

# 1st grade, Unit #5, World Language, Clothing and Body

Content Area: **Generic Content Area**

Course(s): **Generic Course**

Time Period: **January**

Length: **8 weeks**

Status: **Published**

## Enduring Understanding

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One must be self aware to discuss the basic needs of clothing and parts of the body.

## Essential Questions

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How do I talk about and describe my body and clothing?

## Common Core Standards

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FL.PK-12.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
FL.PK-12.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
FL.PK-12.7.1.NM.A.A	The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
FL.PK-12.7.1.NM.A.B	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
FL.PK-12.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
FL.PK-12.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
FL.PK-12.7.1.NM.C.F	What is perceived as "basic needs" varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods, such as toys, games, travel, and luxury items.)
FL.PK-12.7.1.NM.C.H	Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)
FL.PK-12.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
FL.PK-12.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
FL.PK-12.7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

## Student Learning Objectives

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The students will:

- Identify basic parts of the body through the use of TPR.
- Identify basic clothing vocabulary through the use of TPR.
- Ask and answer questions related to parts of the body and clothing.
- Describe clothing using color vocabulary.
- Create and present an illustration of their favorite outfit.

- Memorize and recite songs/chants related to parts of the body and clothing.
- Match body part to clothing article.

## **Instructional Activities**

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Identify parts of the body through TPR/flashcards/bingo/etc.

Identify articles of clothing through TPR/flashcards/bingo, etc.

Whole class game of Simon Dice.

Bring in articles of clothing and have students identify, locate, and put on the clothing based on oral directions .

Students engage in an oral matching activity in which the teacher gives clues about parts of the body and clothing articles while students correlate the vocabulary topics. Example: Teacher says "feet" and students must find the picture of "socks."

Play a game of Veo Veo in which students identify someone wearing a "red shirt, etc."

Matching and labeling worksheets/ Smart Board matching activities and games

Students draw and describe an illustration of themselves wearing their favorite outfit.

## **Interdisciplinary Connections**

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Science/Health: Identification of body parts

Art: Illustrations of self

## **Texts and Resources**

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Google images flashcards of parts of body and clothing

Smart board matching activity and games

Parts of body and clothing songs

Clothing realia

Teacher-created matching and labeling worksheets and activities

## **Assessment**

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Appropriate response and identification of body part and clothing vocabulary during TPR activities.

Teacher-created worksheets

Checklist of recognition of basic vocabulary associated with body parts and clothing

Teacher observation during asking/answering of questions and discussions