



Topic: Clothing

Curriculum Planning Template – Somerville Early Education Trajectory for Thematic Inquiry: Planning from the Big Idea

Consult ELA Pacing & Curriculum Guides, Big Idea Guides, & Building Blocks Math Pacing Guide

Big Idea(s) about (insert topic here):

- People wear clothes to cover and protect their bodies.
- People wear certain clothes for specific reasons.
- Clothing can signal to others participation in a special occasion, membership in a community as well as a person's role in the community.
- Clothing is made by people and machines.
- People care for their clothing in different ways.

Project Approach: Working with Big Ideas

(Picturing the Project Approach 2017, Sylvia Chard, Yvonne, Kogan, Carmen Castillo)

- Phase 1: Beginning the Project
- Phase 2: Developing the Project
- Phase 3: Concluding the Project

Anti-bias Education Goals and Outcomes(Derman-Sparks, Edwards and Goins, 2020)

Goal 1: Identity - Each child will demonstrate self-awareness, confidence, family pride, and positive social identities. *Teachers will nurture each child's construction of knowledgeable and confident personal and social identities.*

Goal 2: Diversity - Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections. *Teachers will promote each child's comfortable, empathic interactions with people from diverse backgrounds.*

Goal 3: Justice - Children will increasingly recognize unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts. *Teachers will foster each child's capacity to critically identify bias and will nurture each child's empathy for the hurt bias causes.*

Goal 4: Action - Children will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions. *Teachers will cultivate each child's ability and confidence to stand up for oneself and for others in the face of bias.*

Selected Anti-bias Objectives

- I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

A TRAJECTORY OF INQUIRY

Phase 1 – Beginning a Project: Starting Out And Setting The Stage

Sample Teacher Brainstorm/Planning Web - Add your own ideas!



Create a new web with children once a direction has been defined

Surface prior knowledge. Set the Stage:

- **Sing "Who has blue on?"** In this song game, observe and name the types of clothing members of the class community are wearing, using color as the entry point. For example, if you start with the color blue, identify a person wearing an item of clothing that is blue and then sing, "Charlie has a blue shirt, blue shirt, blue shirt, Charlie has a blue shirt, all day long." Choose a variety of clothing types to help create a common vocabulary of types of clothing.

Generate curiosity: Pose questions, read a high interest book, take a field trip

Questions you might ask children:

- Why are you wearing the clothes you have on today?
- Where do your clothes come from?
- What do you do when your clothes get dirty?
- Why do people wear different types of clothes?
- How can clothes tell us what a person's job is?

Book Suggestions

Clothesline Clues to Jobs People Do by Deborah Hembrook and Kathryn Helling

Feeding the Sheep by Leda Schubert

Corduroy by Don Freeman

Curious George at the Laundromat by Margaret and H.A. Rey

Field Trips to Generate Curiosity

- Visit the school's lost and found, clothing donation closet, or nurse's closet of spare clothing to sort through and notice different types of clothes. Notice varying sizes, colors, items, function, etc. Take a log of what exists, see if there are more sizes or types of clothing needed to fit all the different sizes and ages of students at your school.

Make connections to children's lives

- Invite children to draw or describe their favorite shirt, dress, pants, shoes, etc.? Ask children why they like that item of clothing the most? Listen for cultural significance, for individual expression, for comfort or protection.
- Ask children if their family has special clothes that they only wear to certain places or what kind of clothes they would wear to a celebration. Invite children to bring photos of them or their families in special clothing for important events, celebrations or cultural reasons to share with the class.

PHASE 1 – Beginning a Project -Defining A Possible Investigation or Direction:

Generate KW (Know, Want to know) Chart: What do we know or think we know about _____ ?

- What do we think we know about clothing?
- Where do we think clothing comes from?
- How do we think clothing is made?
- How do we think clothing is cared for?
-

Expand Children's Thinking: So, now that we know some information and have some ideas about _____,

What should we investigate?

It seems that you are curious about _____?

Brainstorm a list of all the things the children Want know about _____.

Possible Investigations to your explore your topic of interest

- Read I Had A Favorite Dress by Boni Ashburn and Joseph Had a Little Overcoat by Simms Tabek and watch videos about sewing and making clothing. Make clothing with small scraps of fabric, felt, etc. Make clothes for dolls, toys, or even children. Use yarn needles or if safety permits, use real needles for sewing fabrics together.
- Read Curious George at the Laundromat by Margaret and H.A. Rey or Corduroy by Don Freeman and watch videos that tour laundromats. Add washboards and drying racks to the water table for children to wash doll clothes or dramatic play clothes in soapy water. Plan how to transform the dramatic play area into a laundromat.
- Read The Jacket I Wear in the Snow by Shirley Neitzel and Froggy Gets Dressed by Jonathan London. Compare different types of clothing worn at different times of the year and in different locations in the world. Work with children to sort and compare the different types of clothing needed for different climates. Bring different materials into the classroom to compare warmth, water repellency, ability to block sun, etc.
- Read Feeding the Sheep by Leda Schubert and Charlie Needs a Cloak by Tomie DePaola. Bring wool and carding paddles into the classroom. Dye store bought yarn with kool-aid. Use yarn needles and canvas or plastic canvas for children to sew with the yarn they dyed.



PHASE 2 – Developing a Project- Exploring And Learning More:

Continue to add to the knowledge base, add activities and experiences, field trips, find experts, plan class books, family engagement, etc.

POSSIBLE FIELD SITES:

- Laundromat
- Clothing Store
- Tailor Shop

POSSIBLE EXPERTS:

- Laundromat Owner/Staff
- Clothing designer
- Clothier
- Tailor
- Clothing shop owner

Possible Projects (Use one of the following ideas, or co-create an emergent project with your children):

- **Transform the Dramatic Play area into a Laundromat.** Use information from a field trip (in-person or virtual) to decide how to design the space, what they need to include, create labels and signage for customers. Create roles for laundromat play (employees, customers, machine maintenance workers, etc.) Use Beautiful Stuff to build a washing machine or dryer.
- **Design and Create Clothing for people or dolls.** Create plans for clothing design. Decorate already created clothing (tie-dye T-shirts, use fabric paint or fabric markers.) Provide needles (yarn needles if safety is a concern) to embroider clothing or to stitch fabrics together. Allow children to be creative in their designs. Have a fashion show or a store for purchasing clothes -- invite the school community or **transform the dramatic play area into a clothing store for children to buy and sell the clothing they have created.**
- **Organize a School Wide Clothing Drive.** Make signs and invite members of the school community to donate items of clothing. Children can sort through and create a clothing pantry for members of the community (school or neighborhood) or deliver clothing to a donation site. Connect with local community providers who help make clothing and other care items available to all members of the community. Present “thrift store” and “previously owned” clothing as one of the ways many people get their clothing. Highlight how sourcing clothing from these shops/resources helps reduce waste.



PHASE 3: Concluding the Project

Reflect on next steps, sharing the work with others, extensions of content, new directions.

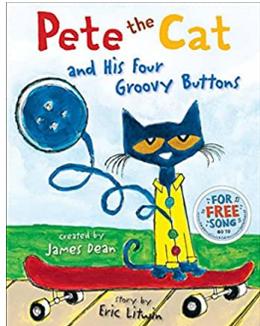
Ideas for Sharing Learning/Work:

- Invite families to tour the dramatic play laundromat. Have a “GRAND OPENING” or make a commercial for the laundromat and hold an event to “Premiere” the commercial for families and the school community. If holding a premiere event, have children create invitations and tickets for guests to attend.
- Invite families and the community to a fashion show or clothing store “GRAND OPENING.” Spotlight the designers and the inspiration for their fashions.

Possible Extensions:

- Maintain the clothing pantry and plan to do future inventory and outreach for any items that need to be replenished. Check to see there are enough close that are appropriate for the season and weather.
- Make more clothing for the different seasons.
- Use clothing created for dolls or dramatic play clothing made by children throughout the year.

Content and Room Areas	Activities Connected to Big Idea
<p>Blocks</p>	<p>Props/Provocations:</p> <ul style="list-style-type: none"> ● Add fabrics, ribbon and yarn to the block area ● Invite children to build a laundromat, clothing factory, clothing store with blocks
<p>Dramatic Play</p>	<p>Generate play props and themes with children:</p> <ul style="list-style-type: none"> ● Add plastic hangers and clothes to the dramatic play area ● Add washboard, basin, clothesline and clothespins to the dramatic play area ● Transform the dramatic play area into a laundromat or laundry room, add baskets, pretend dryer sheets, an empty bottle of laundry detergent, etc. Refer to actual laundromats for additional items to include. ● Transform the dramatic play area into a clothing store, put clothes on display, add prices, add a cash register and money, etc. 
<p>The Arts</p>	<p>Group and Individual Projects:</p> <ul style="list-style-type: none"> ● Make art with yarn <ul style="list-style-type: none"> ○ “Happy Accident” String Drop Art - Dip a piece of yarn in paint and drop it onto paper to make Dada inspired designs ○ Glue Yarn Art - Dip yarn in liquid glue and make a continuous design with the long piece of glue soaked yarn or multiple pieces of yarn depending on desired look/goal of the activity ○ Yarn Needles and Canvas - Thread yarn needles with yarn and invite children to sew onto canvas (fabric or plastic canvas sold in art stores) Have sew onto a drawn pattern or free hand sew. ● Weaving on a Loom <ul style="list-style-type: none"> ○ Weave fabrics and different textured yarns in and out of a loom. ● Fabric Collage <ul style="list-style-type: none"> ○ Glue fabric scraps onto a large piece of paper or a large sheet of fabric. ● Fabric Paint <ul style="list-style-type: none"> ○ Use fabric paint or fabric markers to add designs to clothing or fabric. ● Tie-Dye <ul style="list-style-type: none"> ○ Do tie-dye activities - depending on comfort with dyes, use food coloring/kool-aid/watercolor paints or actual tie-dye dye to make tie-dye designs on different clothing or fabrics. 

<p>Sensory</p>	<p>Sensory Table</p> <ul style="list-style-type: none"> ● Add washboards, basins, soapy water and clothing for children to clean by hand in the water table. Add a clothesline and clothespin for drying clothes. (Recommend putting a towel or mat underneath the drying rack to absorb drips from wet clothing.) ● Add toy sheep, scissors, wool, carding paddles, yarn, plastic knitting needles and a piece of knitwear for children to engage in a hands-on opportunity to act out the steps from sheep to sweater as depicted in <u>Feeding the Sheep</u> by Leda Scubert or <u>Little Lamb, Little Lamb, Have You Any Wool?</u> by Isabel Minhós Martins 
<p>Mathematical Thinking</p>	<ul style="list-style-type: none"> ● Read <u>Pete the Cat and His Four Groovy Buttons</u> by James Dean to practice matching numerals and quantities. Create a hands-on activity for children to use buttons to practice numeral and quantity correspondence. Possible extension, have children record their work by drawing the buttons and writing the matching numeral. ● Add prices to items sold in the clothing store or prices for use of washing machines and dryers in the laundromat. Add a cash register and money if children are ready for that extension. ● Use yarn to make different shapes. Identify the characteristics of shapes. 
<p>Science, Engineering & Technology</p>	<ul style="list-style-type: none"> ● Use Beautiful Stuff to make a model of a washing machine or dryer with a mechanism to move the drum inside. ● Explore properties of water as you wash clothing in the sensory table. <ul style="list-style-type: none"> ○ Add different shaped containers to explore Piaget’s Theory of Conservation. (How the same quantity of water can look like different amounts in differently shaped and sized containers.) ○ Explore the process of evaporation as clothes dry on the clothesline. ● Design and create a clothesline within the classroom.

<p>Library/ Read Aloud</p>	<p>Books:</p> <ul style="list-style-type: none"> ● Clothesline Clues to Jobs People Do by Deborah Hembrook and Kathryn Heling ● Feeding the Sheep by Leda Schubert ● Little Lamb, Little Lamb, Have You Any Wool? by Isabel Minhós Martins ● Maria Had a Little Llama/María Tenía Una Llamita by Angela Dominguez ● Charlie Needs A Cloak by Tomie de Paola ● Joseph Had A Little Overcoat by Simms Tabek ● From Cotton to T-Shirt by Robin Nelson ● Corduroy by Don Freeman ● Curious George at the Laundromat by Margaret and H.A. Reyes ● The Jacket I Wear in the Snow by Shirley Neitzel ● Froggy Gets Dressed by Jonathan London ● Under My Hood I Have a Hat by Karla Kuskin ● Red Hat by Lita Judge ● The Hat by Jan Brett ● The Mitten by Jan Brett ● Whose socks are those? By Jez Alborough ● Pete the Cat and His Four Groovy Buttons by James Dean ● Pete the Cat I Love My White Shoes by James Dean ● Pete the Cat Rocking in My School Shoes by James Dean
<p>Balanced Literacy</p>	
<p>Vocabulary</p>	<p>Provide, teach and practice key vocabulary</p> <ul style="list-style-type: none"> ● Clothing, shirts, pants, shorts, skirt, dress, tie, socks, shoes, boots, etc. ● Fabric, sew, needle, thread ● Sheep, wool, carding paddles, spinning wheel, yarn ● Laundromat, washing machine, dryer, laundry detergent, dryer sheets, coin machine ● Washboard, clothesline, clothespins ● Weave, loom

<p>Oral language and Concept Development</p>	<ul style="list-style-type: none"> ● During Morning Meeting, perform greeting songs and rituals that prompt children to share about the clothing they are wearing (Who Has Blue On?) or how they care for clothes ● Take a classroom inventory of the types of clothing children are wearing. <ul style="list-style-type: none"> ○ Footwear - Have each child take off their footwear and put them into groups (sneakers, boots, dress shoes, etc.) (Consider even more specific groups if everyone has the same type of shoes - sneakers with laces, sneakers with velcro, sneakers of a certain color, sneakers of a certain brand, etc.) ● Use CROWD Strategies during Read Alouds
<p>Fine Motor, Drawing, and Writing</p>	<ul style="list-style-type: none"> ● Sort, classify, count buttons - practice fine motor pincer grip when picking up manipulating small buttons ● Sew with yarn needles, practicing focused hand-eye coordination ● Draw clothing designs ● Make labels for dramatic play (laundromat, clothing store, etc.) 
<p>Expressive and Writing Language</p>	<ul style="list-style-type: none"> ● Journal entries about clothing - Favorite clothes? Most comfortable clothes? Clothes best for a certain type of weather or activity? ● Write a letter to the local laundromat or clothing store with questions, ideas, suggestions or things appreciated about their business.
<p>Phonological and Phonemic Awareness</p>	<ul style="list-style-type: none"> ● Sing songs about clothing, washing clothes or seasonal clothing. <ul style="list-style-type: none"> ○ Joseph Had A Little Overcoat song and video ○ Baa Baa Black Sheep Have You Any Wool? ○ Pete the Cat and His Four Groovy Buttons (chorus) ● Build a word wall with clothing vocabulary - identify first letter and first sound. ● Sort clothing by first sounds, make groups - i.e. socks, sweaters/ boots, buttons / shoes, shirts /etc.
<p>Differentiation/ Modifications</p>	<ul style="list-style-type: none"> ● Provide vocabulary in different languages when possible. ● Provide sentence starters/scaffolding to help children describe their clothing, ("My shirt is the color _____." "When it is cold, I wear _____." etc.) ● For non-verbal or limited English speakers, offer a selection of pictures and objects to choose from and identify types of clothing, tools for creating and cleaning clothing, ways to describe clothing, etc.