

Content Area: Math

Task Title: Fiona's New Clothes

1. TASK:
1

Suggested Grade Level: K-

Fiona has a green hat and a purple hat. She has a white blouse and a red blouse. She also has a yellow skirt and a brown skirt. Fiona is amazed at the number of outfits she can create by combining her new clothes. How many different hat, blouse, and skirt outfits could Fiona wear? Draw all the outfits.

Directions for Drawing: Tell students they may use the following shapes to represent the hat 

skirt  and blouse .

Draw a model on the board using the symbols to represent an outfit.

NOTE: The above shapes were used in the original task. You may want to replace them with the following pattern block shapes: triangle for hat, trapezoid for skirt, and square for blouse.

2. CITATION for task:

Afterwards, Peggy Kane - Grades 1-2, Cuisenaire ISBN 0-938-587-95-1
Story: Cap O'Rushes, pages 84-87

3. RESOURCES required to complete the task:

1. Story, Cap O'Rushes
2. Fiona's New Clothes worksheet
3. Crayons: purple, green, red, white, brown, yellow
If this task is used for assessment, have students organize their crayon colors before scoring the task.
4. Paper to record outfits

[Source: Connecticut State Department of Education Performance Task on the website: ctcurriculum.org.]

A.125

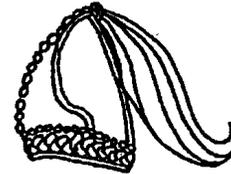
Fiona's New Clothes

Fiona has lots of new clothes.

She has 2 new hats.

A green hat

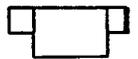
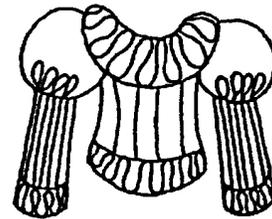
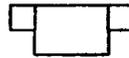
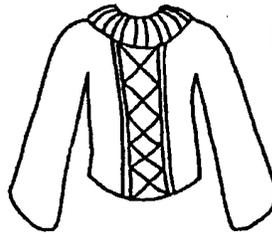
A purple hat



She has 2 new blouses.

A red blouse

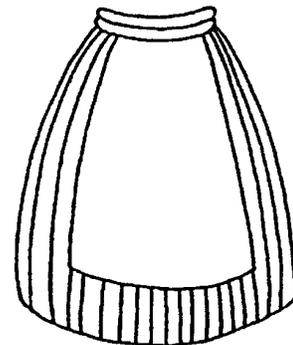
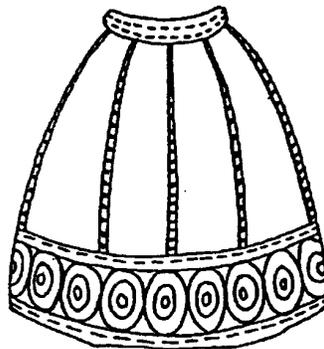
A white blouse



She has 2 new skirts.

A brown skirt

A yellow skirt



How many different outfits can she create with her new clothes?

Which one is your favorite?

A.125-a

Cap O' Rushes

Revised From:

Afterwards
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[Source: Connecticut State Department of Education Performance Task on the website:
ctcurriculum.org.]

**GRADE ONE - CONTENT STANDARD #10
ASSESSMENT A**

A.125-A

ANALYTIC RUBRIC – FIONA’S NEW CLOTHES

| Core Elements | 4 “Strong Evidence” | 3 “Moderate Evidence” | 2 “Limited Evidence” | 1 “No Evidence” |
|---|---|--|--|---|
| Represent and classify data based on attributes | <ul style="list-style-type: none"> 8 different outfits | <ul style="list-style-type: none"> 6-7 different outfits | <ul style="list-style-type: none"> 5 or less different outfits | <ul style="list-style-type: none"> No organized outfits/drawings |
| Systematic listing, counting & reasoning | <ul style="list-style-type: none"> Organization scheme is clear and complete (e.g. white blouse & brown skirt with 2 different hats, then red blouse & brown skirt with 2 different hats, repeat with yellow skirt) | <ul style="list-style-type: none"> Some evidence of organization scheme but it is not clear and/or complete | <ul style="list-style-type: none"> Some outfits drawn but organization is not clear and/or complete | <ul style="list-style-type: none"> No organization apparent |

[Source: Connecticut State Department of Education Performance Task on the website: ctcurriculum.org.]

A.125-b