



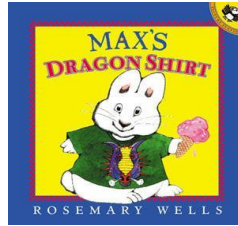
# Laundromat



Dramatization

**Standards:**

SED.SD.BRC.PS.1-7, 8-16  
 ATL.IC.PS.1-2-5  
 CA.DE.PS.1-3  
 CA.DP.PS.1-2


**Materials:**

- *Dog's Colorful Day*
- *Max's Dragon Shirt*
- laundry baskets
- pretend laundry (e.g., clothes, pillowcases, towels)
- empty and cleaned laundry detergent jugs, fabric softener, and stain remover bottles
- money (pretend or made from Beautiful Stuff)
- images of laundromats color resource (from Art Studio)
- how to fold color resource

**Vocabulary:**

- stain
- laundry
- laundromat

**Preparation:** Set up materials.

**Intro to Centers:**

"In *Max's Dragon Shirt*, Max spilled ice cream on his shirt. What do you notice?"

"**Stained** or dirty **laundry** can be washed at the laundromat."

"Here are images of **laundromats**. What do you notice?"

"Here are the **laundromat** props you made in the Art Studio. What do you notice?"

"Today in Dramatization, you can use these props to play **Laundromat**."

*Show illustrations.  
 Children respond.*

*Show images. Children respond.*

*Show props. Children respond.*

***During Centers:***

Support children in choosing and acting out laundromat roles, such as customer, attendant, etc. Support children in sequencing: sorting, washing, drying, and folding. Encourage children to fold laundry using visuals. Encourage children to notice shapes when folding laundry (e.g., a square folded in half is a rectangle). Challenge children to sort laundry. Contrast waiting for laundry to other places where people wait, such as the barbershop, veterinarian, etc.

***Guiding Questions during Centers:***

- How did you sort your laundry?
- What do you do first, second, third, fourth, last?
- How do people transport their laundry to the laundromat?
- How can you make waiting for laundry more fun/interesting at your laundromat?

***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:*** Arrange and document a field trip to a laundromat in the community.

