Teacher: Gia Theodore
Unit Topic: Literacy, Earth Science, Art, Social Studies
Objectives:
- Students will identify fabric types.
- Students will recognize appropriate fabric types for each season.
- Students will match fabric types with weather conditions.
- Students will make connections from content areas to application in real life.
- Students will understand how to choose appropriate clothing/fabric for different types of weather.

Procedure:
Preliminary Steps:
1. Students will be reminded that clothing protects us from rain, sun, wind, and cold weather and that clothing made of certain materials are best to wear in different types of weather.
2. With guidance and support students will identify the materials of their own clothing. Students will listen to read aloud of "Molly Gets Dressed for the Weather" by Sue Hendra. With prompting and support from the teacher students will identify the types of clothing worn for each season in the story.

Active Engagement:
1. The Experiment: Spread a large piece of plastic on the ground and arrange a variety of clothing made of different fabrics (windbreaker, raincoat, cotton shirt, fabric treated with scotchgard). Have the children carefully sprinkle each of the clothes with water. Tell them to watch to see the difference in the amount of water that is absorbed. Discuss how the fabrics that absorbed the water are best to wear when you might get hot and sweaty, while the ones that do not absorb water would be better to wear in cooler weather.
2. Fabric match: Draw symbols in each corner of the four sections of large piece of paper to represent the different types of weather (sunny, rainy, snowy, cold, and windy). Place the assortment of pre-cut fabric swatches in a box and have the children take turns matching swatches onto the section of the fabric. Have students work in groups to glue fabric and dress paper cut out dolls according to given weather conditions.

Differentiation: Students will be grouped based on their cognitive level and their interests.

Summary: With prompting and support students will conclude that cotton fabric absorbs moisture and is comfortable to wear in hot weather. Polyester, nylon and other human-made fibers do not absorb moisture and are uncomfortable to wear in hot weather. Black or dark-colored clothing absorbs heat from the sun and is warmer to wear than white or light-colored clothing.

Assessment: The teacher will monitor the students' progress by joining in on the activities and asking questions to ensure learning outcomes.

Extension: Students will log on the Sesame Street website to play a weather game to learn to dress for the weather. With Elmo as the mascot, kids choose the right clothes to dress him in based on a weather report. Students will visit the Textile Collection at FIT museum to view, touch, and identify fabric types.

Common Core Learning Standards:
- Understand the interrelationships between living organism and Earth's resources. Describe and give examples of seasonal weather changes and illustrate how weather affects people and their environments.

Integration of Knowledge and Ideas:
- With prompting and support describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).
- With prompting and support, identify the main topic and retell key details in a text.

Blueprint for the Arts:
- Craft and Structure; create a work that demonstrates use of a variety of materials and texture. Create a pattern using recycled fabric that form following function, decorative and functional use of line, color, and texture.