

# Date

## Subtheme

**Start Time:** Choose a start time.

**End Time:** Choose an end time.

**Curriculum Area:**

*Conceptual Knowledge-  
Numeracy*

**Conceptual Knowledge-  
Numeracy**

**Materials:**

- tag sort
- clothing (sizes S,M,L,XL)
- hangers
- bins
- rack to hang clothing
- visual supports
- visual timer

**Objective(s):**

Students will sort clothing by size.

Students will organize sizes in order from smallest to largest.

Students will demonstrate the ability to identify and find the correct size of clothing item when asked.

Students will demonstrate knowledge of basic measurement .

**Introduction:**

\*Whole group that breaks into small groups.

- Our theme this week is What to Wear and we have been talking about shopping for the right sizes for our bodies.
- Review the different letters associated with sizes (s-small, m-medium, etc.).
- "Understanding and choosing the correct sizes is something we will have to do our entire lives. Even if you do not work in a Forever 21, H&M, Nike, etc., you still need to be familiar with sizes, what the size means, where to find the correct size and things like that."
- Review S, M,L, XL and what they stand for
- "Remember, small sizes belong in the front of the rack and larger sizes go in the back."
- "So today we are going to practice sorting different sized clothing and putting them in the correct order."
- Explain three different rotations

**Body:**

- Break student into three small groups and tell them that they will be rotating every 5-7 minutes (set visual timer).
- set mini schedule for students who benefit from it ([see boardmaker schedule](#))
  - Group 1 – sorting different clothing tags by size into envelope/baskets
  - Group 2 – sorting different sized t-shirts
  - Group 3 – putting t-shirts on hangers and putting them in order from small→ extra large
- Teacher and staff give students reminders about how much time is left in each group

**Closing:**

- After students have rotated through all three groups, come back together as a whole group.
- Ask students what they learned today
- Ask why it is important we learn about the different sizes of clothing

- "if we ever work in a clothing store"
- "for when we go shopping for own clothes"

**Accommodations:**

Objects  
Picture supports  
Adapted text  
Leveled prompting  
Communication system  
Differentiated material

**Multiple Intelligences:**

<input checked="" type="checkbox"/> Linguistic	<input checked="" type="checkbox"/> Bodily Kinesthetic	<input checked="" type="checkbox"/> Logical-Mathematical
<input checked="" type="checkbox"/> Visual-Spatial	<input type="checkbox"/> Musical	<input checked="" type="checkbox"/> Interpersonal
<input checked="" type="checkbox"/> Intrapersonal	<input type="checkbox"/> Naturalist	

**Common Core Standards (<http://www.corestandards.org/read-the-standards/>) :**  
[CCSS.MATH.CONTENT.HSN.Q.A.3](#)

**LCCE Competencies (Link to LCCE Competencies):**

Link lesson appropriately to LCCE competencies. Click on the link above to view competencies.

**100% Cotton  
Made in U.S.A.**

**S**

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Made in U.S.A.**

**S**

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**100% Cotton  
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**XL**

**100% Cotton  
Made in U.S.A.**

**XL**



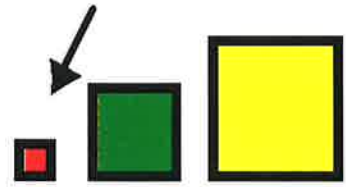
**small**

**medium**

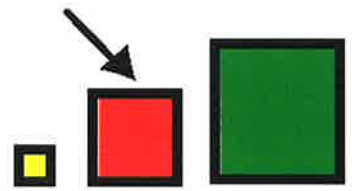
**large**

**extra large**

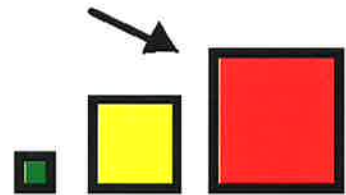
**small**



**medium**



**large**



**extra large**



**S**

**M**

**L**

**XL**



**S**

**\*print and tape together for  
reference when sorting an**

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**M**

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**or students to  
and organizing clothing**

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L

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**XL**

# Vacuuming Steps



**1.**

**2.**





**get vacuum**



**check that it's charged**



**vacuum dirt/dust**



**empty vacuum**

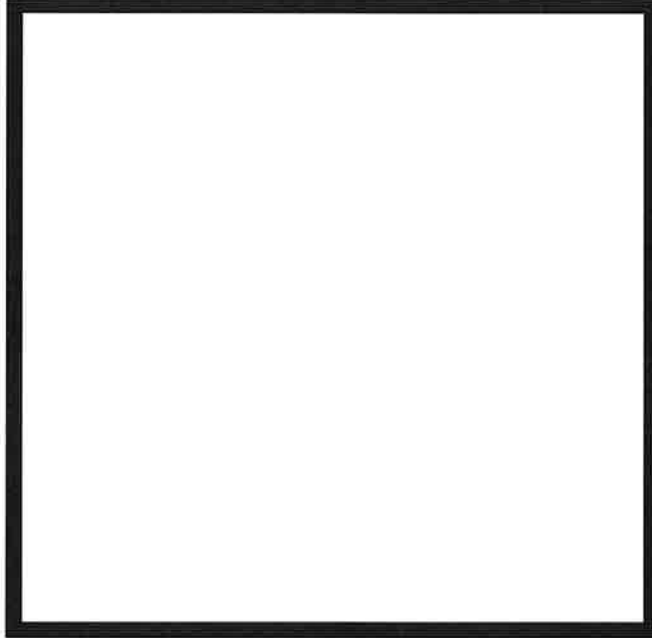


**put away and charg**

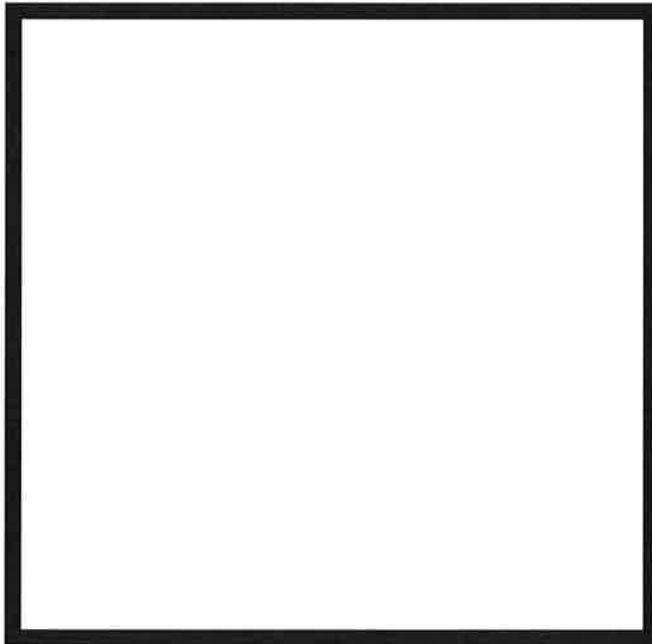
3.

An empty rectangular box with a thick black border, positioned to the right of the number 3.

4.

An empty rectangular box with a thick black border, positioned to the right of the number 4.

5.

An empty rectangular box with a thick black border, positioned to the right of the number 5.

