

This lesson presents a language learning activity related to the theme of knitting.

Knit a Colorful Outfit

Level: Upper Beginner

Time required: 60 minutes

Goals: To introduce students to the clothing that knitters commonly produce; to review vocabulary related to colors and acquire clothing-related vocabulary

Materials: chalk and a chalkboard or markers and a large sheet of paper; paper and colored markers or crayons (or pens and pencils – colors are preferred)

Optional materials: paper of different colors; knitted items; a picture of a person knitting

Procedures:

1. Ask your students to brainstorm all the English words for colors that they know. As they call out their ideas, write them on the board or on a large sheet of paper. To get your students thinking, you can point to items in the classroom (a green chalkboard, a blue notebook, a red book, etc.) and ask students to identify the colors. If students require further help, you can ask them questions, such as the following:

- What color is the sky?
- What color is the chalkboard?
- What color do red and yellow make?
- What color do red and white make?

Make sure your students identify at least seven to ten colors.

2. Now ask a student, “What color is your shirt?” After the correct answer is given, write the word *shirt* on the board. Then ask students to help you make a list of other things they wear. As upper beginners, your students might not know many of these words. Their list might include just a few

other words, like *dress*, *socks*, and *shoes*. With a little assistance, students may be able to think of more clothing vocabulary. To aid their thinking, ask them questions:

- What do you wear on your head? [*hat*, *cap*]
- What do you wear on your hands? [*gloves*, *mittens*]
- What do you wear around your neck when the weather is cold? [*scarf*]
- Do you wear a T-shirt when the weather is cold? What do you wear instead? [*sweater*, *coat*, *jacket*]
... and so on.

If your students do not know the words for these articles of clothing, you can teach them by showing examples (if you have them), pointing to things your students are wearing and giving the names, or drawing the items on the board and writing the words next to them. Make sure that at the end of the brainstorming session, the list of clothing includes these words: *hat*, *scarf*, *gloves*, *mittens*, *sweater*, *socks*.

3. Read the following information to your students:

Some people make their own clothes by knitting. This is a popular hobby in many parts of the world. Popular items to knit are scarves, hats, socks, mittens, gloves, and sweaters.

Students may need help understanding this information. Supplement your reading of the text by showing the class a picture of a person knitting and/or by miming the act of knitting. Assess your students’ understanding by returning to the list of clothing items students brainstormed and asking

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students to identify the pieces that people like to knit (*hat, scarf, gloves, mittens, sweater, and socks*). Mark a star next to those items in the list.

4 Tell your students to imagine that they are expert knitters and that they are going to knit clothing for themselves. (If you and your students live in a warm climate, you can also tell them to imagine that they are going on a trip to a part of the United States where it is cold, such as New York City in December.) Tell them to draw pictures of themselves wearing the items they would knit. In their pictures, they should be wearing a complete outfit and at least three knitted pieces that will keep them warm: a hat, gloves or mittens, a scarf, a sweater, and socks. They should save space at the bottom of the paper where they will write sentences about their outfits.

If students have markers or crayons, they should color their drawings. If students are using pens or pencils, they should write the words for the colors they would choose for each article of clothing. To help students understand the directions, you might draw your own self-portrait on the board or on paper. Make sure your students know that they should not simply copy your example! They should choose their own colors and draw pictures of themselves, not of their teacher.

5 Tell students to write a short passage underneath their pictures to describe what they are wearing. You can write the following template on the board (or a large sheet of paper) and ask students to fill in the blanks when they write their own sentences. Tell students to write one sentence for each article of clothing. If you have drawn a self-portrait, you can write your own sentences as examples.

I am wearing (a) _____
(color/colors)

(clothing item)

My _____ is/are
(clothing item)

(color/colors)

You may need to remind students that if, for example, their hat is blue and green, they need to write the word *and* between the color words in their sentences (e.g., *I am wearing a blue and green hat*). You may also need to remind students that they should use the verb *are* in statements describing their mittens or gloves and socks, and that they do not need to use an article with these plural words (e.g., *My socks are yellow* or *I am wearing yellow socks*).

6 Ask students to share their drawings with a classmate or to present them to the class by reading aloud the statements they wrote. Their drawings can be displayed around the room.

Variation: Pair Interview

1. Divide students into pairs. Ask partners to interview each other about what color clothing they want to knit. This task will be easier for beginners if you write the following sentence starters on the board and ask students to fill in the blanks as they interview their partners:

What color _____ do you want
(clothing item)
to knit?

I want to knit (a) _____
(color/colors)

(clothing item)

Partners can also ask each other about the items that will complete the outfit by asking questions like the following:

Do you want to wear (a) _____
or (a) _____? What color?

(Fill in the blanks with *pants, shorts, dress, or skirt*, for example.)

2 Once students have finished interviewing each other, they can draw a picture of their partner wearing the clothes the partner described.