

# Kangaroo1

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Mon 18	Tue 19	Wed 20	Thu 21	Fri 22
<p><b>Clothes - Investigation 2 - How do we take care of clothes? - Day 1</b></p>	<p><b>Clothes - Investigation 3 - Where do we get our clothes? - Day 1</b></p>	<p><b>Clothes - Investigation 3 - Where do we get our clothes? - Day 1</b></p>	<p><b>Clothes - Investigation 3 - Where do we get our clothes? - Day 1</b></p>	<p><b>Clothes - Investigation 4 - How do people make clothes? - Day 1</b></p>
<p>Question of the Day</p>	<p>Question of the Day</p>	<p>Question of the Day</p>	<p>Question of the Day</p>	<p>Question of the Day</p>
<p>What happened to this sock? (Display a sock with a hole in it.)</p>	<p>Where do you get your clothes?</p>	<p>What do you do with clothes that you do not wear anymore? (Display photos of a trash can, a younger child, and a donation bin.)</p>	<p>What are we doing for lunch today?</p>	<p>What do you notice about this piece of fabric? (Display a piece of fabric with easily visible threads.)</p>
<p>Choice Time</p>	<p>Choice Time</p>	<p>Choice Time</p>	<p>Choice Time</p>	<p>Choice Time</p>
<p>Discovery Children use fabric patches to mend holes in clothing items from the clothing collection.</p>	<p>Dramatic Play Children collect items and materials to set up a clothing store.</p>	<p>Art Children decorate boxes to create a clothing donation bin.</p>	<p>Art As you interact with the children in each interest area, make time to do the following in the Art area:</p>	<p>Discovery Explore different types of fabric</p>
<p>As you interact with the children in each interest area, make time to do the following in the Discovery area:</p>	<p>As you interact with the children in each interest area, make time to do the following in the Dramatic Play area:</p>	<p>As you interact with the children in each interest area, make time to do the following in the Art area:</p>	<p>As you interact with the children in each interest area, make time to do the following in the Art area:</p>	<p>As you interact with the children in each interest area, make time to do the following in the Discovery area:</p>
<ul style="list-style-type: none"><li>Display iron-on patches, a small iron, and clothing items with holes from the collection.</li><li>Invite the children to choose a patch and item of clothing that they would like to mend.</li><li>Show the children the back of the patch. Explain that the</li></ul>	<ul style="list-style-type: none"><li>Display the <i>Our Clothing Store</i> chart.</li><li>Review the items needed to set up the store.</li><li>Invite the children to collect items and materials and set up a clothing store.</li><li>Make comments and ask questions to encourage the children to set up the store. For</li></ul>	<ul style="list-style-type: none"><li>Display several cardboard boxes, construction paper, writing utensils, and photos of donation bins for the children to refer to for inspiration.</li><li>Invite the children to decorate their clothing donation bins.</li></ul>	<ul style="list-style-type: none"><li>Display several cardboard boxes, construction paper, writing utensils, and photos of donation bins for the children to refer to for inspiration.</li><li>Invite the children to decorate their clothing donation bins.</li><li>As the children decorate the donation bins, talk about the importance of donating clothes, how it helps</li></ul>	<ul style="list-style-type: none"><li>Display a grate or a simple loom that you prepared for the children.</li><li>Tell the children that they will weave a piece of fabric. Explain that <b>weaving</b> is a way to make fabric by passing threads over and under one another.</li><li>Demonstrate for the children how</li></ul>

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back of the patch has an adhesive or sticky substance that, when heated up, helps the patch stick to the clothing.

- o Support the children in holding and pushing the iron on top of the patch. Follow the instructions on the patch for how long to use the iron.
- o Carefully remove the iron and place the clothing item in a safe place to cool down. Explain to the children that they will look at their clothing items during large group to see how well their patch mended the holes.

## Large Group

### Mending Clothes

Discuss how people mend holes in clothes.

## Opening Routine

- o Welcome the children to the large-group area and begin your opening routine.

## Song, Movement, or Game

example, say, "Justine, we added a rack to our clothing store. Do you know what goes on the rack? Yes, the clothes go on the rack. Let's get some hangers to hang them up."

- o Take photos and videos of the children setting up their clothing store to share with families during the end-of-study celebration.

## Large Group

### Places We Get Our Clothes

Explore familiar clothing items and begin planning the class clothing store.

## Opening Routine

- o Welcome the children to the large-group area and begin your opening routine.

## Song, Movement, or Game

- o Use *Mighty Minutes 203*, "Listen to Letter Sounds" with its accompanying poster.

## Discussion and Shared

- o As the children decorate the donation bins, talk about the importance of donating clothes, how it helps other people, and how it keeps clothing from going in the trash.
- o Take photos or videos of the children decorating the bins to share with families at the end-of-study celebration.

## Large Group

### Donating Clothes

Discuss different ways people donate clothing.

## Opening Routine

- o Welcome the children to the large-group area and begin your opening routine.

## Song, Movement, or Game

- o Use *Mighty Minutes 221*, "Roll & Rhyme".

## Discussion and Shared Writing:

### Donating Clothes

- o Review the question of the

other people, and how it keeps clothing from going in the trash.

- o Take photos or videos of the children decorating the bins to share with families at the end-of-study celebration.

## Read-Aloud

Thanksgiving day books

Read *The Paper Bag Princess*.

## Before Reading

Recall the characters and the problem.

"We're going to read *The Paper Bag Princess* again. You may remember that in this story, Princess Elizabeth and Prince Ronald are going to get married. Then a dragon smashes Elizabeth's castle, burns all of her clothes, and takes Ronald away. What does Elizabeth do? How does she get past the dragon? What happens after Elizabeth rescues Ronald?"

## While Reading

Expand vocabulary using more verbal explanations:

to weave the ribbons or yarn over and under one another.

- o Invite the children to share what they notice about the ribbon or yarn as they weave and discuss what it looks like when they are finished.

## Large Group

**Making Cloth** Closely examine the threads in fabric. Demonstrate how to use a loom to weave strips of cloth.

## Opening Routine

- o Welcome the children to the large-group area and begin your opening routine.

## Song, Movement, or Game

- o Use *Mighty Minutes 273*, "Our Five Senses".

## Discussion and Shared Writing:

### Making Cloth

- o Review the question of the day.
- o Introduce the term *fabric*.

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- o Use *Mighty Minutes 241*, "Rhyme Game".

## Discussion and Shared Writing:

### Mending Clothes

- o Say, "There are many different ways that people take care of clothes. Can you tell me some of the ways we learned about?"
- o Write the children's responses on the board.
- o Review the question of the day:
- o Ask, "What would happen if your clothes got a small tear or hole in them and you didn't want to throw them away?"
- o Introduce the term *mend*. Explain that to mend means to fix something.
- o Tell the children that people mend clothes by using a needle (a thin tool with a hole at one end and a sharp point at the other end) and thread (a thin, long string that is used to sew

## Writing:

### Places We Get Our Clothes

- o Review the question of the day.
- o Explain to the children that people get their clothing in many different ways and from various places. For example, people buy clothes at clothing stores, at thrift stores, and by shopping online to have clothes delivered to their homes. People also receive clothes as gifts and as hand-me-downs, which are clothes that someone else has worn and no longer needs.
- o Introduce the term *store*. Explain that a store is a place that sells items such as clothes.
- o Show photos of the inside of a familiar clothing store in your area. Invite the children to name the different items they see in the photos, e.g., clothing, racks, baskets, dressing rooms, hangers.

day.

- o Explain to the children that sometimes people grow out of their clothes and are unable to wear them anymore.
- o Introduce the term *donate*. Explain that donate means to give something to someone else and that sometimes people buy donated clothes from a *thrift store*, which is a store that sells used clothes and other items.
- o Say, "When you no longer want or need the clothes that you have, you can donate them to someone else who might need or want to wear them."
- o Ask, "Do you have any clothes at home that you would like to donate to someone else?"
- o Display photos of donation bins that are located around your community and say, "People use donation bins like these to give away their old clothing items. I wonder if we can

*trail, knocker, slammed*

Reinforce some previously introduced words by pointing to pictures and dramatizing:

*expensive, fiercest, magnificent, bum*

Comment on and ask follow-up questions about the other characters.

- o "Look at Prince Ronald. He has his back turned away from Elizabeth, and he's not smiling. How do you think he feels about Elizabeth?"
- o "The dragon looks like he is very happy. He seems to like hearing that Princess Elizabeth thinks he's so smart and fierce."
- o "Why doesn't the dragon realize that Princess Elizabeth is tricking him? Why does he keep doing what she asks, even though it makes him so tired?"
- o "Why is Ronald upset with

Explain that fabric is a type of cloth that is woven.

- o Pass around the piece of fabric and a magnifying glass.
  - o Invite the children to examine the piece of fabric and share what they notice.
  - o Say, "When you look at the piece of fabric, you see several pieces of **thread** (a thin, long string that is used to sew cloth) going over and under one another."
  - o Display a photo of a loom or a simple loom that you created. Explain that a loom is a piece of equipment that people use to make fabric.
  - o Demonstrate for the children how to use the loom or show a short video of someone using a loom. Invite the children to notice how the threads overlap to make a piece of fabric.
- Before transitioning to the interest areas, explain to the children that they can learn

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cloth), or by attaching a patch (small piece of material) to the clothing to cover the hole.

- o If possible, model how to use a needle and thread to mend the hole in the sock, or show the children several photos or a short video of someone mending a hole in a sock or other clothing item.
- o Invite the children to share what happened to the hole in the sock after it was mended.

Before transitioning to the interest areas, explain to the children that they may mend clothing with holes using patches in the Discovery area.

## Read-Aloud

*Wash and Dry*

Read *Wash and Dry* (pp. 16–24).

## Before Reading

Show the children the cover of book and say, “We have read this book several times. We are now going to finish the story and discover what the boy and his family do with the clothes after they have been washed and dried.

- o As the children share what they see, ask them to describe what the item is used for. For example, a rack is used to hang clothing and a basket is where you place the items you want to buy or try on.

- o Add the items the children share to a chart titled *Our Clothing Store*.

- o Review the chart and say, “These are all items we will need to collect or make for our classroom clothing store.”

Before transitioning to the interest areas, explain to the children that they can set up their own clothing store in the Dramatic Play area.

## Read-Aloud

*The Paper Bag Princess*

*Book Discussion Card* 10 (first read-aloud)

Read *The Paper Bag Princess*.

## Before Reading

Introduce the characters and the problem.

“*The Paper Bag Princess* is about a

create a donation bin that our class and people at our school can donate clothing items to.”

Before transitioning to the interest areas, explain to the children that they can create clothing donation bins in the Art area.

## Read-Aloud

*Who Wears What?*

Read *Who Wears What?*

## Before Reading

Invite the children to recall the title of the story.

## While Reading

Show each page in the book and invite the children to name the different clothing items they remember and how they help the person do their job.

## After Reading

Invite the children to create a page for the book in the Art area. Ask them to draw the visitor who works at a clothing store and draw the clothing he wears to do his job.

## Mighty Minutes®

*Mighty Minutes* 276, “Robby Robot”

Elizabeth even after she rescues him?”

## After Reading

Invite explanations, wonder aloud, and ask follow-up questions.

- o “Elizabeth is angry about what the dragon does, but she doesn’t try to fight him. She thinks of a way to trick him. What would you have done if you were Elizabeth?”

- o “Ronald says Elizabeth doesn’t look like a princess because she’s a mess and she’s wearing a paper bag. How do you think a prince or princess should look? How should a prince or princess act? Does Elizabeth act like a princess? Do you think Ronald acts like a prince?”

## Mighty Minutes®

*Mighty Minutes* 226, “Little Sea Star”

Song Children move their body parts to act out a calming song.

## Outdoors

*Intentional Teaching Experience*

how to weave in the Discovery area.

## Read-Aloud

*Abuela’s Weave*

Read *Abuela’s Weave*.

## Before Reading

Tell children the title of the book and show the book cover. Invite the children to describe the illustration. Ask, “What do you think this story is about?”

## While Reading

Comment on how Esperanza was worried that no one would buy the *huipiles* and *tapestries* that she and her grandmother had made. Briefly define *huipil* (common traditional woven garment worn in Central America) and *tapestry* (woven fabric often used for wall hangings or to cover furniture).

## After Reading

Ask, “Did you ever work hard to make something beautiful? How did you feel when you were done? How did you feel when you showed it to someone else?”

## Small Group

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## While Reading

Discuss the illustrations in the story. Talk with the children about how the boy and his family folded and hung up the clothes after they were dry.

## After Reading

Invite the children to recall the events of the story. Talk with the children about how people washed clothes long ago. Invite the children to compare how people washed clothes then with the way we wash clothes now.

## Small Group

Intentional Teaching Experience LL61, "Color Hunt": Children go on a color hunt in the classroom to find items that are a specific color.

## Color Hunt

- Use Intentional Teaching Experience LL61, "Color Hunt".

## Mighty Minutes®

Mighty Minutes 295, "Stack & Measure"

**Game** Children use unit cubes to measure classroom items.

beautiful princess named Elizabeth who is going to marry a prince named Ronald. When a dragon attacks her castle, burns all her clothes, and carries Ronald away, Elizabeth decides to save Ronald. How does she rescue a prince from a dragon? Let's read the book to find out how Elizabeth saves Ronald."

## While Reading

Expand vocabulary by pointing to pictures, using gestures to dramatize, and describing:

*expensive, smash, fiery, trail, knocker, slammed, fiercest, magnificent, bum*

Comment on the main characters' thoughts and actions.

- "Look how angry Elizabeth is. Maybe she's thinking, 'You took Prince Ronald! That's not nice. I'm going to get him back!'"
- "I wonder why Elizabeth tells the dragon that she thinks he's smart and fierce."

**Chant** Children move like Robby Robot as they follow directions related to position.

## Outdoors

Intentional Teaching Experience P19, "Bounce & Catch": Children practice bouncing and catching playground balls.

- Use Intentional Teaching Experience P19, "Bounce & Catch".

## Family

### Partnerships

Connect with families and share what their children learned today.

- Ask family members to donate clothes hangers, baskets, and a toy cash register for the children to set up their clothing store.

## Bible Lesson

God Gets Ready to Send the Savior

Chapel:

Story, Songs, Prayer

P07, "Balloon Catch": Children practice tossing and catching balloons.

- Use Intentional Teaching Experience P07, "Balloon Catch".

## Family

### Partnerships

Connect with families and share what their children learned today.

- Ask family members to donate clothes hangers, baskets, and a toy cash register for the children to set up their clothing store.

## Bible Lesson

God Gets Ready to Send the Savior

Sing:

He's Got the Whole World in His Hands.

Intentional Teaching Experience LL52, "Tap It, Clap It, Stomp It, Jump It": Children sing a song that incorporates their names and clap out the syllables in each name.

Tap It, Clap It, Stomp It, Jump It

- Use Intentional Teaching Experience LL52, "Tap It, Clap It, Stomp It, Jump It".

## Mighty Minutes®

Mighty Minutes 280, "Stoplight Dance"

**Movement** Children follow color clues to stop, slow down, or freeze as they dance.

## Outdoors

Children explore weaving in a fence using long pieces of fabric.

- 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. Invite the children to use their hands to

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## Outdoors

Intentional Teaching Experience P16, "Body Part Balance": Children practice balancing on different parts of their bodies:

- o Use Intentional Teaching Experience P16, "Body Part Balance".

## Family

### Partnerships

Connect with families and share what their children learned today.

- o Ask family members to donate clothes hangers, baskets, and a toy cash register for the children to set up their clothing store.

## Bible Lesson

God Gets Ready to Send the Savior

Tell the Bible Lesson to the children.

- o "First, Elizabeth tricks the dragon into using up his fiery breath. Then she tricks him into flying very fast. I think this is part of her plan to save Ronald."
- o "Ronald isn't happy to see the princess because of the way she looks. Elizabeth doesn't like the way Ronald acts after she saves him. So they don't get married, but Elizabeth doesn't seem sad at all."

## After Reading

Invite explanations, wonder aloud, and ask follow-up questions.

- o "In many stories, something bad happens to the beautiful princess and she has to be saved. How is this story different?"
- o "Why do you think Princess Elizabeth is happy about not marrying Prince Ronald?"
- o "At the beginning of the story, Ronald doesn't look like he's very nice to Elizabeth, even though she is dressed like a

move the fabric in and out of the open spaces.

## Family

### Partnerships

Connect with families and share what their children learned today.

- o Ask families (or a local fabric shop or quilting guild) to donate yards of fabric for the children to use to create outfits. Children can also use old blankets, paper bags, or items from the clothing collection.

## Bible Lesson

God Gets Ready to Send the Savior

Coloring Sheet

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princess. How do we know that from the illustration?"

## Small Group

Intentional Teaching Experience  
M48, "Wash Day": Children hang socks from shortest to longest on a clothesline.

### Wash Day

- o Use Intentional Teaching Experience M48, "Wash Day".

## Mighty Minutes®

Mighty Minutes  
287, "Kooky Car"

**Game** Children work together to use different shapes to create a wacky car.

## Outdoors

Intentional Teaching Experience  
P20, "Body Shapes & Sizes": Children use their bodies to make different shapes and sizes.

- o Use Intentional Teaching Experience P20, "Body Shapes & Sizes".

## Family

## Partnerships

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Connect with families and share what their children learned today.

- Ask family members to donate clothes hangers, baskets, and a toy cash register for the children to set up their clothing store.

## Bible Lesson

God Gets Ready to Send the Savior

Sing:

Jesus Loves Me