Unit 03: Clothes

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **5 Weeks**
Status: **Published**

Brief Summary of Unit

In this study, children will deepen their understanding of clothes through a variety of firsthand experiences that support all areas of their development and learning. Through these investigations, children will discover different types of clothes, how people care for clothes, where people get their clothes, and how to design and create their own clothes. Children also will explore members of their community who work with clothes in different ways. Skills in Literacy, Math, Social-Emotional, Science, Social Studies, Technology and the Arts are embedded throughout the unit.

Essential Questions

What do we know about clothes?

What do we want to find out?

What different types of clothes are there?

Why do we wear them?

How do we take care of clothes?

Where do we get our clothes?

How do people make clothes?

Enduring Understandings

Definition of clothes

Clothes are worn in specific ways

There are many types of garments

Weather dictates what clothing to wear

There are different types of clothing that are worn for specific purposes

People wear different outfits

We need to take care of our clothes

People work at a clothing store

Definition of donate

Clothing is made from different fabric

Students Will Know

What we do with clothing

There are different types of clothing

Different clothing is worn at different times

People in certain jobs wear different outfits

We need to wash our clothes

We need to dry our clothes

There are places people go to wash their clothes

People get their clothing in many different ways

People get their clothing from various places

A store is a place to buy clothing

There are different types of jobs at a clothing store

How to donate their clothes

Fabric is a type of cloth

Fabric has different patterns

Denim is a type of fabric

Students Will Be Skilled At

Describe clothes

Identifying how to wear each clothing article

Sorting clothes

Identifying what article of clothing to with different weather

Identifying the purpose of certain clothes

Identifying types of clothing

Recognizing a laundromat

Identifying ways to take care of clothing

Identifying items that might be needed at a store

Creating clothing designs

Evidence/Performance Tasks

This course is designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- Student Observation
- Monitor student responses

Learning Plan

Exploring the Topic- What do we know about clothes? What do we want to find out?

- Compete Exploring the Topic Days 1-3
- Activities
    - Our clothes today

    - Clothes go on our bodies
    - What do we want to find out about clothes?
- Choice time
    - Art- self portrait
    - Art- paper dolls
    - Dramatic Play- explore clothes
- Read Alouds
    - Retell
    - Vocabulary
    - Use the pictures to understand the story
    - Make Connections
- Small Group
    - Find the Matching Letter
    - Count & Trace
    - Tap It, Clap It, Stomp It, Jump It

Investigation 1- What different types of clothes are there? Why do we wear them?

- Compete Investigation 1 Days 1-4
- Activities
    - Types of clothes
    - Dressing for the weather
    - Dressing for the things you do
    - People who wears special clothing
- Choice time
    - Dramatic Play- sort clothes
    - Discovery- examine shoes
    - Art- paint clothes
    - Dramatic Play- uniforms

- Read Alouds
    - Retell
    - Vocabulary
    - Character's feelings
    - Use the pictures to understand the story
    - Predictions
- Small Group
    - Treasure Hunt
    - Book Reviews
    - Geoboards
    - Making My Name

Investigation 2- How do we take care of clothes?

- Compete Investigation 2 Days 1-4
- Activities
    - Site visit to the laundromat
    - Washing clothes
    - Drying clothes
    - Mending clothes
- Choice time
    - Dramatic Play- washer and dryer
    - Sand and Water- detergent
    - Sand and Water- clotheslines
    - Discovery- iron on patches
- Read Alouds
    - Predictions
    - Illustrations help understand the story
    - Retell

    - Make Connections
- Small Group
    - Baggie Books
    - Fishing Trip
    - Dig It!
    - Color Hunt

Investigation 3- Where do we get our clothes?

- Compete Investigation 3 Days 1-3
- Activities
    - Places we get our clothes
    - Explore people who works at a clothing store
    - Donating clothes
- Choice time
    - Dramatic Play- store
    - Dramatic Play- store
    - Art-
- Read Alouds
    - Retell
    - Make Connections
    - Use the pictures to understand the story
- Small Group
    - Wash Day
    - Peach Cobbler
    - Treasure Hunt

Investigation 4- How do people make clothes?

- Compete Investigation 4 Days 1-4
- Activities

    - Making cloth
    - Designing clothes
    - Choosing fabrics
    - Buttons!
- Choice time
    - Discovery- loom
    - Art- trace their body
    - Art- cut fabric
    - Art- add buttons
- Read Alouds
    - Predictions
    - Illustrations help understand the story
    - Retell
    - Vocabulary
    - Make Connections
- Small Group
    - Tap It, Clap It, Stomp It, Jump It
    - Patterns
    - Graphing
    - Let's Sew

Materials

Materials frequently used:

- Wide variety of clothing
- Chart paper
- Markers

- Clipboards
- Paper
- Pencils
- Scissors
- Spray bottles
- Camera
- Books about clothing

Exploring the Topic

- Mighty Minutes
    - 209, “Hello Around the World”
    - 230, “Syllables on the Move!”
    - 214, “Bubble Pop”
    - 300, “Letter Clues”
    - 210, “Collecting Questions”
    - 208, “Clothes Colors”
- Books
    - The Girl Who Wore Too Much (Book Discussion Card 09)
    - The Quinceañera
- Intentional Teaching Experience
    - LL56, “Find the Matching Letter”
    - M93, “Count & Trace”
    - LL52, “Tap It, Clap It, Stomp It, Jump It”
- Full-length mirror
- Paper dolls
- Paper clothing

Investigation 1

- Mighty Minutes

    - 271, “Benny Bear”
    - 297, “Can You Guess Who?”
    - 255, “Kittens and Mittens”
    - 266, “Letter Sounds”
    - 217, “Mind on Thymes” (with accompanying poster)
    - 249, “How Many Movements?”
    - 242, “Who’s Not Here Today?”
    - 299, “Pop, Pop, Pop”
- Books
    - The Quinceañera
    - The Girl Who Wore Too Much
    - Counting book
    - Who Wears What?
- Intentional Teaching Experience
    - M87, Treasure Hunt
    - LL68 Book Reviews
    - M21 Geoboards
    - LL29 Making My Name
- Photos of pajamas and a firefighter in uniform
- Baskets or bins
- Mittens
- Weather-related clothing items, e.g. rain or snow boots, sun hat
- Rain boots, tennis shoes, and sandals
- Clothing items worn for a purpose e.g. rash guard, uniform, bow tie
- Unfamiliar clothing items, such as aprons or vests
- Collection of pretend play uniforms e.g. construction worker, crossing guard, firefighter

Investigation 2

- Mighty Minutes
    - 215, “Once Upon a Blank” (with accompanying poster)
    - 264, “Change the Name Game”
    - 212, “Words that Rhyme!” (with accompanying poster)
    - 283, “Clap Along”
    - 259, “If You’re Wearing…”
    - 254, “Playful Petals”
    - 241, “Rhyme Game”
    - 295, “Stack & Measure”
- Books
    - Wash and Dry
    - Alphabet book
    - Who Wears What?
- Intentional Teaching Experience
    - LL20 Baggie Books
    - M63 Fishing Trip
    - M89 Dig It!
    - LL61 Color Hunt
- Empty, thoroughly cleaned detergent bottles and boxes
- Photo of a washing machine (washer)
- Liquid and powder laundry detergent
- White hand towels
- Three plastic tubs
- Clothesline
- Small clothing items such as socks or towels
- Wooden or plastic clothespins
- Sock with hole in it

- needle , thread, and fabric patch
- Iron-on patch
- Small iron
- Clothing with holes

Investigation 3

- Mighty Minutes
    - 203, “Listen to Letter Sounds” (with accompanying poster)
    - 287, “ Kooky Car”
    - 277, “Twirling Scarves”
    - 276, “Robby Robot”
    - 221, “Roll & Rhyme”
    - 226, “Little Sea Star”
- Books
    - The Paper Bag Princess (Book Discussion Card 10)
    - Who Wears What?
- Intentional Teaching Experience
    - M48 Wash Day
    - M27 Peach Cobbler
    - M87 Treasure Hunt
- Photos showing the inside of a familiar clothing store and donation bins
- Items to create a clothing store e.g. clothing rack, hangers, baskets
- Cardboard boxes

Investigation 4

- Mighty Minutes
    - 280, “Stoplight Dance”
    - 273, “Our Five Sense”
    - 207, “Welcome Friends” (with accompanying poster)

    - 272, “Silly Syllables”
    - 244, “Alphabet Bag”
    - 252, “Spinning Tires”
- Books
    - Abuela’s Weave
    - The Paper Bag Princess (Book Discussion Card 10)
    - Something From Nothing
- Intentional Teaching Experience
    - LL52 Tap It, Clap It, Stomp It, Jump It
    - M14 Patterns
    - M11 Graphing
- Fabric with easily visible thread
- Various pieces of fabric
- Magnifying glass
- Loom or photo of loom
- Rack
- Ribbon
- Butcher paper
- Piece of denim fabric
- Jeans
- Clothespins
- Safety pins
- Variety of buttons
- Clothing items with buttons
- Tacky glue or hot glue
- Items to decorate clothes, such as plastic gems, sequins, feathers

Standards

Social and Emotional Development

- 0.1.1 (0.1.P.A.1)
- 0.1.2 (0.1.P.A.2)
- 0.1.3 (0.1.P.A.3)
- 0.1.4 (0.1.P.A.4)
- 0.2.2 (0.2.P.A.2)
- 0.2.3 (0.2.P.A.3)
- 0.2.4 (0.2.P.A.4)
- 0.4.1 (0.4.P.A.1)
- 0.4.2 (0.4.P.A.2)
- 0.4.3 (0.4.P.A.3)
- 0.4.4 (0.4.P.A.4)
- 0.4.5 (0.4.P.A.5)
- 0.4.6 (0.4.P.A.6)
- 0.5.1 (0.5.P.A.1)
- 0.5.2 (0.5.P.A.2)
- 0.5.4 (0.5.P.A.4)
- 0.5.5 (0.5.P.A.5)

Visual and Performing Arts

- 1.1.1 (1.3.P.A.1)
- 1.2.1 (1.3.P.B.1)
- 1.2.3 (1.3.P.B.3)
- 1.3.3 (1.3.P.C.3)
- 1.3.4 (1.3.P.C.4)
- 1.4.1 (1.3.P.D.1)

- 1.4.2 (1.3.P.D.2)
- 1.4.3 (1.3.P.D.3)
- 1.4.7 (1.3.P.D.7)

Health, Safety and Physical Education

- 2.1.2 (2.1.P.A.2)
- 2.4.2 (2.5.P.A.2)

English Language Arts

- RL.PK.1
- RL.PK.2
- RL.PK.3
- RL.PK.4
- RL.PK.5
- RL.PK.6
- RL.PK.7
- RL.PK.10
- RI.PK.1
- RI.PK.2
- RI.PK.3
- RI.PK.4
- RI.PK.7
- RI.PK.10
- RF.PK.2.a
- RF.PK.2.c
- RF.PK.4
- W.PK.8
- SL.PK.1.a
- SL.PK.1.b

- SL.PK.2
- SL.PK.3
- SL.PK.4
- SL.PK.5
- SL.PK.6
- L.PK.1.d
- L.PK.1.f
- L.PK.1.g
- L.PK.4.a
- L.PK.5.a
- L.PK.5.c
- L.PK.6

Approaches to Learning

- 9.1.1
- 9.1.2
- 9.1.3
- 9.1.4
- 9.1.5
- 9.2.1
- 9.2.2
- 9.2.3
- 9.3.1
- 9.3.2
- 9.3.3
- 9.3.4
- 9.4.1
- 9.4.2

- 9.4.3

Mathematics

- 4.1.1 (K.CC.1)
- 4.1.3 (K.CC.3)
- 4.1.4 (K.CC.4)
- 4.1.5 (K.CC.5)
- 4.3.1 (K.MD.3)
- 4.3.2 (K.MD.1)
- 4.4.2 (K.G.2)

Science

- 5.1.1 (5.1.P.A.1)
- 5.1.4 (5.1.P.C.1)
- 5.2.1 (5.2.P.A.1)

Social Studies, Family and Life Skills

- 6.1.1 (6.1.P.D.1)
- 6.2.1 (6.1.P.A.1)
- 6.2.2 (6.1.P.A.2)
- 6.2.3 (6.1.P.A.3)
- 6.3.2 (6.1.P.B.2)

World Languages

- 7.1.1 (7.1.P.A.1)
- 7.1.2 (7.1.P.A.2)

Suggested Strategies for Modifications

This link includes content specific accommodations and modification for all populations:

https://docs.google.com/spreadsheets/d/1fmQ5llgX1HZdIPa7duX33pfmonGDoVFag9eE2DpbLfM/edit?usp=s

haring