line from each word in the list on the left – words from Rebecca Emberley's book *My Clothes / Mi Ropa*– to a word in the list on the right that describes the same, or a similar, article of clothing. For example, a line can be drawn from *Mittens* to *Gloves* because both words are used to talk about clothing that is worn on a person's hands.

Jacket
Shirt
Shoes
Dress
Pants
Boots
Bathing Suit
Raincoat
Hat
Mittens
Socks
Slippers
Overalls
Pajamas

Slacks
Cap
Coat
Gloves
Nightclothes
Slicker
Blouse
Swimsuit
Bib trousers
Rubbers
Lounging Shoes
Sneakers
Gown
Hosiery

Word Lists

- To help the learner recall vocabulary that he/she already knows and to introduce unfamiliar words, create a list of words related to clothing. Tape the end of a roll of adding machine paper to the wall. Taking turns, say and write any clothing related word that comes to mind. List the names of all kinds of articles of clothing – belt, jeans, skirt, etc. Include unusual words like chapeau, corset, and bolero. Add related words like closet, dresser, hanger, washer, dry cleaning, iron, etc. At the end of the activity, use a dictionary to check spelling.
- Set perimeters for the activity such as a time limit or a goal for a particular number of words. For example, how many words can you list in 20 minutes; or stop when you have listed 50 words.
- Expand the activity by dividing the list into categories. Place cold-weather clothing in one group and warm-weather clothing in another. Or, make a category for words that name articles of clothing, another category for words that describe ways to care for clothing, and a third for places to store clothing.

Adult Literacy - GED Lesson

Expanding Vocabularies

Strong vocabularies increase readers' ability to comprehend reading material. The author, Rebecca Emberley, uses just one word to name each article of clothing illustrated in her book, but, often there are several words that can be used to describe the same piece of clothing. For example, a jacket might also be called a coat or a parka. Some shoes are called sneakers, and others are called loafers. How many words that describe the same article of clothing do you know?

Expand Your Vocabulary

List the words from the book on a sheet of paper. After each word, write two or more synonyms. The first word has been done as an example. A thesaurus is a good resource for this activity.

Words from the Book

- ♦ Jacket
- ♦ Shirt
- ♦ Shoes
- ♦ Dress
- ♦ Pants
- ♦ Boots
- ♦ Bathing suit
- ♦ Raincoat
- ♦ Hat
- ♦ Mittens
- ♦ Socks
- ♦ Slippers
- ♦ Pajamas

Coat, parka, wrap, overcoat, cloak, cape, windbreaker, frock

New Words for Old

- Flicker, flicker petite luminous body
- Minuscule arachnid
- Modest vessel with a spout
- Near the depot
- Roundabouts the
- Flower pot
- Precipitation depart
- Pitch and sway infant
- Sightless rodents
- Leguminous steaming soup
- Blind mice
- Down by the station
- Croon a turn of pennies
- Little teapot
- Twinkle, twinkle little star
- Pease porridge hot
- Itsy bitsy spider
- Sing a song of sixpence
- Round and round the garden

Upgrade Nursery Rhymes

Use a thesaurus to rewrite nursery rhymes. Following is an example for *The Little Boy Blue*. Try a nursery rhyme upgrade for your favorite nursery rhyme.

Little Boy Blue
 Come blow your horn.
 The sheep are in the meadow
 The cows are in the corn.
 Where is the little boy
 Who looks after the sheep?
 Under the haystack
 Fast asleep.

Petite lad azure
 Exhale into your hooter.
 The mouflon are in the grazing land,
 The bovine are in the maize.
 Where is the petite lad
 Who attends to the mouflon?
 Lazing beneath the fodder.
 Catching forty winks.

Adult Literacy - ELL Lesson

Clothing Words

Capitalize on the learner's experience as a traveler and on the theme of the book, clothing words, to teach English vocabulary for clothes.

Vocabulary

- ♦ Jacket
- ♦ Shirt
- ♦ Hat
- ♦ Pants
- ♦ Socks
- ♦ Boots
- ♦ Mittens

Teach the words listed above, or substitute words for other articles of clothing that are important to the learner.

Expressions

- I put on the _____.
- I put the _____ in the suitcase.

Materials

- ♦ Suitcase
 - ♦ Pair of large socks
 - ♦ Pair of large shoes
 - ♦ Pair of large boots
 - ♦ Large jacket
 - ♦ Large hat
 - ♦ Pair of large mittens
 - ♦ Large shirt
- Clothing should be large enough to fit over the learner's clothing.

Introduce Vocabulary

- ♦ Pick up the jacket. Say: *This is a jacket. What is this? This is a jacket.* Motion to the learner to repeat: *This is a jacket.* Use the same procedure to introduce *shirt* and *hat*. Repeat three times.
- ♦ Pick up the pants. Say: *These are pants. What are these? These are pants.* Motion to the learner to repeat: *These are pants.* Use the same procedure to introduce *socks*, *boots* and *mittens*. Repeat three times.

Vocabulary Recall

- ♦ Place all clothing on the workspace. Point to the jacket and say: *Jacket*. Motion to the learner to point to the jacket and repeat: *Jacket*.
- ♦ Continue naming the articles of clothing for the learner to point to and repeat the word.
- ♦ Reverse roles. Motion for the learner to name an article of clothing for you to point to and repeat the word.

Reinforce Vocabulary

- ♦ Put on the jacket. Say: *I put on the jacket.* Take the jacket off and give it to the learner. Say: *Put on the jacket.* Motion to the learner to put on the jacket. Ask: *What did you do?* Say: *I put on the jacket.* Ask again: *What did you do?* Motion to the learner to repeat: *I put on the jacket.* Motion to the learner to give the jacket to you. Fold the jacket and place it in the suitcase. Say: *I put the jacket in the suitcase.* Take the jacket out of the suitcase and hand it to the learner. Say: *Put the jacket in the suitcase.* Motion to the learner to put the jacket in the suitcase. Ask: *What did you do?* Say: *I put the jacket in the suitcase.* Ask again: *What did you do?* Motion to the learner to repeat: *I put the jacket in the suitcase.*
- ♦ Use the same procedure to reinforce other vocabulary words.
- ♦ Place all the clothing on the workspace, folded. Point to the jacket and ask: *What is this? It is a jacket.* Motion to the learner to repeat: *It is a jacket.* Continue asking the learner to name each article of clothing asking *what is this?* or *what are these?*
- ♦ Then say: *Put the jacket in the suitcase.* Continue, directing the learner to put each piece of clothing in the suitcase.
- ♦ Direct the learner to take each piece of clothing out of the suitcase. Say: *Take the jacket out of the suitcase. Take the socks out of the suitcase., etc.*
- ♦ When the learner masters the vocabulary and expressions, continue with the following exercise.
- ♦ Place the clothing on the workspace. Ask: *What should I put in the suitcase?* Motion for the learner to direct you to place each item in the suitcase. The learner should say: *Put the shoes in the suitcase. Put the jacket in the suitcase, etc.*