

## Lesson Format:

- **Review Expectations & Schedule** (1-2 minutes) Begin each lesson by reviewing the expectations for the lesson and the schedule. Utilize visuals, mini schedules, and other tools if needed to concretely communicate what is going to happen.
- **Review Core Concepts** (2-5 minutes) Review the first anchor chart in detail. Review and demonstrate (if possible) the steps to doing laundry. Explain dark vs. light clothing and folding vs. hanging up. Review the seasonal weather descriptions and general temperature ranges for each. Discuss and give multiple examples of clothing that is appropriate for each type of weather/temperature. The second anchor chart is provided for student exposure to the symbols. Explain the concept of the chart and symbols. If working in a small group, incorporate turn-taking and peer interaction during this process.
- **Complete the Worksheet** (2-5 minutes) Have the student complete one worksheet (or more than one if appropriate for the student and your schedule/pacing). This can be done as a small group or done as independently as possible and then reviewed together after completion. Prompt the student to utilize the anchor chart for support instead of teacher-directed verbal prompts. Provide reinforcement and error correction as needed.
- **Extension Activities** (2-15 minutes) Following the worksheet, complete or discuss one of the hands-on extension activities focused on the core concepts in this unit. Incorporate following directions, social skills, and communication opportunities. See ideas for additional extension activities below.

## Extension Activity Ideas:

- Watch videos of someone doing laundry and discuss each step as they are completed.
- Using real clothing items, have the students sort the clothes by darks and lights.
- Using real clothing items, have the students sort the clothing into piles that you fold and piles that you would hang in a closet. Have the students practice folding the clothes appropriately. Practice matching and folding socks.
- Using real clothing, look at the symbols on the laundry care instructions/tags. Using the second anchor chart, have the students identify the meaning of the symbols on each garment. To reduce the task complexity, have the students simply match the garment symbols to the anchor chart.
- Using real clothing, read the laundry care instructions/tag and practice identifying the washer and dryer settings that would be most appropriate.
- Take a field trip to a laundromat and practice using the machines with real clothing.
- Write "cold, hot, cool, warm" on separate index cards. On a second set, write the temperature range for each. Have the students match the temperature word to the temperature range.
- Show the students a picture of a clothing item or a real clothing item. Say a temperature range or temperature word. Have the students give a thumbs up/down if the clothing is appropriate for that temperature.
- Print clothing item pictures from online or cut from a magazine. Paste the pictures onto index cards. Write each temperature word/range on an index card. Have the student sort the clothing items into piles for each temperature. OR, use real clothing items if possible.
- Say a temperature word and have the student write the range on a dry-erase board. Or, say a temperature range and have the student write the temperature word.
- Use a real outdoor thermometer to practice identifying temperatures on the thermometer.
- Look at the weather for different areas around the country. Have the students identify clothing items that would be appropriate for those areas.
- Have the students select a temperature range and draw an outfit that is appropriate for that weather.
- This set of [Household Themed File Folders](#) includes a folder to sort clothing by fold vs. hang up.