Feb: Clothes Study

Content Area: **Pre-School**
Course(s):
Time Period: **February**
Length: **5-6 weeks**
Status: **Published**

Unit Overview

This unit has 7 week long investigations on clothes.

This study shows how to use children's interest in clothes to help them explore social studies and science concepts about different kinds of clothing and where and how clothes are made.

Enduring Understandings

People wear many different kinds of clothes.

People make clothes for different climates and special uses.

Essential Questions

What are the features of clothes?

How do we take care of our clothes?

How do people make clothes?

How is cloth made?

Where do we get our clothes?

What special clothes do people wear for work?

What other special clothes do people wear?

Instructional Strategies & Learning Activities

Week of: **Teacher:**

Study: Clothes **Exploring the Topic:** What do we know about clothes? What do we

want to find out?

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas	Dramatic Play: clothing collection	Library: books about clothes	Dramatic Play: hangers and clothespins	Art: collage materials, fabric scraps, glue, scissors	Dramatic Play: doll clothes
Large Group	Song: "Purple Pants" Discussion and Shared Writing: Introduction to the Clothing Collection	Song: "Scat Singing" Discussion and Shared Writing: What Makes Our Clothes Special?	Movement: Dancing With Scarves Discussion and Shared Writing: Describing Clothing	Song: "Scat Singing" Discussion and Shared Writing: What Do We Know About Clothes?	Game: Just Like Mine Discussion and Shared Writing: What Do We Want to Find Out About Clothes?
Read-Aloud	*Caps for Sale*	*Uncle Nacho's Hat*	*Caps for Sale*	*Llama Llama Red Pajama*	*Caps for Sale*
Small Group	Option 1: I Wear This When… Option 2: Exploring the Clothing Collection	Option 1: Clothing Sorting Game Option 2: Sorting & Classifying Clothes	Option 1: Going on a Clothes Hunt Option 2: Organizing the Clothes Collection	Option 1: Favorite Clothes Option 2: Bookmaking	Option 1: Setting the Table Option 2: Button Match
Outdoor Experiences: Exploring Scarves; Clothing Conversations; Jump the River					

Family Partnerships: We'd like to invite two male family members to come to the classroom next week to help us explore clothing sizes—a dad, grandpa, or uncle (Wednesday)—and a family member with a baby (Thursday). Please let us know if you are interested in joining us.
Wow! Experiences: None.

Week of: **Teacher:**

Study: Clothes **Investigation:** 1. What are the features of clothes?

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas	Art: clothing of different sizes and features Computer: ebook version of *Goldilocks and the Three Bears*	Blocks: standard measurement tools, e.g., rulers, yardsticks, measuring tapes Computer: ebook version of *Goldilocks and the Three Bears*	Library: props from *Goldilocks and the Three Bears*	Toys and Games: baby, child, and adult clothes; standard and nonstandard measuring tools Computer: ebook version of *Button, Button, Who's Got the Button?*	Art: materials to make thank-you notes
Large Group	Song: "Farmer in the Dell" Discussion and Shared Writing: Exploring Sizes of Clothes	Rhyme: "Riddle Dee Dee" Discussion and Shared Writing: Measurement Tools	Game: Finding Shapes on Clothing Discussion and Shared Writing: Looking at Large-Sized Clothes	Rhyme: "Riddle Dee Dee" Discussion and Shared Writing: Baby Visit	Music: Drums Discussion and Shared Writing: How Do Clothes Stay on Our Bodies?

Read-Aloud	*Goldilocks and the Three Bears*	*Goldilocks and the Three Bears*	*A Pocket for Corduroy*	*Button, Button, Who's Got the Button?*	*The Mitten*
Small Group	Option 1: Play Dough Option 2: Biscuits	Option 1: What's Missing? Option 2: Memory Card Game	Option 1: Bigger Than, Smaller Than, Equal To Option 2: Measure & Compare	Option 1: Small, Medium, and Large Book Option 2: Small, Medium, and Large Computer Book	Option 1: Tallying Features of Clothing Option 2: How Clothes Stay on Our Bodies
Outdoor Experiences: Measuring Tools; Exploring Pathways					
Family Partnerships: We'd like to ask family members to bring in old baby clothes that their children wore as babies. Also, please access the ebooks, *Goldilocks and the Three Bears* and *Button, Button, Who's Got the Button?*					
Wow! Experiences: Wednesday—A visit from a dad or other male family member Thursday—A visit from a family member with a baby					

Week of: **Teacher:**

Study: Clothes (Monday–Thursday)

Investigation: 2. How do we take care of our clothes? (Monday–Thursday)

3. How do people make clothes? (Friday)

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Interest Areas	Sand and Water: powder, liquid, and bar soaps; egg beaters; whisks	Sand and Water: soap, mixers, and beaters from the previous	Library: letter stamps Art: pieces of paper	Library: clothesline story and props or the pocket storytelling	Art: materials for designing shirts, pencils, paper, stamps, stencils, rulers, markers

	Dramatic Play: laundry baskets Computer: ebook version of *Wash and Dry*	day's experience	with a variety of lines drawn on them, e.g., straight, zigzag, curved; one or two lines per sheet	props Computer: ebook version of *Wash and Dry*	
Large Group	Music: Beating Drum Patterns Discussion and Shared Writing: Cleaning Clothes	Movement: Move Like a Washer or Dryer Discussion and Shared Writing: Remembering a Trip to the Laundromat, or Read *Wash and Dry*	Song: "This Is the Way We Wash Our Clothes" Discussion and Shared Writing: Finding and Making Lines	Book: *A Pocket for Corduroy* Discussion and Shared Writing: Mending	Game: Sort by Shirt Design Discussion and Shared Writing: Designing Clothes (show sketch in *The Quinceañera*)
Read-Aloud	*The Mitten*	*Llama Llama Red Pajama*	*The Mitten*	*Wash and Dry*	*The Girl Who Wore Too Much*
Small Group	Option 1: Letter Stamps Option 2: Shaving Cream Letters	Option 1: Button Letters Option 2: Feeling Letters	Option 1: Observing Changes Option 2: Baggie Ice Cream	Option 1: Dramatic Story Retelling Option 2: Pocket Storytelling	Option 1: Patterns on Clothing Option 2: Button Patterns
Outdoor Experiences: Walking the Line; Going on a Line Hunt; Follow the Leader on a Line; Up and Away					
Family Partnerships: Please let us know if you are interested in accompanying the class on Monday's site visit to the laundromat. We'd also like to invite a family member who sews to visit the class next Tuesday					

when we explore how people make clothes. This week we encourage families to access the ebooks, *Wash and Dry* and *The Quinceañera.*
Wow! Experiences: Monday—A visit to a laundromat

Week of: **Teacher:**

Study: Clothes **Investigation:** 3. How do people make clothes? (Monday–Thursday)

4. How is cloth made? (Friday)

	Monday	Tuesday	Wednesday	Thursday
Interest Areas	Toys and Games: fabric scraps cut into pieces to match or pattern Art: large paper for body tracings Computer: ebook version of *The Quinceañera*	Toys and Games: geoboards; geobands Dramatic Play: fabric pieces that can be draped or tied to create clothes; cloth samples that represent the cultures of families Art: large paper for body tracing	Art: large paper for body tracing Library: materials for thank-you notes	Art Area: fabric scrap glue Toys and Games: matching fabric scrap
Large Group	Book: *The Quinceañera* Discussion and Shared Writing: Do You Think We Can Make Clothes?	Movement: Making Shapes With Scarves Discussion and Shared Writing: Visitor Who Sews	Movement: Body Lines Discussion and Shared Writing: Thinking About Lines	Book: *Something Fro Nothing* Discussion and Share Writing: Using Fabric Pieces to Make Cloth
Read-Aloud	*Something From Nothing*	*The Girl Who Wore Too Much*	*Abuela's Weave*	*The Girl Who Wore T Much*

Small Group	Option 1: Sewing Paper Option 2: Let's Sew	Option 1: Mixing Paints Option 2: Dyeing Paper Towels	Option 1: Writing Poetry Option 2: A Collection of Poems	Option 1: Writing Poetry Option 2: A Collectio of Poems
Outdoor Experiences: Follow the Leader on a Line; Up and Away; Go In and Out the Windows; Jumping Rop				
Family Partnerships: We'd like to invite a family member who knits or crochets to visit the class on Friday to how cloth is made. Also, our class will be conducting a clothing drive at the end of this study, so please collect c would also like to ask a few family members to help take the clothes to a donation site after the clothing drive, s interested. Finally, please access the ebook, *The Quinceañera.*				
Wow! Experiences: Tuesday—A visit from someone who sews Friday—A visit from someone who knits or crochets				

Week of: **Teacher:**

Study: Clothes **Investigation:** 4. How is cloth made? (Monday–Tuesday)

5. Where do we get our clothes? (Wednesday–Friday)

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas	Art: strips of paper for children to weave in and out of paper or cardboard; prepared paper for weaving Library: *Abuela's Weave*	Discovery: *The Quinceañera* Dramatic Play: class loom (See description of how to make a loom following this chart.)	Toys and Games: geoboards, geobands, shape cards	Dramatic Play: props for setting up a clothing store Computer: ebook version of *Button, Button, Who's Got the Button?*	Dramatic Play: more clothing store props Art: materials to make thank-you notes
Large Group	Movement: Body Weaving Discussion and Shared Writing: Weaving	Song: "Baa, Baa, Black Sheep" Discussion and Shared Writing: How Cloth Is Made	Music: Rhythm Sticks Discussion and Shared Writing: Where and How Do People Get Their Clothes?	Song: "Hi-Ho, the Derry-Oh" Discussion and Shared Writing: Preparing for Site Visit or Visitor	Music: Rhythm Stick Patterns Discussion and Shared Writing: What Other Items Do We Need for Our Store?
Read-Aloud	*Button, Button, Who's Got the Button?*	*Uncle Nacho's Hat*	*A Pocket for Corduroy*	*Button, Button, Who's Got the Button?*	*Something From Nothing*
Small Group	Option 1: Geoboards	Option 1: Play Dough Weaving	Option 1: Rhyming Riddles	Option 1: Show Me Five	Option 1: Sly Salamanders

	Option 2: I'm Thinking of a Shape	Option 2: Twisted Pretzels	Option 2: Clothes Poem	Option 2: Nursery Rhyme Count	Option 2: Same Sound Sort
Outdoor Experiences: Go In and Out the Windows; Jumping Rope; Weaving Wall					
Family Partnerships: The class will be conducting a clothing drive at the end of the study. Please start collecting clothing to donate. We would also like to ask a few family members to help take the clothes to a donation site after the clothing drive, so let us know if you are interested. For next week's study we would like families to send in pictures of family members in work clothes. Also, we would like to invite a family member who wears a uniform to work and a family member who uses costumes for work or enjoyment to visit the classroom at the end of next week to talk about the special clothes that people wear for work. Finally, please access the ebook, *Button, Button, Who's Got the Button?*					
Wow! Experiences: Thursday—A site visit to a clothing store					

Week of: **Teacher:**

Study: Clothes **Investigation:** 6. What special clothes do people wear for work?

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Interest Areas	Blocks: play people in uniforms or work clothes; digital camera Computer: ebook version of *Who Wears What?*	Dramatic Play: work clothes	Music and Movement: rhythm sticks	Toys and Games: button and lacing boards	Dramatic Play: costumes
Large	Song: "What Is	Music: Rhythm	Song: "The People in	Rhyme: "Diddle,	Rhyme: "Diddle,

Group	My Job?” Discussion and Shared Writing: Exploring Workers’ Clothes	Stick Patterns Discussion and Shared Writing: What Do Your Family Members Wear to Work?	Your Neighborhood” Discussion and Shared Writing: Questions to Ask the Visitors	Diddle, Dumpling” Discussion and Shared Writing: Class Visitor Wearing a Uniform	Diddle, Dumpling” Discussion and Shared Writing: Class Visitor Wearing a Costume)
Read-Aloud	*Who Wears What?*	*Uncle Nacho’s Hat*	*Little Red Riding Hood*	*Llama Llama Red Pajama*	*Little Red Riding Hood*
Small Group	Option 1: Jumping Beans Option 2: Walk a Letter	Option 1: Family Photo Book Option 2: What Kinds of Clothes Do People Wear to Work?	Option 1: More or Fewer Option 2: What’s More?	Option 1: Story Problems Option 2: Problems at a Clothing Store	Option 1: Story Problems Option 2: Problems at a Clothing Store
Outdoor Experiences: Moving Through the Forest					
Family Partnerships: If you have not already done so, please send in photos of family members wearing work clothes. We will use them in this week’s investigation. We can take photos of family members during drop-off time if they arrive in their work clothes. • Please note that our end-of-study celebration is next Friday. • We are still gathering clothes for our clothing drive. • We invite you to access the ebooks, *Who Wears* *What?* and *Little Red Riding Hood*.					
Wow! Experiences: Thursday—A visitor who wears a uniform to work Friday—A visitor who wears or uses costumes					

Week of: **Teacher:**

Study: Clothes **Investigation:** 7. What other special clothes do people wear? (Monday–Wednesday)

Celebrating Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
Interest Areas	Art: butcher paper; paints; fabric scraps; glue; markers Computer: ebook version of *Little Red Riding Hood*	Art: butcher paper; paints; fabric scraps; glue; markers Computer: ebook version of *Who Wears What?*	Art: butcher paper; paints; fabric scraps; glue; markers Dramatic Play: photo album or family photos	Dramatic Play: the clothing for the clothing drive; boxes Computer: ebook version of *The Quinceañera*	Library: all of the books the children made during the study
Large Group	Game: Rhythm Sticks Cooperation Discussion and Shared Writing: Clothing for Playing)	Song: "This Is the Way That We Get Dressed" Discussion and Shared Writing: Special Events	Game: Leaping Sounds Discussion and Shared Writing: Special Family Events	Game: Rhythm Sticks Cooperation Discussion and Shared Writing: Preparing for the Celebration	Song: "Purple Pants" (and feature special clothes) Discussion and Shared Writing: Sharing Special Clothes
Read-Aloud	*Little Red Riding Hood*	*Who Wears What?*	*The Girl Who Wore Too Much*	*The Quinceañera*	*Caps for Sale*
Small	Option 1: I'm	Option 1:	Option 1: Letters,	Option 1: What's	Option 1: How

Group	Thinking of a Shape Option 2: Straw Shapes	Tongue Twisters Option 2: Sorting C	Letters, Letters Option 2: Buried Treasures	Missing? Option 2: Memory Game	Many Clothes? Option 2: Different Kinds of Clothes
Outdoor Experiences: Shape Hunt; Stop & Go					
Family Partnerships: We would like to request that families bring in photos of family events, e.g., a big brother's soccer game, a wedding, a holiday celebration, or a beach trip. Also, please continue to bring in items for the clothing drive. Remember that this Friday is our end-of-study celebration—please join us!					
Wow! Experiences: Friday—Clothes celebration					

Integration of Career Readiness, Life Literacies and Key Skills

Performing assigned classroom jobs and duties

Technology and Design Integration

Students will interact with SmartBoard activities.

Students will interact with read-aloud texts both individually and as a large group.

Use of Shutterfly Share Site

Utilize programs on the iPad

Watch and interact with SchoolTube videos.

8.2.2	Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press "play" and "stop."
8.2.3	Turn smart toys on and/or off.
8.2.5	Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.
8.4.1	Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).

Interdisciplinary Connections

Units are interdisciplinary throughout the curriculum.

6.1.1	Describe characteristics of oneself, one's family, and others.
4.1.1	Count to 20 by ones with minimal prompting.
2.1.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
9.1.2	Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).
4.1.2	Recognize and name one-digit written numbers up to 10 with minimal prompting.
9.1.3	Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).
6.1.3	Express individuality and cultural diversity (e.g., through dramatic play).
9.1.5	Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, "Look—I finished it all by myself!").
4.1.5	Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).
9.2.2	Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).
4.1.6	Compare groups of up to 5 objects (e.g., beginning to use terms such as "more," "less," "same").
6.3.2	Identify, discuss, and role-play the duties of a range of community workers.
1.2.1	Sing a variety of songs with expression, independently and with others.
9.3.1	Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., "I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.")
9.3.2	Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).
1.2.3	Clap or sing songs with repetitive phrases and rhythmic patterns.
4.3.1	Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attributes (e.g., length, capacity, height).
9.4.1	Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).
4.3.2	Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).
1.3.1	Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).
4.4.1	Respond to and use positional words (e.g., in, under, between, down, behind).
1.3.3	Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.

Differentiation

Students will be offered support and challenges as deemed appropriate.

Modifications & Accommodations

Pre-school has multiple identification processes and services for students needing support.

Benchmark Assessments

Teacher created benchmark assessment

Formative Assessments

Teacher observation

Summative Assessments

Anecdotal record keeping

Instructional Materials

See items located in lesson plans above.

Standards

5.1.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).
5.1.2	Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or

	research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks).
RL.PK.1	With prompting and support, ask and answer key elements in a familiar story or poem.
RL.PK.2	With prompting and support, retell familiar stories or poems.
5.1.4	Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions.
5.1.5	Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).
RL.PK.4	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.
RL.PK.5	Recognize common types of literature (storybooks and poetry books).
6.3.1	Develop an awareness of the physical features of the neighborhood/community.
RL.PK.7	With prompting and support, using a familiar storybook, tell how the illustrations support the story.
6.3.2	Identify, discuss, and role-play the duties of a range of community workers.
6.4	Children develop an awareness of the cultures within their classroom and their community.
RL.PK.10	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.
RI.PK.2	With prompting and support, recall important facts from a familiar text.
RI.PK.3	With prompting and support, make a connection between pieces of essential information in a familiar text.
RI.PK.4	With prompting and support, ask and answer questions about unfamiliar words in informational text.
RI.PK.5	Identify the front and back cover of a book.
RI.PK.6	With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.
RI.PK.7	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.