

# Unit 03: Laundry Management

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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#### Integration of Career Readiness, Life Literacies and Key Skills

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

#### Technology / Integration of Computer Science and Design Thinking

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TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.2.5	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.5.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
TECH.8.2.5.A.1	Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.
TECH.8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
TECH.8.2.5.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.5.B. 6	Compare and discuss how technologies have influenced history in the past century.
TECH.8.2.5.B.3	Investigate ways that various technologies are being developed and used to reduce improper use of resources.
TECH.8.2.5.B.4	Research technologies that have changed due to society's changing needs and wants.
TECH.8.2.5.D.3	Follow step by step directions to assemble a product or solve a problem.

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section**

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LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.RI.3	Reading Informational Text
LA.K-12.NJSLSA.W	Writing
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LA.RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.RI.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.K-12.NJSLSA.SL	Speaking and Listening
	Comprehension and Collaboration
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- LA.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- LA.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- LA.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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see Crosswalks

## **21st Century Life and Careers**

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### **Stage I: Desired Results**

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### **Transfer/Overview/Rationale**

#### **Transfer / Overview / Rationale**

##### Unit Rationale

The purpose of this unit...

In order for students to become independent within the home and learn an important functional living skill, they need to know how to execute basic laundering skills. By teaching basic laundering skills, students will not only be able to assist their parents/guardians while living at home with daily household chores, but also gain the skills needed to work in various community jobs. Setting the foundational skills needed for doing laundry while the students are still in school and living with guardians gives them the time needed to master this life skill before they are able to live independently within the community. Due to the varying strengths, abilities, weaknesses and experiences of the students in this program, certain skills may have been mastered by some students and not introduced to others. Instructors should modify instruction accordingly.

### **Meaning**

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## Essential Questions

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### Essential Questions

- Can I complete basic laundry tasks?
- Can I sort the laundry into whites and colors?
- Can I identify the differences between clothes, towels, sheets, and table linens?
- Can I read the label on clothing regarding care instructions OR can I identify basic symbols on labels?
- Can I complete a load of laundry from start to finish following all necessary steps either independently, with a task analysis, or with a visual schedule?

## Enduring Understanding/Indicators of Understanding

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### Enduring Understanding/Indicators of Understanding

- The development of unfamiliar vocational tasks are crucial for students to be able to perform various job specific tasks in multiple work environments with the least amount of support.
- Being able to learn and perform new tasks pertaining to managing a laundry system are important steps to expand vocational skills and to help students identify job related interests.
- Mastery of skills used on a daily basis such as folding and sorting clothes, understanding how each article of clothing should be managed, identifying the differences between detergent and fabric softener, etc. are necessary in order to be as successful and independent as possible within the work environment.

## Acquisition (Student Learning Objectives)

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### Knowledge

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#### Knowledge

Students will know...

- The student will know how to operate both a washer and a dryer while understanding the difference between the two.
- The student will know how measure and pour the appropriate amount of detergent into the washer.
- The student will know the correct locations for detergent, fabric softener, and bleach.
- The student will know how to select the appropriate settings for each type of clothing (i.,e water temperature, size of load, etc.)
- The student will know how to fold and put away laundry.
- The student will know how to find the tag inside the clothing and determine what laundry services it requires (dry cleaning, lay flat, etc...).
- The student will be able to sort laundry based on color and type of load (delicates, whites, colors, permanent

press).

- The student will be able to select areas that are appropriate for folding clothes.
- The student will be able to show that they can fold various types of laundry.

## **Skills**

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### Skills

Student will be skilled at ...

### WASHING

- The student will be able to load and unload the washer.
- The student will be able to load and unload the dryer.
- The student will be able to select the appropriate type of soap and settings for each load of laundry (both wash load and dry load).
- The student will be able to sort garments by type of load (delicates, normal, perm press, knits).
- The student will be able to select the proper amount of coins needed for each load of laundry.
- The student will know where and how to put the proper type of soap (and fabric softener if warranted) into the washing machine.

### FOLDING

- The student will be able to unload the dryer into a basket and bring the laundry to a designated area to be folded.
- The student will be able to identify areas that are appropriate for folding clothes (areas with a large surface area, flat surfaces, clean areas, etc...)
- The student will be able to fold towels, sheets, and other types of linens.
- The student will be able to fold various types of clothing items (pants, shirts, undergarments).

### SORTING

- The student will be able to sort clothes by item type (pants, shirts, towels, sheets).
- The student will be able to pair two like socks.
- The student will be able to hang up clothing items and determine what clothes from the washing machine need to be line dried/hang dried.

## **Stage 3: Learning Plan**

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### **Resource and Mentor Texts**

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Resources and Mentor Texts

Websites:

<https://www.teacherspayteachers.com/Product/Life-Skills-Laundry-Activities-Functional-Vocabulary-Language-1070183>

<http://thespeechroomnews.com/2014/02/functional-life-skills-laundry-lessons.html>

<http://www.textileaffairs.com/docs/laundrycurriculum.pdf>

### **Formative Assessment Strategies**

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Formative Assessment Strategies

Task Analysis

Teacher generated quizzes and checklists

Parent questionnaire or interview regarding applied skills in the home

Student Self-Assessments

## **Learning Activities/Unit of Study**

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### Learning Activities/Unit of Study

**Most of the learning activities should take place using mock situations and group lessons within the classroom and school environment. Once students have a general understanding of the targeted skills, generalization of skills is recommended to be tried outside of the school setting within the community and vocational environments.**

**\*All learning activities should be modified based on the student's current level of functioning.**

\*Of note: This unit should be conducted following units on Finance Management. The laundry machines within the classroom require coins. Students must first have an understanding of basic money management, before being able to use the laundry facility appropriately.

#### Washing:

- Lessons on how to sort colors, whites etc. and what happens when colors bleed.
- Videos depicting how to wash clothes effectively.
- CBI to Laundromat

#### Folding:

- Lessons how to fold clothing, all types.
- Designated areas of the classroom showing where it is appropriate to fold clothes.
- Use of assisted folder device (folding board) to teach appropriate folding techniques.

#### Sorting:

- Lessons using real clothing
  - Have students sort by color, material, etc.
- Videos showing the importance of sorting and what can happen if colors run onto clothing.
- Activities involving students sorting clothes and working together to make distinct piles for washing.

\*Throughout the holiday season, it is recommended to develop a "Holiday Special" for which teachers, staff members, and family members are encouraged to bring in their holiday linens for a special pricing option.

\*Laundry services should be advertised throughout the school, to give the students ample experience in washing clothes.

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for

students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## Gifted & Talented Strategies

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may

hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.