



# Laundry Research

Standard Connection:  
 ELA.RL.PK4.4b  
 ELA.RI.PK4.10  
 M.MD.PK4.3  
 S.T.PK4.1  
 PD.FM.PK4.1  
 PD.SHS.PK4.4  
 VA.RE7a.2.PK  
 VA.CN10a.1.PK

**Enduring Understanding(s):**

- There is an infinite variety of colors.

**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>• Laundry Around the World (see Resource)</li> <li>• The Journey of Laundry (see Resource)</li> <li>• clipboards</li> <li>• writing utensils</li> </ul>	<p><b>laundromat:</b> a place where machines wash and dry clothing for people</p> <p><b>laundry:</b> clothes that need to be washed or have been washed</p> <p><b>research:</b> find out about something</p> <p><b>stain:</b> discolored marks on items</p> <p><b>wash:</b> to make clean</p>	

Intro to Centers	
Preparation: Set up materials	
“In <i>Max's Dragon Shirt</i> , Max wore pants and a shirt. What do you notice?”	Show illustrations. <b>Children respond.</b>
“Max could put his dirty and <b>stained</b> clothes in the <b>laundry</b> to be cleaned.”	See <b>Resource</b> images.
“Some people do their <b>laundry</b> at home and some people do their <b>laundry</b> at a <b>laundromat</b> .”	See <b>Resource</b> images.
“Today in Library and Listening, you can <b>research</b> other ways people wash their <b>laundry</b> .”	See <b>Resource</b> images.
“The title of this book is Laundry Around the World.”	See <b>Resource</b> images.
“Here is someone <b>washing laundry</b> . What do you notice?”	Show p. 2. <b>Children respond.</b>
“Here is someone else <b>washing laundry</b> . How is the way this person is doing <b>laundry</b> similar to or different from the other person?”	Show p. 5. <b>Children respond.</b>

### **During Centers:**

Encourage children to use Laundry Research in Building a Laundromat in Creative Arts and Laundromat in Dramatic Play. Support children in recording information about laundry with pictures and words. Encourage children to use bookmarked sites on the internet. Compare and contrast laundromats to hardware stores, grocery stores, and barbershops.

### **Guiding Questions During Centers:**

- How is doing laundry similar to or different from washing dishes/taking a bath?
- Why do some people use machines to do laundry and some people do not?
- How is the way this person is drying their laundry similar to or different from how the laundry was dried in *Gilberto and the Wind*?
- Why do people sort laundry?
- What materials do people need to do laundry?

### **Thinking and Feedback:**

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

### **Documentation:**

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

### **Provocation:**

Use a clothesline to teach a variety of concepts building (words, sequencing, ordinal numbers, etc.).

### **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 writing materials to meet children's fine motor needs.