



Teachers of
Orange Early Childhood Center II @ Scholars
(2016-2017 SY)

OBOE Preschool Planning at a Glance

Teacher/Assistant: _____ Originating Idea: _____
 Unit of Study: _____ Length of Study: 5 weeks
 Date: _____

Possible Unity Topics (add more weeks if necessary)

WEEK 1: Introduction to Clothes
 WEEK 4: Types of Clothing (Seasonal)
 WEEK 2: How are Clothes Made?
 WEEK 5: Types of Clothing (Uniforms, Community Workers)
 WEEK 3: Taking Care of Your Clothes
 WEEK 6: _____

FIELD TRIPS:	Laundromat, Clothing Store				
Skills for Week 1	Skills for Week 2	Skills for Week 3	Skills for Week 4	Skills for Week 5	Skills for Week 6
Math: seriation of clothing sizes (S, M, L or baby, child and adult sizes), cardinal numbers, counting, patterns	Math: Counting, adding and subtracting buttons, Sorting buttons	Math: Sorting (Ex. Color care, fabrics, textures) Counting, Matching, Money, Timer	Math: Measuring parts of clothes, }, cardinal numbers, counting, patterns graphing types of clothes,	Math: Measuring parts of clothes, cardinal numbers, counting, patterns graphing types of clothes,	Math:
LAL: identifying and naming articles of clothing, sequencing events in a book involving getting dressed	LAL: Identifying the works of an author and illustrator.	LAL: sequencing events in a book, steps to follow to operate washing machine, write before and after results	LAL: identifying and naming types of clothing, describing attributes of clothes, recalling events in	LAL: identifying and naming types of clothing, describing attributes of clothes, recalling events in	LAL:
Science: sorting, matching	Science: Sorting	Science: Measuring (soap, light load, medium load, heavy load) Mixing water to obtain lukewarm	Science: Classifying, comparing types of clothing, experimenting with different types of fabrics	Science: Classifying, comparing types of clothing, experimenting with different types of fabrics	Science:
Other:	Other: Sewing on buttons	Other:	Other:	Other: Exploring community workers clothes	Other:

Vocabulary:

names of clothing, sizes, men's clothing, women's clothing, children's clothing, shoes, velcro, buttons, patterns, uniforms, costumes, parts of clothing (hem, sleeves, collar, button pockets etc.) sewing

Work Time changes to the environment that will reflect the Unit of Study?

HOUSE	BLOCKS	WRITING	ART	DISCOVERY
different types of clothing (sizes, shoes, seasons)	pictures of different familiar clothing stores; children can create departments in the stores they build	flash cards with names of articles of clothing, book making "The Clothes I'm Wearing Today"	weaving and lacing activities	different textured fabrics
clothes line for children to hang up clothes after washing them			designing and decorating pieces of clothing	velcro pieces
washing machine and detergent bottles for children to take care of clothes			large paper bags to decorate shirts	zipper and button
dressing boards				tie-dying shirts

Featured Books:

Title: Jesse Bear What Will You Wear?	Title: Clothes Around The World	Title:The Jacket I wear in the Snow	Title:Charlie Needs a Cloak
Questions:	Questions:	Questions:	Questions:
Level 1 Recall:What is Jesse bear wearing now?	Level 1 Recall: What are some traditional clothing worn in countries like (China, Japan)	Level 1 Recall: What are the names of some clothing that we see in the book?	Level 1 Recall:What is Charlie wearing?
Level 2 Skills/Concept:what other types of clothes could Jesse Bear have worn?	Level 2 Skills/Concept: What is another name for cloths? (Garment)	Level 2 Skills/Concept: What do you think the weather is like outside based upon the type of clothing that we see in this book?	Level 2 Skills/Concept:How can you tell that Charlie needs a cloak?
Level 3 Critical Thinking:What would happen if Jesse bear had no clothes to wear outside?	Level 3 Critical Thinking: How traditional clothing in USA differ from others	Level 3 Critical Thinking:	Level 3 Critical Thinking:What other materials could Charlie use to make his cloak?
Level 4 Extended Thinking:	Level 4 Extended Thinking:	Level 4 Extended Thinking:	Level 4 Extended Thinking: how do you think the sheep feels when it is being sheared?

*** For Standards, see Standards sheet

