



# Laundromat

Standard Connection:

ELA.RI.PK4.1  
ELA.W.PK4.5  
M.CC.PK4.2  
S.PS.PK4.2  
SS.HE.PK4.1  
SS.FC.PK4.7  
PD.FM.PK4.5  
PD.SHS.PK4.1  
TH.PR6a.1.PK  
VA.CR1a.1.PK

## Enduring Understanding(s):

- There is an infinite variety of colors.
- 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>Dog's Colorful Day</i></li> <li>• <i>Max's Dragon Shirt</i></li> <li>• laundry basket</li> <li>• pretend laundry (clothes, pillowcases, towels)</li> <li>• empty and cleaned laundry detergent jugs, fabric softener, and stain remover bottles</li> <li>• money (pretend or made from Beautiful Stuff)</li> <li>• folding shirt instructions (see Resource)</li> <li>• laundromat images (see Resource)</li> <li>• children's laundromat props from Creative Arts</li> </ul>	<p><b>laundromat:</b> a place where machines wash and dry clothes</p> <p><b>laundry:</b> clothes that need to be washed or have been washed</p> <p><b>stain:</b> discolored marks on items</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 illustrations. <b>Children respond.</b>
" <b>Stained</b> or dirty <b>laundry</b> can be washed at the <b>laundromat</b> ."	
"Here are images of <b>laundromats</b> . What do you notice?"	Show images. <b>Children respond.</b>
"Here are the <b>laundromat</b> props you made in Creative Arts. What do you notice?"	Show props. <b>Children respond.</b>
"Today in Dramatic Play, you can use these props to play <b>Laundromat</b> ."	

## **During Centers:**

Support children in choosing and acting out laundromat roles (customer, attendant, etc.). Support children in sequencing: sorting, washing, drying, and folding. Encourage children to fold laundry using visuals. Encourage children to notice shapes when folding laundry (a square folded in half is a rectangle). Encourage children to sort laundry using Guess My Rule/Making Groups from *Building Blocks*. Compare and contrast waiting for laundry to other places where people wait (barbershop, veterinarian, etc.).

## **Guiding Questions During Centers:**

- How did you sort your laundry?
- What do you do first, second, third, fourth, last?
- How do people transport their laundry to the laundromat?
- How can you make waiting for laundry more fun/interesting at your laundromat?

## **Thinking and Feedback:**

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

## **Documentation:**

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

## **Provocation:**

Arrange and document a field trip to a laundromat in the community.

## **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 children answer Guiding Questions. During Centers, provide visual supports such as picture and number cards to help children sequence the steps to doing laundry. Some children may benefit from using a folding board to fold laundry.