

6th Unit: “Clothing-Food”

The main aim of this unit is the recognition of different kinds of clothing and food, which the children will be able to refer to by using the appropriate speech acts. In particular, children should know how to distinguish those characteristics that differentiate the clothing between men and women, from place to place and depending on the season. Respectively, the aim of the second sub-unit is the children to be able to respond to a variety of communication situations related to services provided in a restaurant or fast-food, get to know the Greek cuisine, to be able to distinguish the various tastes (salty, sweet, sour etc.) and in general to cultivate their oral speech, through the speech activities that are proposed.

1st sub-unit: Clothes

Aims

Communicative	Cultural/Pragmatic	Cognitive	Linguistic	Speech acts
<ul style="list-style-type: none">teamworkco-operation	<ul style="list-style-type: none">acquaintance with traditional Greek costumes and traditional costumes from other countries	<ul style="list-style-type: none">introduction to pre-mathematical concepts (big, small, 1, 2, 3, ...)	<ul style="list-style-type: none">oral speech production	<ul style="list-style-type: none">Male and female clothing during the winter and summer (thick-thin clothes)use of adjectives big, small

Means - Materials:

A female doll, a male doll, clothes, a cardboard, paper clothes with a sticker, cardboard where the bodies of an adult man and a child are designed, clothes of different sizes, various parts or photos of traditional costumes,

Methods: discussion, reflection, cooperation

1st activity

Children are divided into groups. The teacher gives at every group a female and a male doll and many different clothes. She asks children to dress the dolls as they would like. As soon as all the teams dress up the dolls, they gather in the circle and the teacher discusses with the children about the clothing of each doll. For example: “What did you wear on the doll, Artemis? Why? How is it called? Do you know?”. In case that the children do not know, the teacher gives the answer. Following, there is a distinction between women's and men's clothing. The teacher compares the two dolls, shows to the children the clothes that the male doll wears and they try to

name them: e.g. shirt, tie, belt, trousers... They do the same with the female doll: e.g. skirt, tights...

- *During the activity, if a child does not participate for any reason, the teacher should try to help him/her join a group. The questions addressed to children when they gather in the circle serve to make clear whether children know how to distinguish different clothes and, if not, it helps them understand and realize the new knowledge. It should be noted that during the discussion with all the children in the circle, the teacher should emphasize on the development of the oral speech, encouraging them to participate actively, giving them enough time. The teacher should offer multiple opportunities to children to express themselves, encouraging them at the same time, which is a main goal at the activities.*

2nd activity

The kindergarten presents to the circle of children a cardboard board, divided in two parts. At the top left, the word WINTER is written and next there is a characteristic photo of winter weather (rain, snow etc).

On the upper right, the word SUMMER is written, with corresponding photo (sun, sea ...). Each column is divided into strips, in each strip one word is written with a corresponding image from below, e.g. trousers. On the floor, paper cloths are scattered on the floor; children are asked to place them next to the corresponding word. It has to be noted that at each column there are the words of clothes for the different seasons (gloves, cap, scarf, jacket, boots, in winter and swimwear, shorts, shirt, shorts in summer).

- *In the above activity, emphasis should be given by the teacher is to distinguish the clothes according to the season as well as to the written form of each word with which they are asked to match each item. Through this activity, the aim is whether children have acquired the ability to recognize similar words, if they can recognize them in other cases (emerging literacy)*

3d activity

On a cardboard, two bodies are designed: one of an adult, the other one of a child. Moreover, clothes are designed separately, which are of the same kind but of different sizes. Children are asked to reflect on and match the matching cloth with the corresponding body. The children can perform this activity divided in groups, so that the teacher can discuss with the children why they choose the particular size in each case, emphasizing on the use of the adjectives *small - large*.

- *In this activity, the emphasis is on expressions that define the sizes of the clothes, especially the learning of the adjectives **big** and **small** as well as the related expressions, but also the understanding of the concept of size.*

4th activity (“Meeting of cultures”)

The teacher asks each child to bring to the classroom a piece of the traditional costume of his/her country, a picture depicting something similar or even a representative song. If possible, one member from each child’s family may come to provide a small exhibition of the gathered items (shoes, socks, hats ...). Discussion

follows, about the similarities and differences of each costume and in the end they vote the one/s they liked most.

- *This activity, with the essential contribution of the teacher, can bring the children closer and help them significantly accepting the "other" and the different culture/s that each child carries. The contribution of the children's families and a productive discussion with each other, as well as the teacher with the children, can really be an opportunity for everyone to get to know each other better and for future cooperation.*

2nd sub-unit: Food

Aims

Communicative	Cultural/Pragmatic	Linguistic	Speech acts
<ul style="list-style-type: none"> • exchange of views and cooperation between children and teacher 	<ul style="list-style-type: none"> • acquaintance with Greek cuisine 	<ul style="list-style-type: none"> • development and production of oral speech 	<ul style="list-style-type: none"> • sweet • salty • sour • bitter • Good morning/Good evening • What would you like to order? • What would you like to drink? • salad • chicken • potatoes • orange juice • Thank you • You are welcome • How much does it cost? • Here is your change

Means - Materials:

scarf, products (honey, sugar ...), poster, music, discussions, dialogues, remarks, taverns, catalogs, food.

Indicative Course

1st activity "Knowing the flavors"

The teacher places products with different flavors on a table. More specifically, she can choose, for example, honey or sugar for sweet, lemon juice for sour, salt for salty, and bitter chocolate. Then, she calls the children to play a game. Each child, with his eyes closed with a scarf, tastes the products and according to the taste of each one gets the corresponding grimace. The rest of the children observe the

reactions of their classmate. After playing the game, the teacher asks the children to name the flavors. Thus, the introduction of the words **sweet, salty, sour and bitter, takes place**. Following, the children talk about the foods; children have already tasted and classified the foods in the corresponding flavors. They can even make a table or a list of foods with different flavors.

- *The above activity focuses on distinguishing the tastes that children should be able to do by learning the corresponding vocabulary. The experiential way in which these concepts are being approached can actually have better results and, clearly, the activity may be even more fun for children. Also, categorizing tastes according to taste, will be a good opportunity for children to acquire what they have learned. It should be noted that if the children are tired or if their interest is reduced, this last part of the activity can be done at some other time of the same day or some other day. In this direction, the program is flexible, which means that it could also be adapted to the needs and desires of children. Speaking about their experiences, contributes to the cultivation of children's oral speech; teacher should constantly encourage children in this direction.*

2nd activity

The teacher spreads in front of the children a large poster depicting a table (tavern) in which various dishes are placed. The children observe the poster and discuss about it. As long as the observation lasts, on the background plays soft music. Then children describe the food they saw. They talk about how they may have been made, if they have tried some of them and how they suspect they taste. The teacher may also have some materials to cook or make some food. For example, they can easily make a village salad.

Alternatively, they can visit a nearby tavern or restaurant or fast food, where they can observe the space, decoration, food catalogs and product prices, the cooks and the waiters. Turning to kindergarten, getting ideas from what they saw, they represent the tavern or the restaurant. Thus, they make catalogs, make food, shape the room properly. When everything is ready, some children personate the clients and some other the waiters. They order by using the appropriate speech acts: "Good morning/Good evening! -What would you like to order? /What would you like to drink? -salad, chicken, potatoes, orange juice -Thank you -You are welcome -How much does it cost? -Here is your change". The kids write down the orders in a notebook. The roles are being switched.

- *The above activity offers many chances to the children for co-operation, as it includes a variety of methods, such as observation, conversation about the state of reflection that the teacher posed, and finally, the act by the children themselves, which are actively involved in the process. The children, following the observation, perform roles and pass through various "posts", which gives them a variety of experiences. The socio-dramatic game consists an appropriate way for children to act, talk, communicate as they would in real life conditions, using the appropriate speech acts that fit the occasion. This way helps us, the teachers, to see how children perceive and understand the world that surrounds them. This activity also promotes the emergence of literacy of children and their familiarity with the process of writing and reading.*