Laundry Research

Writing & Drawing

Library & Listening

MAX'S DRAGON SHIRT

ROSEMARY WELLS
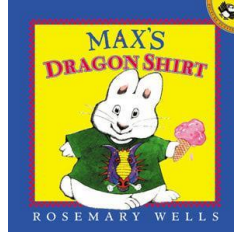
Materials:

- *Max's Dragon Shirt*
- *Laundry Around The World* color resource
- *The Journey of Laundry* color resource
- clipboards
- writing tools

Vocabulary:

- research: find out about something
- laundromat
- laundry
- stain
- wash

Preparation: Set up materials.

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

During Centers:
Support children in recording information about laundry with pictures and words. Encourage children to use bookmarked sites on the internet. Contrast laundromats to hardware stores, grocery stores, and barbershops.
Encourage children to use their Laundry Research in *Building a Laundromat* in Art Studio and *Laundromat* in Dramatization.

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 do people need to do laundry?

Thinking & 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 process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:
Use a clothesline to teach a variety of concepts, i.e., building words, sequencing, ordinal numbers, etc.