



# Building a Laundromat

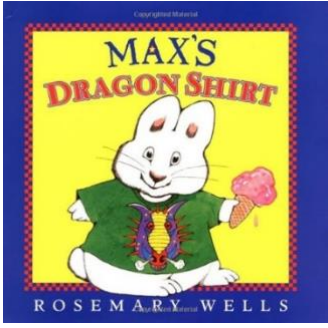
Standard Connection:  
**ELA.RL.PK4.4a**  
**ELA.W.PK4.1c**  
**M.CC.PK4.2**  
**S.ES.PK4.3a**  
**PD.FM.PK4.4**  
**PD.FM.PK4.1**  
**VA.CR1a.1.PK**  
**VA.PR4a.1.PK**

## Enduring Understanding(s):

- Color can carry information.

## Essential Question(s):

- How do you make your thinking and learning visible to other people?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <li><i>Max's Dragon Shirt</i></li> <li>Paint</li> <li>cardboard boxes (various sizes)</li> <li>paintbrushes</li> <li>Beautiful Stuff</li> <li>magazines with images of clothing, laundry</li> <li>adhesives (glue, tape, Velcro, etc.)</li> <li>smocks</li> <li>writing and drawing utensils</li> <li>images of laundromats (see Resource)</li> </ul>	<p><b>detergent:</b> liquid or powder for washing clothes</p> <p><b>dryer:</b> a machine for drying laundry</p> <p><b>fabric softener:</b> liquid used to soften clothes when they are washed</p> <p><b>laundromat:</b> a place with many washing machines for doing laundry</p> <p><b>laundry:</b> dirty or stained clothes</p> <p><b>washing machine:</b> a tool for washing laundry</p>	

Intro to Centers	
Preparation: Set up materials.	
"In <i>Max's Dragon Shirt</i> , Max spilled ice cream on his shirt. What do you notice?"	Show illustration. Children respond.
"Max's shirt was stained. <b>Laundry</b> - stained or dirty clothes - can be cleaned in a <b>washing machine</b> ."	
"A <b>laundromat</b> is a place that has many <b>washing machines</b> ."	
"Here are images of <b>laundromats</b> . What do you notice?"	Show images. Children respond.
"What will we need to play <b>laundromat</b> in Dramatic Play?"	Children respond.
"Today in Creative Arts, you can create <b>washing machines, dryers</b> , _____, etc. using these materials."	Show materials.

## **During Centers:**

Encourage children to use their *Laundry Research* to plan what they need to create props (knobs, dials, buttons, coin slots, etc.). Encourage children to create pretend money. Support children in writing labels with letters/words and numbers. Support children in determining and assigning different tasks such as dryer builders, sign-makers, washing machine engineers, etc.

## **Guiding Questions During Centers:**

- How will your prop be used in the laundromat?
- How is your prop similar to or different from the machines in a real laundromat?
- How is washing laundry similar to or different from washing dishes or taking a bath?
- How will a customer know how much money it costs to use the washing machine/dryer?

## **Thinking and Feedback:**

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

## **Documentation:**

Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

## **Provocation:**

Encourage children to create and use laundromat props in Blocks to enhance their play in Dramatic Play. Arrange and document a field trip to a laundromat in the community. Encourage children to make a collaborative collage with fabric scraps and images of clothing. Use collage as washing machine/dryer window.

## **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of materials to meet the children's fine motor needs.