

For Ages 6 - 8

Cool Clothes

Exploring the clothes people wear for various roles, occupations and environments.

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Teachers' Notes

This fully revised series was initially devised as a means of providing extension for students within the regular classroom, whilst catering for the needs of the teacher and providing materials that were designed along educationally sound lines.

Although the content and layout for the revised series has been completely updated, the principles behind the series remain the same, using **CONTENT LEVELS** as a basis for categorising activities. The key to this approach, which we term the Appropriate Curriculum Model, is that students are presented with activities appropriate to their levels of understanding of the content together with their mastery of the requisite higher-order thinking processes. The levels are an adaptation of Bloom's Taxonomy of Educational Objectives, still a widely accepted and valued model of education.

Below are the Content Levels and Indicators used in this book:



Content Level 1

What it means FINDING OUT: Recalling data, showing understanding through restating or extending ideas.

What the student does Answers factual questions, interprets information, describes or illustrates events.



Content Level 2

What it means USING INFORMATION: Using information in a new situation through extending or breaking down concepts being studied.

What the student does Problem solving based on knowledge gained. Making assumptions.



Content Level 3

What it means CREATING / EVALUATING: Putting together ideas to develop new products, making judgements based on new information.

What the student does Puts forward theories or original ideas and designs, forms and states opinions on theories.

Moving Through the Content Levels

It is important that higher-order activities such as those at Content Level 3 are underpinned with a solid base of knowledge — the tasks and activities aligned with Levels 1 and 2 are designed to establish and expand this. It should never be assumed that students have the requisite content knowledge, but be prepared to advance students quickly to higher-level activities if they demonstrate a sound understanding of the facts and concepts presented in Levels 1 and 2.

In considering the structure of this material, it is envisaged that in the heterogeneous classroom situation, the series can be implemented as follows:

Child Ability Level

Interpretation

→ Above Average _____ Emphasis on Level 2/3

→ Average _____ Emphasis on Level 2

→ Below Average _____ Emphasis on Level 1

Many pages contain activities from more than one level. In this case, the **TIME** taken on each part will change focus, according to the outline above.

Teachers' Notes

Using the Pacemaker Packs in the Classroom

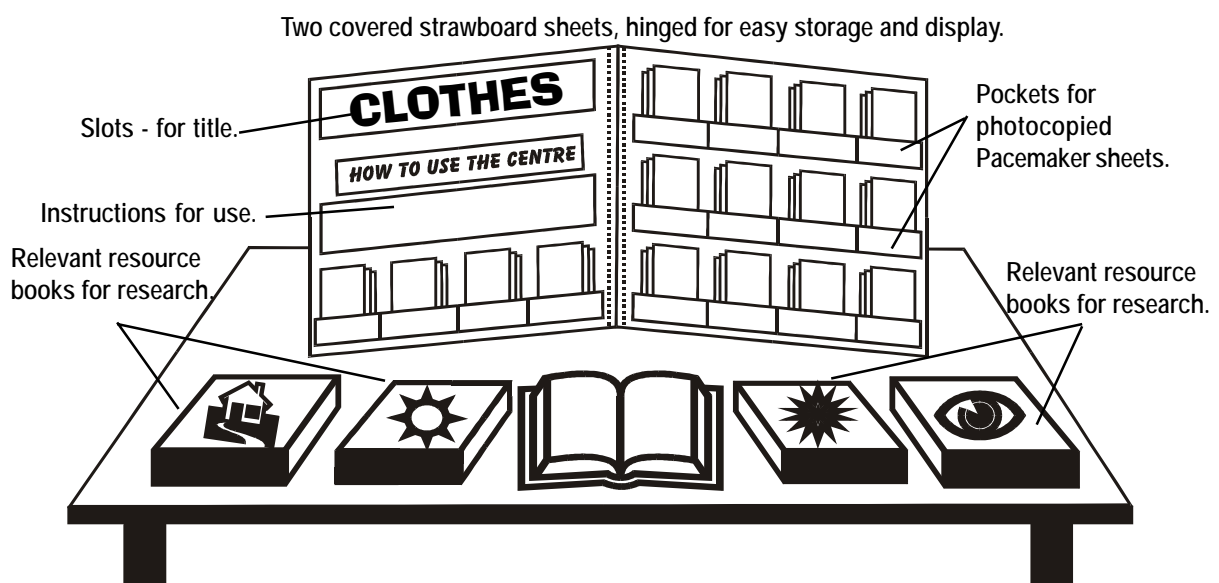
※ **Promote interest in the theme – set up a classroom learning centre that may contain:**

- Books and posters;
- Models and artefacts;
- CD-ROMS;
- Art supplies and plenty of writing and drawing paper;
- A “theme” table with items brought by students from home.

※ **Decide on the approach to the theme that suits you and your students best:**

- Teacher-directed with the whole class completing teacher-assigned sheets at a specified time (teacher records progress).
- Student-directed with students working through materials at their own pace at a specified time (student records progress).
- As an interest-based approach with students working from a selection of photocopied worksheets at their own pace (student monitored and recorded).
- As supplementary materials to a unit of study.

You may wish to use this series as a Learning Centre, with photocopied sheets displayed in pockets that students can select from, perhaps set up like this:



Before commencing, talk over the activities contained in the book with your class. Encourage students to broaden their thinking to suit the open-ended nature of the upper - level activities, helping them to understand that there is not “one correct answer”.

Outline a procedure for the activities:

- How will students store and present their completed worksheets? (In a file, a booklet, a plastic sleeve.)
- How can students work on the contents? (Individually, in pairs, in small groups.)
- From where can further research sources be obtained?
- What people or organisations might be able to help?
- How and when will the sheets be available?

Today I Am Wearing...

Name:



Draw a picture to show what you are wearing today.

.....

.....



- **Finish labelling the clothes below.**
- **In the box draw and label you in your clothes today.**
- **Use the right colours.**



I am wearing these clothes today because _____



Related Outcomes: Students will label clothing on others and themselves and identify why they are wearing particular clothes.
Subject Area/s: Science - Natural and Processed Materials.

Materials, Materials

Name:

.....

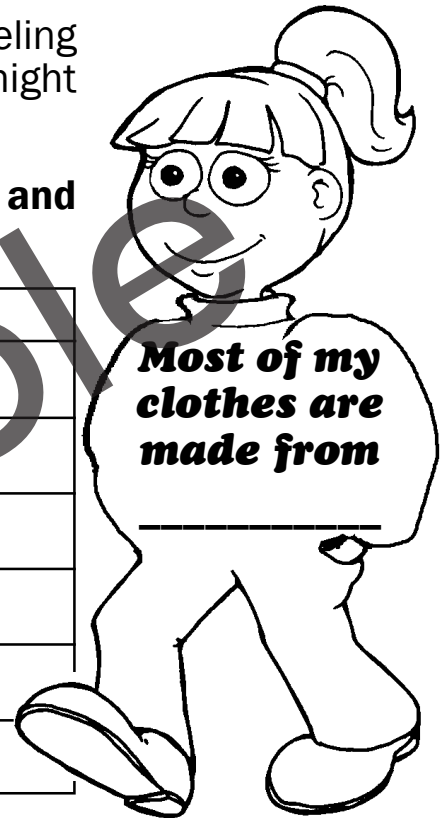
C Clothes can be made from many different materials.
Finish these material words:

cot <u>t</u> <u>o</u> <u>n</u>	wo <u>o</u> <u>l</u>	lea _ _ _ _
lin _ _	si _ _	poly _ _ _ _
den _ _	nyl _ _	

CC Be a clothes detective – you may know by feeling your clothes what they are made of, or you might find the information on the TAG.

List the clothes that you are wearing today and the materials each item may be made from.

Clothes	Materials
<i>eg. socks</i>	<i>cotton</i>



CC Connect the descriptions to the parts on this jumper TAG:

- Clothes size** ●
- Washing Instructions** ●
- Country it was made in** ●

Winter Warmers

8

50% Cotton

50% Polyester

Machine Wash

Cold Water

Made in Australia

- **Materials**
- **Manufacturer (Company that makes the clothes)**

Magazine Hunt

Name: _____

For this activity, you will need a large sheet of poster paper.

- c** Put headings on it like the ones shown below.
Rule lines to divide each section.

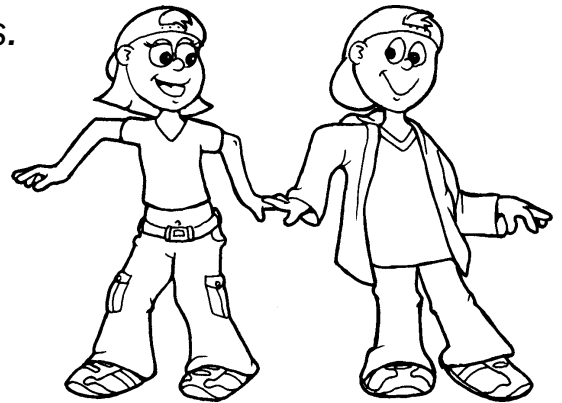
Clothes That We Wear

Playing Sport	At A Party	At Home
On A Camping Trip	To Bed	In The Water

Cut pictures out of magazines to make a collage in each section.

- c/c** Look through some more magazines and cut out:

- The most expensive-looking clothes.
- The strangest clothes.
- The smallest clothes.
- The warmest clothes.
- Clothes that YOU would like to own.



- c/c/c** What kinds of clothes are shown the MOST in the magazines?

Why? _____



Related Outcomes: Students will examine the type of clothing shown regularly in magazine articles and advertisements.
Subject Area/s: English - Reading and Viewing.