

Exploring the Topic

What do we know about clothes?

Vocabulary—English: clothes, special, fanned, tally, clothespins, coat hangers, fabric, pajamas, whimper, fret, weeping, wailing

What do we want to find out?

Spanish: ropa, especial, abanicar, llevar la cuenta, pinzas para colgar la ropa, colgadores, tela, pijamas, lloriquear, inquietarse, sollozar, lamentarse

	Day 1	Day 2	Day 3	Day 4	Day 5
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
Question of the Day	Did you wear clothes for hot weather, warm weather, or cold weather last weekend?	What colors are you wearing today?	What clothes are you wearing today?	Do you have a favorite shirt? Why?	What do you want to know about clothes?
Large Group	Song: “Purple Pants” Discussion and Shared Writing: Introduction to the Clothing Collection Materials: Mighty Minutes 03, “Purple Pants”; clothing collection	Song: “Scat Singing” Discussion and Shared Writing: What makes our clothes special? Materials: Mighty Minutes 14, “Scat Singing”; a favorite article of clothing	Movement: Dancing With Scarves Discussion and Shared Writing: Describing Clothing Materials: Scarves or fabric streamers; clothing collection Prepare a chart called, “What do we know about clothes?”	Song: “Scat Singing” Discussion and Shared Writing: What do we know about clothes? Materials: Mighty Minutes 14, “Scat Singing”	Game: Just Like Mine Discussion and Shared Writing: What do we want to find out about clothes? Materials: Mighty Minutes 02, “Just Like Mine”
Read-Aloud	<i>Caps for Sale</i> Book Discussion Card 01 (first read-aloud)	<i>Uncle Nacho’s Hat</i>	<i>Caps for Sale</i> Book Discussion Card 01 (second read-aloud)	<i>Llama Llama Red Pajama</i>	<i>Caps for Sale</i> Book Discussion Card 01 (third read-aloud)
Small Group	Option 1: I Wear This When... Intentional Teaching Card LL01, “Shared Writing” Option 2: Exploring the Clothing Collection Intentional Teaching Card LL01, “Shared Writing”; clothing collection Display the charts and save the information you record for later charts.	Option 1: Clothing Sorting Game Intentional Teaching Card M03, “Seek & Find”; clothing collection; large basket Option 2: Sorting & Classifying Clothes Intentional Teaching Card M05, “Sorting & Classifying”; objects that define boundaries; clothing collection	Option 1: Going on a Clothes Hunt Intentional Teaching Card M06, “Tallying”; clipboards; paper; pencil or crayons Option 2: Organizing the Clothes Collection Intentional Teaching Card M02, “Counting & Comparing”; clothing collection; cardstock paper	Option 1: Favorite Clothes Intentional Teaching Card LL01, “Shared Writing” Option 2: Bookmaking Intentional Teaching Card LL02, “Desktop Publishing”; digital camera; computer; paper; printer; bookbinding supplies; each child’s word bank; Mighty Minutes 03, “Purple Pants”	Option 1: Setting the Table Intentional Teaching Card M01, “Dinnertime”; dishes; napkins; utensils; cups; placemats Option 2: Button Match Intentional Teaching Card M04, “Number Cards”; set of numeral cards; buttons
Mighty Minutes®	Mighty Minutes 07, “Hippity, Hoppity, How Many?”	Mighty Minutes 47, “Step Up,” using the previous day’s small group chart(s)	Mighty Minutes 47, “Step Up,” using one of the charts from day 1	Mighty Minutes 28, “Counting Calisthenics”	Mighty Minutes 04, “Riddle Dee Dee”

Make Time for...

Outdoor Experiences

Exploring Scarves

- Bring scarves outdoors for exploration.
- Use descriptive language as children experiment with the scarves, e.g., “You chose a red- and yellow-striped scarf. How can you make it move?”
- Teach children spatial concepts as they move their scarves, e.g., “Can you move your scarf [high, low, fast, slow, in front of you, behind you, inside the circle]?”
- If scarves are unavailable, use streamers, ribbons, or any long pieces of fabric.

Clothing Conversations

- Ask children what they notice about their clothes outdoors, e.g., “They keep me warm,” “I can feel the wind through my shirt,” or “When I get sweaty, I take off my jacket.”
- Record their comments on a notepad and add them to the chart, “What do we know about clothes?” created during large-group time.

Physical Fun

- Intentional Teaching Card P11, “Jump the River”

Family Partnerships

- Invite a dad or other male family member and a family member with a baby to visit the classroom during Investigation 1.
- Ask the dad to bring a couple of shirts with him (especially ones that he’d feel comfortable contributing to the classroom clothing collection) and, if possible, a picture of himself when he was a baby.
- Ask the family member with the baby to bring one or more items of clothing the baby wore as a newborn.

Investigation 1

What are the features of clothes?

Vocabulary—English: small, medium, large, size, tape measure, yardstick, ruler, measure, long, short, bigger, smaller, equal, measure, nervous

Spanish: pequeño, mediano, grande, tamaño, cinta para medir, vara para medir, regla, medir, largo, corto, más grande, más pequeño, igual, medida, nervioso

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	<p>Art: clothing of different sizes and features</p> <p>Technology: eBook version of <i>Goldilocks and the Three Bears</i></p>	<p>Blocks: standard measuring tools, e.g., rulers, yardsticks, measuring tapes</p> <p>Technology: eBook version of <i>Goldilocks and the Three Bears</i></p>	<p>Library: props from <i>Goldilocks and the Three Bears</i></p>	<p>Toys and Games: baby, child, and adult clothes; standard and nonstandard measuring tools</p> <p>Technology: eBook version of <i>Button, Button, Who’s Got the Button?</i></p>	<p>Art: materials to make thank-you notes</p>
Question of the Day	What do you know about the story <i>Goldilocks and the Three Bears</i> ?	Is the tag inside your shirt marked with a number or the letter <i>S</i> , <i>M</i> , or <i>L</i> ? (Have sticky notes available for answers.)	What shapes do you see on your clothes?	What size clothes do you think babies wear?	How many buttons do you have on your clothes?
Large Group	<p>Song: “Farmer in the Dell”</p> <p>Discussion and Shared Writing: Exploring Sizes of Clothes</p> <p>Materials: Mighty Minutes 08, “Clap the Missing Word”; small article of clothing; small, medium, and large T-shirts; digital camera</p>	<p>Rhyme: “Riddle Dee Dee”</p> <p>Discussion and Shared Writing: Measurement Tools</p> <p>Materials: Mighty Minutes 04, “Riddle Dee Dee”; bag or box with a variety of standard measurement tools</p>	<p>Game: Finding Shapes on Clothing</p> <p>Discussion and Shared Writing: Looking at Large Clothes</p> <p>Materials: Mighty Minutes 20, “I Can Make a Circle”; shape cards; standard and nonstandard measuring tools; digital camera</p>	<p>Rhyme: “Riddle Dee Dee”</p> <p>Discussion and Shared Writing: Baby Visit</p> <p>Materials: Mighty Minutes 04, “Riddle Dee Dee”; a few samples of baby clothes; digital camera</p>	<p>Music: Drums</p> <p>Discussion and Shared Writing: How do clothes stay on our bodies?</p> <p>Materials: drums; other objects that can be used as drums; shirt and pants with buttons</p>
Read-Aloud	<i>Goldilocks and the Three Bears</i>	<i>Goldilocks and the Three Bears</i> Materials: props to act out <i>Goldilocks and the Three Bears</i> ; Intentional Teaching Card LL06, “Dramatic Story Retelling”	<i>A Pocket for Corduroy</i>	<i>Button, Button, Who’s Got the Button?</i>	<i>The Mitten</i> Book Discussion Card 02 (first read-aloud)
Small Group	<p>Option 1: Play Dough Intentional Teaching Card M15, “Play Dough” (See card for equipment, ingredients, and recipe.)</p> <p>Option 2: Biscuits Intentional Teaching Card M10, “Biscuits” (See card for equipment, ingredients, and recipe.)</p>	<p>Option 1: What’s Missing? Intentional Teaching Card LL18, “What’s Missing?”; clothing collection; large piece of paper</p> <p>Option 2: Memory Card Game Intentional Teaching Card LL08, “Memory Games”; a memory game or set of duplicate pictures of clothing</p>	<p>Option 1: Bigger Than, Smaller Than, Equal To Intentional Teaching Card M09, “Bigger Than, Smaller Than, Equal To”; building blocks; measuring tools</p> <p>Option 2: Measure & Compare Intentional Teaching Card M12, “Measure & Compare”; clothing collection; nonstandard measuring tools</p>	<p>Option 1: Small, Medium, and Large Book Intentional Teaching Card LL04, “Bookmaking”; paper; pencils or crayons; binding materials</p> <p>Option 2: Small, Medium, and Large Computer Book Intentional Teaching Card LL02, “Desktop Publishing”; digital camera; computer; printer; bookbinding supplies; paper; each child’s word bank</p>	<p>Option 1: Tallying Features of Clothing Intentional Teaching Card M06, “Tallying”; paper, clipboards, and pencils</p> <p>Option 2: How Clothes Stay on Our Bodies Intentional Teaching Card M11, “Graphing”; clothing fasteners, e.g., zippers, Velcro®, buttons, laces</p>

Mighty Minutes®

Mighty Minutes 18, “I’m Thinking Of ...”

Mighty Minutes 20, “I Can Make a Circle”

Mighty Minutes 27, “Diddle, Diddle, Dumpling”

Mighty Minutes 74, “Jack in the Box”

Mighty Minutes 25, “Freeze”; dance music; letter cards

Make Time for...

Outdoor Experiences

Measuring Tools

- After introducing measuring tapes and rulers during large-group time, bring them outside for the children to use.
- Provide clipboards and pencils for the children to record measurements of objects.

Physical Fun

- Intentional Teaching Card P12, “Exploring Pathways”

Family Partnerships

- Ask family members to bring in old baby clothes that their children wore as babies.
- Invite families to access the eBooks, *Goldilocks and the Three Bears* and *Button, Button, Who’s Got the Button?*

Wow! Experiences

- Day 3: A visit from a dad or other male family member
- Day 4: A visit from a family member with a baby

Investigation 2

How do we take care of our clothes?

Vocabulary—English: powder, liquid, solid, laundromat, clothesline, straight, curve, slant, mend

Spanish: polvo, líquido, en barra, lavandería, cuerda para secar ropa, recta, curva, inclinada, arreglar

	Day 1	Day 2	Day 3	Day 4
Interest Areas	<p>Sand and Water: powder, liquid, and bar soaps; egg beaters; whisks</p> <p>Dramatic Play: laundry baskets</p> <p>Technology: eBook version of <i>Wash and Dry</i></p>	<p>Sand and Water: soap, mixers, and beaters from the previous day’s experience</p>	<p>Library: letter stamps</p> <p>Art: pieces of paper with a variety of lines drawn on them, e.g., straight, zigzag, curved; one or two lines per sheet</p>	<p>Library: clothesline story and props or the pocket storytelling props</p> <p>Technology: eBook version of <i>Wash and Dry</i></p>
Question of the Day	Which soap will make the best bubbles: liquid, powder, or bar?	Which soap will clean best: liquid, powder, or bar?	Can you find something with a straight line and something with a curved line in our classroom?	Do you have pockets on your clothes today?
Large Group	<p>Music: Beating Drum Patterns</p> <p>Discussion and Shared Writing: Cleaning Clothes</p> <p>Materials: drums or objects to be used as drums; stained or dirty piece of clothing; Mighty Minutes 26, “Echo Clapping”; <i>Wash and Dry</i>; washboard; Intentional Teaching Card SE01, “Site Visits”</p>	<p>Movement: Move Like a Washer or Dryer</p> <p>Discussion and Shared Writing: Remembering a Trip to the Laundromat or read <i>Wash and Dry</i></p> <p>Materials: <i>Wash and Dry</i>; a clothesline and clothespins for hanging clothes to dry.</p>	<p>Song: “This Is the Way We Wash Our Clothes”</p> <p>Discussion and Shared Writing: Finding and Making Lines</p> <p>Materials: Mighty Minutes 06, “This Is the Way”; clothesline</p>	<p>Book: <i>A Pocket for Corduroy</i></p> <p>Discussion and Shared Writing: Mending</p> <p>Materials: Mighty Minutes 04, “Riddle Dee Dee”; <i>A Pocket for Corduroy</i>; torn clothing; mending items, e.g., patches, zipper, Velcro®, button with needle and thread</p>
Read-Aloud	<i>The Mitten</i> Book Discussion Card 02 (second read-aloud)	<i>Llama Llama Red Pajama</i>	<i>The Mitten</i> Book Discussion Card 02 (third read-aloud)	<i>Wash and Dry</i>
Small Group	<p>Option 1: Letter Stamps Intentional Teaching Card LL07, “Letters, Letters, Letters”; alphabet stamps; ink pads; construction paper or magnetic letters and board</p> <p>Option 2: Shaving Cream Letters Intentional Teaching Card LL13, “Shaving Cream Letters”; shaving cream</p>	<p>Option 1: Button Letters Intentional Teaching Card LL03, “Alphabet Cards”; buttons; alphabet cards</p> <p>Option 2: Feeling Letters Intentional Teaching Card LL15, “Texture Letters”; letters cut out of a variety of fabrics</p>	<p>Option 1: Observing Changes Intentional Teaching Card M07, “Ice Cubes”; ice cubes; paper towels; cups; measuring tools</p> <p>Option 2: Baggie Ice Cream Intentional Teaching Card M08, “Baggie Ice Cream” (See card for equipment, ingredients, and recipe.)</p>	<p>Option 1: Dramatic Story Retelling Intentional Teaching Card LL06, “Dramatic Story Retelling”; <i>The Mitten</i>; story props</p> <p>Option 2: Pocket Storytelling Intentional Teaching Card LL09, “Pocket Storytelling: <i>The Mitten</i>”; mitten-shaped pocket; toy or picture props</p>
Mighty Minutes®	Mighty Minutes 53, “Three Rowdy Children”	Mighty Minutes 22, “Hot or Cold Shapes”; variety of three-dimensional shapes	Mighty Minutes 19, “I Spy With My Little Eye”	Mighty Minutes 13, “Simon Says”

Make Time for...

Outdoor Experiences

Walking the Line

- Make long lines outside with masking tape or sidewalk chalk.
- Demonstrate how children can walk on them, e.g., when they walk on the straight line, tell them to keep their bodies straight; on curved lines, they should walk with a curved back, etc.

Going on a Line Hunt

- Invite children to look for various lines outside. Use a digital camera to take photos or let the children take pictures of the lines they find.
- Create a book of lines by using the photos the children took or download them onto a classroom computer or tablet for children to look at.

Family Partnerships

- Ask family members to accompany the class on the site visit.
- Invite a family member who sews to visit the class during Investigation 3, “How do people make clothes?”
- Invite families to access the eBook, *Wash and Dry*.

Wow! Experiences

- Day 1: Visit to a laundromat

When you call to schedule the site visit, talk with the manager to arrange for the children to interview a staff member if possible.

Investigation 3

How do people make clothes?

Vocabulary—English: sketch, design, fashion designer, seamstress, tailors, stitch, hem, sewing machine, manufactured, huipil, tapestry

Spanish: boceto, diseño, diseñador(a) de modas, costurera, sastres, puntada, ruedo, máquina de coser, manufacturado, huipil, tapiz

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Art: materials for designing shirts: pencils, paper, stamps, stencils, rulers, markers	Toys and Games: fabric scraps cut into pieces to match or pattern Art: large paper for body tracings Technology: eBook version of <i>The Quinceañera</i>	Toys and Games: geoboards; geobands Dramatic Play: fabric pieces that can be draped or tied to create clothes Art: large paper for body tracing	Art: large paper for body tracing Library: materials for thank-you notes	Art Area: fabric scraps; glue Toys and Games: matching fabric scraps
Question of the Day	What is written on your clothes: words, numbers, or nothing?	Do you think we can we make clothes?	What colors mix together to make green?	Which fabric pattern do you like best? (Display different fabric patterns.)	What kind of clothes will you design today?
Large Group	Game: Sort by Shirt Design Discussion and Shared Writing: Designing Clothes (show sketch in <i>The Quinceañera</i>) Materials: digital camera; <i>The Quinceañera</i>	Book: <i>The Quinceañera</i> Discussion and Shared Writing: Do You Think We Can Make Clothes? Materials: <i>The Quinceañera</i>	Movement: Making Shapes With Scarves Discussion and Shared Writing: Visitor Who Sews Materials: scarves; shape cards; music; digital camera	Movement: Body Lines Discussion and Shared Writing: Thinking About Lines Materials: Mighty Minutes 09, “Writing in the Air”	Book: <i>Something From Nothing</i> Discussion and Shared Writing: Using Fabric Pieces to Make Clothes Materials: <i>Something From Nothing; A Pocket for Corduroy</i> ; fabric scraps
Read-Aloud	<i>The Girl Who Wore Too Much</i> Book Discussion Card 03 (first read-aloud)	<i>Something From Nothing</i>	<i>The Girl Who Wore Too Much</i> Book Discussion Card 03 (second read-aloud)	<i>Abuela’s Weave</i>	<i>The Girl Who Wore Too Much</i> Book Discussion Card 03 (third read-aloud)
Small Group	Option 1: Patterns on Clothing Intentional Teaching Card M14, “Patterns”; clothing collection; crayons, markers, or pencils; paper Option 2: Button Patterns Intentional Teaching Card M14, “Patterns”; buttons; crayons, markers, or pencils; paper	Option 1: Sewing Paper Intentional Teaching Card P01, “Let’s Sew”; hole punch; yarn; toothpicks; heavyweight paper Option 2: Let’s Sew Intentional Teaching Card P01, “Let’s Sew”; burlap or other loosely woven fabric or plastic mesh; blunt needles; yarn or thick thread	Option 1: Mixing Paints Intentional Teaching Card P30, “Mixing Paints”; red, blue, yellow, black, and white paints; tray; paintbrushes; paper; <i>The Girl Who Wore Too Much; The Quinceañera</i> Option 2: Dyeing Paper Towels Intentional Teaching Card P31, “Tie-Dyed Towels”; paper towels; food coloring; eye droppers; ice cube tray; clothespins; clothesline; <i>The Girl Who Wore Too Much</i>	Option 1: Writing Poetry Intentional Teaching Card LL27, “Writing Poems”; audio recorder Option 2: A Collection of Poems Intentional Teaching Card LL27, “Writing Poems”; audio recorder; digital camera	Option 1: Writing Poetry Intentional Teaching Card LL27, “Writing Poems”; audio recorder Option 2: A Collection of Poems Intentional Teaching Card LL27, “Writing Poems”; audio recorder; digital camera

Mighty Minutes®	Mighty Minutes 16, “Nothing, Nothing, Something”	Mighty Minutes 12, “Ticky Ricky”	Mighty Minutes 24, “Dinky Doo”	Mighty Minutes 28, “Counting Calisthenics”	Mighty Minutes 42, “Come Play With Me”
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Make Time for...

Outdoor Experiences

Follow the Leader on a Line

- Make long lines with masking tape or sidewalk chalk outside.
- Lead a game of follow the leader, having children move in different ways along different lines, e.g., skip on the curved line, hop on the straight line, and gallop on the zigzag line.
- Invite children to take turns leading.

Physical Fun

- Intentional Teaching Card P09, “Up and Away.”

Family Partnerships

- Invite a family member who knits or crochets to visit the class during Investigation 4, “How is cloth made?”
- Invite families to access the eBook, *The Quinceañera*.

Wow! Experiences

- Day 3: A visit from someone who sews

How is cloth made?

Vocabulary—English: loom, weave, knit, crochet, cloth, appreciate, decent

Spanish: telar, entretejer, tejer, croché, tela, apreciar, decente

	Day 1	Day 2	Day 3
Interest Areas	Discovery: fabric; magnifying glasses; Intentional Teaching Card LL45, “Observational Drawing”; clipboards; felt-tip pens	Art: strips of paper for children to weave in and out of paper or cardboard; prepared paper for weaving Library: <i>Abuela’s Weave</i>	Discovery: <i>The Quinceañera</i> Dramatic Play: class loom (See the directions for making a loom that are given on the next page.)
Question of the Day	What does the fabric on your shirt feel like?	What comes next in the pattern? (Display a simple repeating pattern, such as blue-red-blue-red.)	What comes from sheep?
Large Group	Game: Sorting Ourselves Discussion and Shared Writing: How Is Cloth Made? Materials: <i>The Quinceañera</i> ; pieces of woven fabric	Movement: Body Weaving Discussion and Shared Writing: Weaving Materials: broom handles or yardsticks; crocheted or knitted clothing item or blanket; magnifying glasses	Song: “Baa, Baa, Black Sheep” Discussion and Shared Writing: How Cloth Is Made Materials: Mighty Minutes 29, “Baa, Baa, Black Sheep”; <i>The Quinceañera</i> ; a piece of raw wool (if available); class loom; ribbon
Read-Aloud	<i>The Paper Bag Princess</i>	<i>Button, Button, Who’s Got the Button?</i>	<i>Uncle Nacho’s Hat</i>
Small Group	Option 1: Playing With Print Intentional Teaching Card LL23, “Playing With Environmental Print”; environmental print, e.g., cereal boxes; logos; stop signs Option 2: Shopping Trip Intentional Teaching Card LL31, “I Went Shopping”; environmental print found in a grocery store, e.g., empty product containers or labels; grocery bag	Option 1: Geoboards Intentional Teaching Card M21, “Geoboards”; geoboards; bands; shape cards Option 2: I’m Thinking of a Shape Intentional Teaching Card M20, “I’m Thinking of a Shape”; geometric solids; empty containers shaped like geometric solids	Option 1: Play Dough Weaving Intentional Teaching Card P02, “Play Dough Weaving”; play dough; play dough tools Option 2: Twisted Pretzels Intentional Teaching Card P03, “Twisted Pretzels” (See card for equipment, ingredients, and recipe.)
Mighty Minutes®	Mighty Minutes 19, “I Spy With My Little Eye”	Mighty Minutes 29, “Baa, Baa, Black Sheep”	Mighty Minutes 21, “Hully Gully, How Many?”

Make Time for...

Outdoor Experiences

Go In and Out the Windows

- Have the children stand in a circle holding hands, lifting them up in the air to form “windows.” As you sing, invite one child to weave in and out the windows (your raised arms).

Physical Fun

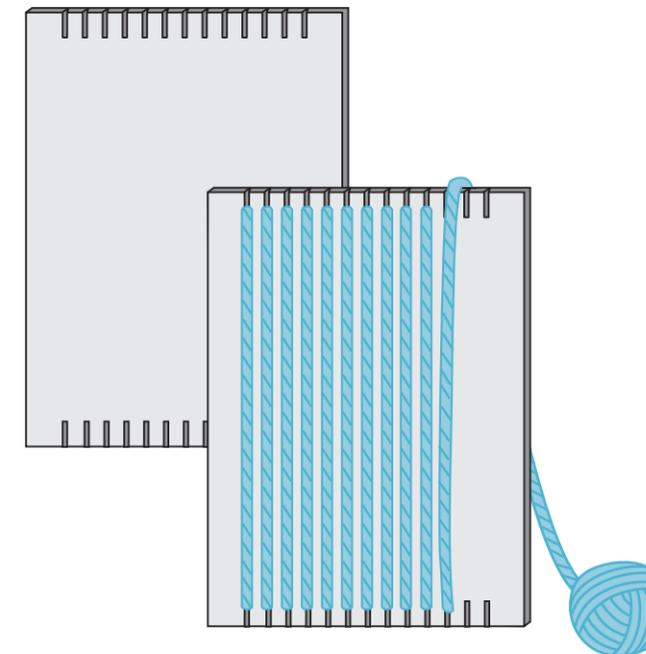
- Intentional Teaching Card P10, “Jumping Rope”

Family Partnerships

- Inform families that the class will be conducting a clothing drive at the end of the study. Ask them to start collecting clothing to donate. You may also want to ask a few family members to help take the clothes to a donation site after the clothing drive.

Wow! Experiences

- Day 1: A visit from someone who knits or crochets



How to Make a Loom

Use a large cardboard rectangle and mark every ¼" on both the top and bottom. Make 1" cuts on each of the marks you measured, making sure that the bottom marks line up perfectly with the top marks (see picture above). String the warp or vertical yarns. Tie a large knot on the end of your string to hold the string in place. Slide the string into the first slot and gently pull until knot is secure. Pull the string tightly down the corresponding slot on the bottom and insert the string into this first slot. Tightly pull the string up the back and insert into the second top slot, and then down to the second bottom slot. Repeat procedure until all slots are full. Tie off the string and trim the excess (see picture).

Where do we get our clothes?

Vocabulary—English: *rhythm, manager, salesperson, cashier, tattered, splotted, splattered*

Spanish: *ritmo, administrador(a), vendedor(a), cajero(a), harapiento, manchado, salpicado*

	Day 1	Day 2	Day 3
Interest Areas	Toys and Games: geoboards; geobands; shape cards	Dramatic Play: props for setting up a clothing store Technology: eBook version of <i>Button, Button, Who's Got the Button?</i>	Dramatic Play: more clothing store props Art: materials to make thank-you notes
Question of the Day	Where do you get your clothes? (Display choices, e.g., store, older sibling, present.)	How should we behave on our visit to the clothing store?	What was your favorite part of the visit to the store?
Large Group	Music: Rhythm Sticks Discussion and Shared Writing: Where and How Do People Get Their Clothes? Materials: rhythm sticks	Song: Mighty Minutes 23, “Hi-Ho, the Derry-Oh” Discussion and Shared Writing: Preparing for Site Visit or Visitor Materials: clipboards; pencils; Intentional Teaching Card SE01, “Site Visits”	Music: Rhythm Stick Patterns Discussion and Shared Writing: What Other Items Do We Need for Our Store? Materials: rhythm sticks; Mighty Minutes 26, “Echo Clapping”; <i>Mama and Papa Have a Store</i>
Read-Aloud	<i>A Pocket for Corduroy</i>	<i>Button, Button, Who's Got the Button?</i> ; a few small manipulatives for each child	<i>Something From Nothing</i>
Small Group	Option 1: Rhyming Riddles Intentional Teaching Card LL11, “Rhyming Riddles”; props Option 2: Clothes Poem Intentional Teaching Card LL10, “Rhyming Chart”; clothes poem that rhymes	Option 1: Show Me Five Intentional Teaching Card M16, “Show Me Five”; buttons Option 2: Nursery Rhyme Count Intentional Teaching Card M13, “Nursery Rhyme Count”; cotton balls; green construction paper	Option 1: Sly Salamanders Intentional Teaching Card LL16, “Tongue Twisters” Option 2: Same Sound Sort Intentional Teaching Card LL12, “Same Sound Sort”; items that do and do not start with S; box or bag for storage
Mighty Minutes®	Mighty Minutes 07, “Hippity Hoppity, How Many?”	Mighty Minutes 24, “Dinky Doo”	Mighty Minutes 18, “I’m Thinking Of…”

Make Time for...

Outdoor Experiences

Weaving Wall

- If you have access to a chain-link fence or a piece of lattice, you can use it to create a weaving wall. Tie long strips of fabric to the fence at a height the children can reach and invite them to move the fabric in and out of the open spaces.

Family Partnerships

- Ask families to send in pictures of family members in work clothes to use during Investigation 6, “What special clothes do people wear for work?”
- 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 during Investigation 6, “What special clothes do people wear for work?”

Wow! Experiences

- Day 2: A site visit to a clothing store

Arrange to visit a clothing store during a time when the children can interview the manager or an employee.

What special clothes do people wear for work?

Vocabulary—English: uniform, heartbreak, neighborhood, protect, patient

Spanish: uniforme, partirse el corazón, vecindario, proteger, paciente

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	<p>Blocks: play people in uniforms or work clothes; digital camera</p> <p>Technology: eBook version of <i>Who Wears What?</i></p>	<p>Dramatic Play: work clothes</p>	<p>Music and Movement: rhythm sticks</p>	<p>Toys and Games: button and lacing boards</p>	<p>Dramatic Play: costumes</p>
Question of the Day	Which of these does a firefighter wear at work?	Does anyone in your family wear a uniform to work?	Is there a fire station in your neighborhood? (chart with <i>yes</i> , <i>no</i> , <i>I don't know</i> options)	Do you have an uppercase <i>D</i> or a lowercase <i>d</i> in your name?	Do you have a lowercase <i>e</i> in your name?
Large Group	<p>Song: “What Is My Job?”</p> <p>Discussion and Shared Writing: Exploring Workers’ Clothes</p> <p>Materials: common job clothing, e.g., a firefighter’s hat (if allowed), a doctor’s coat, a camouflage uniform; <i>Who Wears What?</i>; Mighty Minutes 11, “What Is My Job?”; digital camera</p>	<p>Music: Rhythm Stick Patterns</p> <p>Discussion and Shared Writing: What Do Your Family Members Wear to Work?</p> <p>Materials: rhythm sticks; Mighty Minutes 26, “Echo Clapping”; photos of family members in work clothes</p>	<p>Song: “The People in Your Neighborhood”</p> <p>Discussion and Shared Writing: Questions to Ask the Visitors</p> <p>Materials: book created during the previous day’s small-group experience; Mighty Minutes 01, “The People in Your Neighborhood”</p>	<p>Rhyme: “Diddle, Diddle, Dumpling”</p> <p>Discussion and Shared Writing: Class Visitor Wearing a Uniform</p> <p>Materials: Mighty Minutes 27, “Diddle, Diddle, Dumpling”; digital camera</p>	<p>Rhyme: “Diddle, Diddle, Dumpling”</p> <p>Discussion and Shared Writing: Class Visitor Wearing a Costume</p> <p>Materials: Mighty Minutes 27, “Diddle, Diddle, Dumpling”; digital camera</p>
Read-Aloud	<i>Who Wears What?</i>	<i>Uncle Nacho’s Hat</i>	<i>Little Red Riding Hood</i> Book Discussion Card 04 (first read-aloud)	<i>Llama Llama Red Pajama</i> Intentional Teaching Card SE05, “Character Feelings”	<i>Little Red Riding Hood</i> Book Discussion Card 04 (second read-aloud)
Small Group	<p>Option 1: Jumping Beans</p> <p>Intentional Teaching Card LL05, “Jumping Beans”; bean-shaped cards; coffee can</p> <p>Option 2: Walk a Letter</p> <p>Intentional Teaching Card LL17, “Walk a Letter”; masking tape; alphabet cards or chart</p>	<p>Option 1: Family Photo Book</p> <p>Intentional Teaching Card LL04, “Bookmaking”; photos of family members in work clothes; tape or glue; bookbinding supplies</p> <p>Option 2: What Kinds of Clothes Do People Wear to Work?</p> <p>Intentional Teaching Card LL04, “Bookmaking”; magazines; scissors; tape or glue; bookbinding supplies</p>	<p>Option 1: More or Fewer</p> <p>Intentional Teaching Card M59, “More or Fewer Towers”; interlocking cubes; more–fewer spinner; numeral–quantity cards or die</p> <p>Option 2: What’s More?</p> <p>Intentional Teaching Card M19, “Which Has More?”; ice cube trays or egg cartons; resealable sandwich bag; collection of objects that are similar in size, e.g., counters, coins, colored chips</p>	<p>Option 1: Story Problems</p> <p>Intentional Teaching Card M22, “Story Problems”; manipulatives</p> <p>Option 2: Problems at a Clothing Store</p> <p>Intentional Teaching Card M22, “Story Problems”; collection of clothes</p>	<p>Option 1: Story Problems</p> <p>Intentional Teaching Card M22, “Story Problems”; manipulatives</p> <p>Option 2: Problems at a Clothing Store</p> <p>Intentional Teaching Card M22, “Story Problems”; collection of clothes</p>
Mighty Minutes®	Mighty Minutes 15, “Say It, Show It”	Mighty Minutes 10, “Words in Motion”	Mighty Minutes 25, “Freeze”	Mighty Minutes 12, “Ticky Ricky”	Mighty Minutes 14, “Scat Singing”

Make Time for...

Outdoor Experiences

Physical Fun

- Intentional Teaching Card P14, “Moving Through the Forest”

Family Partnerships

- Continue to ask families to send in photos of family members in work clothes to use in this week’s investigation. Offer to take photos of family members during drop-off time if they arrive in their work clothes.
- Share the date of the end-of-study celebration with families.
- Post a sign in a prominent area encouraging families to continue gathering items for the clothing drive.
- Invite families to access the eBook, *Who Wears What?*

Wow! Experiences

- Days 4 and 5: Have someone who wears a uniform or costumes for work, recreation, or both come to the classroom

If a family member is unavailable, ask the cook, janitor, school crossing guard, or other school employee to visit in uniform. Call a local theater company to invite someone to visit in costume if there are no theatrical family members. If you can, arrange for a site visit to go backstage and see the costumes.

What other special clothes do people wear?

Vocabulary—English: *straight, sequence, inspiration*

Spanish: *recto, secuencia, inspiración*

	Day 1	Day 2	Day 3
Interest Areas	<p>Art: butcher paper; paints; fabric scraps; glue; markers</p> <p>Technology: eBook version of <i>Little Red Riding Hood</i></p>	<p>Art: butcher paper; paints; fabric scraps; glue; markers</p> <p>Technology: eBook version of <i>Who Wears What?</i></p>	<p>Art: butcher paper; paints; fabric scraps; glue; markers</p> <p>Dramatic Play: photo album or family photos</p>
Question of the Day	Is Little Red Riding Hood a real person or pretend character?	What do you put on first when you get dressed in the morning? Your socks, your underwear, or your shirt?	What special event has your family attended?
Large Group	<p>Game: Rhythm Sticks Cooperation</p> <p>Discussion and Shared Writing: Clothing for Playing</p> <p>Materials: rhythm sticks; <i>Who Wears What?</i></p>	<p>Song: “This Is the Way That We Get Dressed”</p> <p>Discussion and Shared Writing: Special Events</p> <p>Materials: Mighty Minutes 06, “This Is the Way”</p>	<p>Game: Leaping Sounds</p> <p>Discussion and Shared Writing: Special Family Events</p> <p>Materials: Mighty Minutes 17, “Leaping Sounds”; pictures of families at special events</p>
Read-Aloud	<i>Little Red Riding Hood</i> Book Discussion Card 04 (third read-aloud)	<i>Who Wears What?</i>	<i>The Girl Who Wore Too Much</i>
Small Group	<p>Option 1: I’m Thinking of a Shape Intentional Teaching Card M02, “I’m Thinking of a Shape”; geometric solids; empty containers shaped like geometric solids</p> <p>Option 2: Straw Shapes Intentional Teaching Card M42, “Straw Shapes”; geometric shape cards; drinking straws cut into different lengths; pipe cleaners</p>	<p>Option 1: Tongue Twisters Intentional Teaching Card LL16, “Tongue Twisters”</p> <p>Option 2: Sorting C Intentional Teaching Card LL12, “Same Sound Sort”; items that do and do not start with a hard <i>c</i> sound</p>	<p>Option 1: Letters, Letters, Letters Intentional Teaching Card LL07, “Letters, Letters, Letters;” alphabet stamps; ink pads; construction paper or magnetic letters and board.</p> <p>Option 2: Buried Treasures Intentional Teaching Card LL21, “Buried Treasures”; magnetic letters; large magnet; ruler or similar object; tape; sand table with sand</p>

Mighty Minutes®	Mighty Minutes 24, “Dinky Doo”	Mighty Minutes 15, “Say It, Show It”	Mighty Minutes 04, “Riddle Dee Dee”
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Make Time for...

Outdoor Experiences

Shape Hunt

- Bring shape cards outside.
- Invite children to select a shape card and then find objects outside that are the same shape as that on the card.
- Take photos or let the children take pictures of what they find.

Family Partnerships

- Ask families to bring in photos of family events, e.g., a big brother’s soccer game, a wedding, a holiday celebration, a beach trip.
- Invite families to bring in items for the clothing drive.
- Invite families to access the eBook, *Little Red Riding Hood*.

Celebrating Learning

Vocabulary—English: *celebration, characteristic*

Spanish: *celebración, característica*

	Day 1	Day 2	
Interest Areas	<p>Dramatic Play: the clothing for the clothing drive; boxes</p> <p>Technology: eBook version of <i>The Quinceañera</i></p>	<p>Library: all of the books the children made during the study</p>	
Question of the Day	What would you like to show our guests tomorrow at the celebration about the clothes study?	What was your favorite part of the clothes study?	
Large Group	<p>Game: Rhythm Sticks Cooperation</p> <p>Discussion and Shared Writing: Preparing for the Celebration</p> <p>Materials: rhythm sticks</p>	<p>Song: “Purple Pants” (and feature special clothes)</p> <p>Discussion and Shared Writing: Sharing Special Clothes</p> <p>Materials: Mighty Minutes 03, “Purple Pants”</p>	
Read-Aloud	<i>The Quinceañera</i>	<i>Caps for Sale</i>	
Small Group	<p>Option 1: What’s Missing? Intentional Teaching Card LL18, “What’s Missing?”; clothing collection; large piece of paper or cardboard</p> <p>Option 2: Memory Game Intentional Teaching Card LL08, “Memory Games”; memory game or lotto game</p>	<p>Option 1: How Many Clothes? Intentional Teaching Card M06, “Tallying”; clothing collection; clipboards</p> <p>Option 2: Different Kinds of Clothes Intentional Teaching Card M02, “Counting & Comparing”; clothing collection</p>	
Mighty Minutes®	Mighty Minutes 21, “Hully Gully, How Many?”	Mighty Minutes 04, “Riddle Dee Dee”	

Make Time for...

Outdoor Experiences

Physical Fun

- Intentional Teaching Card P29, “Stop & Go.” Follow the guidance on the card.

Family Partnerships

- Include families in the celebration.