

Literacy Enhancement for Senior Immigrant Women Curriculum Manual for Senior Arts and Crafts Group Sampler



Unit 2 – Module 4: Arts and Crafts

Unit 2 – Module 4: Arts and Crafts highlights the basic tools and skills needed to fully participate in the craft activities. Before doing the activities in this module, ask general questions related to the topic and have the participants brainstorm a list of words they know from the topic. Teach the vocabulary by showing arts and crafts realia and images to the participants. Ask questions about the items and images to build comprehension. Say each new word and describe it. Ask the participants to repeat it several times. Tell the participants to point to the items they hear. Ask yes/no questions to ensure that the participants understand the vocabulary.

ARTS AND CRAFTS EVERYDAY LANGUAGE ACTIVITIES

Time Allotted: 15-20 minutes for each activity

Materials/Resources Required: A variety of crafting items (varies according to specific lesson being taught), class set of activity sheets, images of craft materials and projects

Activity Objectives:

- Participants learn and speak the names of the basic craft-related materials
- Participants read and write craft-related vocabulary
- Participants read and write craft-related vocabulary
- Participants read and write basic card greetings

Specific Skills/Competencies:

- Participants talk about activities and materials
- Participants ask for materials using polite language: "Please pass the ____"
- Participants listen to vocabulary words and find the needed object
- Participants demonstrate a craft activity and explain to another group member what they are doing
- Participants match the craft vocabulary to pictures
- Participants write simple step-by-step directions, using a guided text

Preview: Unit 2- Module 4: Crafts can be taught as a complete set of lessons, or lessons can be done intermittently, according to the craft the participants are working on at the time.

1. Crafting Vocabulary

- i. Brainstorm with participants many different types of craft supplies and tools.
- ii. Distribute a variety of craft-related supplies and tools such as paper, glue, stickers, scissors, yarn, thread, needles, knitting needles, crochet, hook, book mark, cross-stitch sample, threader, etc. in an opaque plastic bag.
- iii. Have participants pull out and show their item(s) to other group members, naming the item(s) and telling their use. Example: I have scissors. I use scissors to cut paper, thread, yarn etc.
- iv. Have participants “hide” their craft items in their plastic bag.
- v. Distribute **Activity Sheet 2-4I**.
- vi. Discuss the polite way to request a needed supply and possible answers.
“Excuse me, do you have the _____?”
“Yes, I do.” OR “No, I don’t”
- vii. Review how to ask for clarification: Please spell that. Please repeat that.
- viii. Explain to participants that they will be circulating in the class and asking for the supplies listed on their activity sheet.
- ix. Participants will write the name the group member that has the needed craft supplies or tool.
- x. Participants can write additional craft supplies or tools on the back of their Activity Sheet and find someone who has that item.
- xi. Distribute **Activity Sheet 2-4J**.
- xii. Read the vocabulary words to the right of the Word Search. Have participants complete the Word Search activity.
- xiii. Have participants verify their answers with a partner.

2. Crafting Activities

- i. Brainstorm with participants many different types of craft activities. These can be crafts that the group has done in the past in the group, or simply activities that they have heard of.
- ii. Bring out samples of the various crafts that the CIWA craft groups have made: a sewing project, a cross-stitch craft, a knit item, soap, cards, a crochet project etc. Display them on the table and talk about the names of the various crafts.
- iii. Using small index cards folded in half, have participants write the names of the crafts on display and place them in front of each object.
- iv. Encourage participants to talk about their experience in doing the crafts.
- v. Using a current calendar, ask participants about the craft group schedule. Write the craft schedule on the calendar.
 - What craft will you do today?
 - What craft did you do last week?
 - What craft did you do last month?
 - What craft will you do next week?
 - What craft will you do next month?
- vi. Write the questions and answers on flip chart paper.
- vii. Discuss the use of past, present and future tense in responding to the questions.
- viii. Provide examples of various crafting verbs in past, present and future tense. For example: I made cards. I make cards. I will make cards.
- ix. Have participants complete the Craft Schedule activity on Activity Sheet 2-4F, using the invented calendar on the activity sheet.
- x. Circulate among the participants, providing guidance and assistance as needed.
- xi. Read the narrative on **Activity Sheet 2-4F** together.

ACTIVITY SHEET 2-4J

Craft Vocabulary

H	F	D	I	P	T	I	X	Y	J	N	S	D	K	A
A	C	R	K	H	S	G	V	D	R	E	V	U	A	L
L	L	T	R	Q	R	O	Q	O	D	E	Q	A	A	C
C	Y	E	I	G	O	E	R	N	F	D	P	I	R	U
H	A	B	Q	T	S	D	R	A	C	L	R	A	A	T
D	O	W	A	N	S	H	R	D	T	E	G	D	P	A
T	S	O	R	U	I	S	K	A	T	B	U	Z	M	I
P	H	U	K	Z	C	A	S	A	Y	B	R	V	F	S
V	F	Q	X	U	S	R	M	O	W	M	E	E	W	F
X	B	D	T	P	K	Z	O	U	R	V	U	O	F	O
N	X	I	Y	A	R	N	H	C	D	C	L	M	W	W
E	N	J	W	P	I	E	P	Z	H	N	G	T	T	X
K	V	A	U	W	E	N	W	Y	X	E	M	M	T	W
X	P	A	T	T	E	R	N	T	Q	J	T	X	J	J
Y	J	R	Q	V	W	Z	I	Y	W	E	S	G	W	L

cards
crochet
cross stitch

cut
glue
hook

knit
material
needle

paper
pattern
scissors

thread
yarn