Introduction and Preparation for the Focus Area – Clothes We Wear

Introduction

During the first 18 months of life, children are usually referred to as young infants (birth to 8 months) and mobile infants (8 to 18 months). Children between the ages of 18 and 36 months are usually called toddlers.

In Focus Areas 1, 2 and 3, toddlers were involved in experiences that focused on themselves, their families, their communities, and their favorite things for play and learning. Focus Area #4 is Clothes We Wear.

In this Focus Area, Clothes We Wear, the experiences will primarily support the following Developmental Strands:

1. To learn about themselves – Self-concept Development
4. To learn to move and do – Physical Development
5. To learn to think – Cognitive Development

As in all of the topics, there is a strong emphasis on the Developmental Strand

6. To learn to communicate – Language Development

As noted in the Focus Area #1 introduction, The Arkansas Framework for Infant and Toddler Care contains information about each developmental strand and how the strands intertwine with each other. It is suggested that you review the Framework as a foundation for using the Adventures for Toddlers curriculum with your children.

When thinking about toddlers and clothes we wear, consider these glimpses into the life of a toddler. Some toddlers like to take off all their clothes and run about the room. Others resist when an adult tries to dress them. Some toddlers may not want to wear the clothes that have been selected for them or want to wear the same clothes each day. Of course there are the toddlers who want to do it “by myself” when putting on or taking off their clothes. What fun it is to watch a toddler as he or she puts on “dress-up clothes” and engages in pretend play. From these brief scenarios and from a caregiver’s every day experiences with toddlers and their clothes, it seems that a Focus Area entitled Clothes We Wear is an appropriate one for toddlers to explore.

Through both planned and spontaneous experiences, caregivers can provide opportunities for toddlers to discover many things about the clothes that are worn by themselves and others in their world.

Note that many of the experiences in this Focus Area have an age designation of either Younger Toddler (YT) or Older Toddler (OT) and that these two age designations do not specify age in months. Weekly plan sheets that focus on one or more of the big ideas in a Focus Area are included. One plan sheet for each week will be designated for Younger Toddlers and one for Older Toddlers.

There will be several weeks of plan sheets for each Focus Area. Some of the same experiences will be included for more than one week because toddlers need many opportunities to develop and reinforce skills and begin to understand concepts.

Developers of Adventures for Toddlers suggest that caregivers use their knowledge...
of individual children to determine which experiences are appropriate for which children in their care. Feel free to adapt the weekly plan sheets or to develop new plan sheets to meet the needs of each child and of the group. Consider adding additional experiences from the many that are a part of this Focus Area.

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<tr>
<th>Resources</th>
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<tr>
<td>- Children’s books can be purchased online, from school supply catalogs or local book stores.</td>
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<tr>
<td>- Check with your local library for the availability of children’s books.</td>
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<tr>
<td>- Contact the Division of Child Care and Early Childhood Education for the following materials or locate on the Arkansas Better Beginnings website.</td>
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<tr>
<td>- Arkansas Framework for Infant and Toddler Care</td>
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<tr>
<td>- Infant and Toddler Family Connection</td>
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<tr>
<td>- A Story a Month – Corduroy (patterns for storytelling figures)</td>
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<tr>
<td>- The Infant /Toddler Photo Activity Library, A Pam Schiller Resource, published by Gryphon House (52 photos &amp; activity cards focusing on the following topics: Me and My Body, Families, Things I Wear, Toys, Pets, Big Animals, Transportation, Construction.)</td>
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<td>- CDs which can be ordered online or from school supply catalogs:</td>
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<td>- Baby Beluga by Raffi</td>
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<td>- Sea Gulls Music for Rest and Relaxation by Hap Palmer</td>
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<td>- Songs for I Love You Rituals and Songs for I Love You Rituals 2 with songs by Dr. Becky Bailey and music by Mar Harmon</td>
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<tr>
<td>- Start Smart Songs for 1s, 2s &amp; 3s – Brain Building Activities by Pam Schiller, KIMBO Educational</td>
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<td>- Toddlers on Parade, KIMBO Educational</td>
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<tr>
<td>- 50 Toddler Sing-Along Songs (2 CDs with 50 activities), Twin Sisters</td>
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<tr>
<th>Picture File</th>
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<tr>
<td>- Collect pictures that relate to this Focus Area – Clothes We Wear. Examples of pictures to collect include:</td>
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<tr>
<td>- people in uniform: fire fighters, police officers, medical personnel, military personnel, construction workers, football players, baseball players, basketball players (pictures reflect diversity)</td>
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<td>- clothing that children wear for bed and for play</td>
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<td>Include small (index card size) as well as larger pictures. Consider mounting the small pictures on index cards. Laminate or cover all of the pictures with clear, self-adhesive paper for durability.</td>
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<tr>
<td>- Post some of the pictures on the wall at toddler’s eye level. Observe to see if toddlers look at the pictures and point to and/or name the objects or people in the pictures. Join them and expand on what they say. For example, say to Megan who has pointed to a picture of a basketball player in uniform and said “Will” say, “Yes, Megan, that’s a boy playing basketball like your brother, Will.”</td>
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<tr>
<td>- Put some of the small pictures in a container and place it in the library area so that it is accessible to children. Observe a child as he takes the pictures out of the box.</td>
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Should the child bring a picture to you, involve him in discussing what he sees in the picture. “That’s a fire fighter putting out a fire.”

- Keep some of the pictures in a basket or tote bag within easy reach. Use the pictures with an individual child or a small group of children. Invite them to name objects and to talk about what is happening in the pictures. Allow children to look at the pictures on their own. Model and talk with them about the proper way to handle the pictures.

- Determine if funds are available to purchase *The Infant/Toddler Photo Activity Library*, a Pam Schiller resource published by Gryphon House.

**Note:** Refer to *Curriculum Tips and Techniques* – Picture File, for additional information about how to organize a picture file.

The toddler environment should always provide equipment and materials for language experiences, manipulative exploration, gross motor and block play, sensory exploration, pretend play and outdoor exploration. The following additions to the environment are intended for the entire topic: *Clothes We Wear*. Each *Weekly Plan Sheet* will specify which materials to add for that week.

### Language Area

- Add the following books:
  - *Clothes We Wear*
  - *People Wear Uniforms for Work and Play*
  - *On My Head*
  - *On My Hands*
  - *On My Feet*

- Add container of pictures that have been laminated or covered with clear self-adhesive paper. (See *Picture File*, page 3 for examples of types of pictures to collect.)

### Manipulative Exploration

- Mitten Match
- Sock Match
- Button Bottles (also Sensory)
- Peg clothespins and plastic container (tub or large mouth plastic bottle to drop clothespins in)

### Gross Motor & Blocks

- Add wood, rubber or vinyl people/career figures (uniforms)
- Tape down textured feet to walk and crawl on (also Sensory)
- Sock toss (balled up socks and soft basket)

**Note:** Store people figures in a clear plastic tub that is labeled with both pictures and words.

### Sensory Exploration

- Add Sensory Bottles (include Button Bottles)

### Pretend Play

- Add large soft dolls that have clothes that can easily be taken off and put on.
- Add diaper bag and doll blankets.
- Have dress-up clothes such as boy’s suit jacket, dance costumes, vests and shirts
that children can put on and take off. Shorten sleeves of shirts to fit children.

- Add accessories such as ties, scarves, purses and men’s wallets.
- Add to the purse and/or wallet items such as sample credit cards received in the mail, play money (bills only) and fake driver’s license.
- Include clothes of different textures.
- Include gloves of different textures, such as cotton gloves, leather gloves, fleece gloves, and rubber gloves.
- Have dress-up clothes with large buttons and snaps. Demonstrate buttoning and snapping. Encourage children to button and snap, assisting as needed.
- Have unbreakable full-length mirror that is securely fastened to wall.
- Add unbreakable hand mirrors.
- Add toy telephones (at least 2).

**Note:** *Dress up clothes in older children’s’ sizes work better than adult sizes.*

**Outdoor Exploration**

- Take some of the items for pretend play outdoors; items such as gloves and purses. For ease in transporting the items outdoors and for collecting them at the end of outdoor time, store them in a container such as a plastic basket.

**Safety Note:** *It is the responsibility of the child care program and each employee to ensure the safety of toddlers in the program. This includes the materials and equipment provided for children’s use. Should you have safety questions, the developers of this curriculum suggest that you consult with your Child Care Licensing Specialist for technical assistance.*

*Curriculum books such as The Creative Curriculum for Infants, Toddlers & 2s, 2nd Edition, contain safety information. See [Curriculum Tips and Techniques, References and Resources](#), for additional resources.*

**Family Experiences**

Send home a note to families stating that for the next few weeks the children will be involved in the Focus Area: **Clothes We Wear**. They will participate in experiences that focus on the clothing they wear, as well as the clothing worn by others in their world. How families can be involved in this Focus Area will depend on the situation of each child and his or her family.

Consider some of the following ways to involve the families:

- Invite families to bring in clothing catalogs.
- Include the titles and authors of some of the children’s books that relate to the Focus Area: **Clothes We Wear**. Suggest that they look for these books in the local library, check them out and read them with their toddler.
- Send home related activities from Infant and Toddler Family Connection.
### #4.1 – Clothes for Different Occasions

**Big Ideas**

Here are some big ideas about the clothes we wear that you can help toddlers explore:

- Clothes have names.
- We wear certain clothes when we come to the center.
- We wear “dress-up” clothes for pretend play.
- We put clothes on our dolls and our stuffed animals.
- We wear certain clothes when we go to special places such as church or parties.
- We wear different clothes when it is hot and when it is cold.

### Featured Books

*Mary Wore Her Red Dress and Henry Wore His Green Sneakers* adapted and illustrated by Merle Peek

**Key:**
- (BB) – Available in Board Book only
- (+BB) – Also available in Board Book

**Note:** See the Book List section, for additional books that can be used if the featured book is unavailable and as supplemental books to read with children.

**Books to Make**

**Clothes We Wear** *(See Attachment: Clothes We Wear)*

**Additional Materials**

- Stuffed animals
- Soft baby dolls
- Doll clothes for dolls and for animals
- Doll bed or cradle
- Doll blankets
- Small suitcase
- Tote bags
- Clothing such as sweater, shirt, jeans, dress, swim suit, and vest to go in suitcase or bag
- Clothing for “dress up” and pretend play: boy’s suit jacket, dance costume, scarves, ties
- Clothing for hot and for cold weather: swim suits, shorts, flip flops, sweater, jacket, cap, gloves/mittens
- Clothing of different textures
**Book List**

*Featured Books

- *Mary Wore Her Red Dress and Henry Wore His Green Sneakers* by Merle Peek
- *A Pocket for Corduroy* by Don Freeman
- *Corduroy* by Don Freeman
- *Froggy Gets Dressed* by Jonathan Logan

**Note:** Review the section in *Curriculum Tips and Techniques* on Reading Books with Children, for suggestions on how to use books with children.

**Benchmarks:**
- 4.4.C Communicates through language
- 4.5.C Shows enjoyment of books and stories

**Book:** *Clothes We Wear (YT & OT)*  
*(See Attachment: Clothes We Wear)*

**Reading Books with Toddlers**

**First Reading** of *Clothes We Wear*

- Place a few articles of clothing in a small suitcase or tote bag; items such as a shirt, jeans, dress, sweater, swim suit, and vest  
  (Items featured in book, if possible)
- Take the suitcase or bag to the book area and say, “I wonder what is in this suitcase?”
- Take out an article of clothing and invite children who have joined you to name it.
- Repeat this with the other items of clothing in the bag.
- Return clothes to suitcase or bag.
- Show children the cover of the book, say the title, and invite them to name the items of clothing they see.
- Show each page and read the text.
- Follow up by showing each page and inviting children to name the item on that page.
- Encourage children to make comments about the items.

**Extension:**

- Display the articles of clothing on the floor.
- Show a page of the book and invite a child to find the corresponding item of clothes from the array on the floor.
- Continue with other articles of clothing that correspond to the ones featured in the book.

**Additional Benchmark:** 6.2.C Applies knowledge to new situations

**Note:** Always begin with real items of clothing before introducing a pictorial representation of the item. Children learn from hands on experiences with concrete items.

**Note:** For younger toddlers with very short attention spans, consider involving them in naming clothing items in suitcase and reading the book at two separate times.

**Note:** The Extension experience of matching clothing to the pictures in the book may be more appropriate for older toddlers.
Second Reading of *Clothes We Wear*
- Place items of clothing that children normally wear to the center in a small suitcase or tote bag.
- Take the suitcase or bag to the book area. Keep it out of children’s sight until the end of the story.
- Show children who join you the cover of the book, say the title, and invite them to name the items of clothing they see.
- Show each page and read the text.
- Bring out the suitcase or bag and say to children, “I wonder what is in this suitcase today?” Invite children to predict what is in the bag.
- Take out an article of clothing such as a shirt and invite children to name it.
- Ask children, “Who is wearing a shirt today?” “Yes, Brandon, Carlye, and Rebecca, you are wearing a shirt today.”
- Continue this experience with each article of clothing.
- Make sure that each child is included in the discussion.

Book: *Mary Wore Her Red Dress and Henry Wore His Green Sneakers* adapted and illustrated by Merle Peeke (OT)

First Reading of *Mary Wore Her Red Dress and Henry Wore His Green Sneakers*
- Begin to sing or say the following as you go to the book area:

  **Mary Wore Her Red Dress**  
  *(Sing or chant)*

  Mary wore her red dress,  
  Red dress, red dress.  
  Mary wore her red dress,  
  All day long.

- Repeat the verse, substituting the name of each child who joins you and an article of clothing the child is wearing.
- Change the last part of the song from, “All day long” to “As he/she comes to story time.”
- Show cover and say title of book.
- Invite children to look at the cover and tell you what they see. Point out the birthday cake if children do not notice it. Ask children whose birthday they think it is.
- Read story with children, allowing time for them to locate each animal and identify the article of clothing featured on the page.
- Conclude by repeating the song, “Mary Wore Her Red Dress.”

Note: *The words and music to “Mary Wore Her Red Dress” can be found on the last page of the book.*

Note: *Children may not know what a bandana is. If you can locate a bandana, show it to children at the end of the story. Invite them to share anything they know about a bandana.*

Second Reading of *Mary Wore Her Red Dress and Henry Wore His Green Sneakers*
- Begin to sing or say “Mary Wore Her Red Dress” as you go to the book area.
- Show cover and give title.
- Read the story with the children.
• Follow up the reading of the story by inviting children to complete the sentence on each page. For example, read "Mary wore her red dress, red dress, _______ (children say "red dress"). Mary wore her red dress _______ (children say "all day long.")"

**Benchmark: 4.4.C Communicates through language**

**Mary Wore Her Red Dress**

*(Sing or chant)*

| Mary wore her red dress,                      |
| Red dress, red dress.                        |
| Mary wore her red dress,                      |
| All day long.                                 |

**Note:** Substitute a different child’s name and an article of clothing the child is wearing each time you sing the song.

**Miss Mary Mack**

*(Suit actions to words)*

| Miss Mary Mack, Mack, Mack,                  |
| All dressed in black, black, black.          |
| With silver buttons, buttons, buttons        |
| All down her back, back, back.               |

| Miss Mary Mack, Mack, Mack,                  |
| All dressed in blue, blue, blue.             |
| She’s dressed in blue, blue, blue,           |
| Dressed in blue like you, you, you (point to children dressed in blue) |

| Miss Mary Mack, Mack, Mack,                  |
| All dressed in green, green, green,          |
| She’s dressed in green, green, green,        |
| The prettiest green I’ve ever seen, seen, seen. (point to children dressed in green) |

| Miss Mary Mack, Mack, Mack,                  |
| All dressed in red, red, red.                |
| She’s dressed in red, red, red,              |
| From her feet to her head, head, head. (point to children dressed in red) |

| Miss Mary Mack, Mack, Mack,                  |
| All dressed in brown, brown, brown.          |
| She’s dressed in brown, brown, brown,        |
| She’s going to town, town, town. (point to children dressed in brown) |

**Note:** Sing the verses with the colors of clothing children are wearing. Include each child in one of the verses. Substitute children’s names for Miss Mary Mack.
I See Ryan  
(Sing to tune of “Are You Sleeping”)  

I see Ryan, I see Ryan, (point to child)  
Yes I do. Yes I do.  
He is wearing white sneakers.  
He is wearing white sneakers.  
Yes, he is. Yes, he is.  

Note: Substitute a different child’s name and an article of clothing the child is wearing each time you sing a verse.  

Note: Encourage children to point to article of clothing included in the verse.  

I See a Girl/Boy  
(Sing or chant)  

I see a girl with a blue dress on.  
Blue dress on, blue dress on.  
I see a girl with a blue dress on.  
Her name is (child’s name).  

I see a boy with a red shirt on,  
Red shirt on, red shirt on.  
I see a boy with a red shirt on.  
His name is (child’s name).  

Note: Sing about each child by substituting a different child’s name and color of a particular article of clothing the child is wearing. Encourage children to look at their own clothing and the clothing of their peers and identify whose clothing is being described.  

I Have Something in My Pocket  
(Sing or chant)  

I have something in my pocket (Put your hand over your pocket)  
That belongs upon my face. (Point to face)  
I keep it very close to me, (Put your hands over your pocket)  
in a most convenient place.  

I know you’ll never guess it (Shake index finger back and forth)  
If you guess a long, long while.  
So I’ll take it out and put it on (Pretend to take something out of your pocket, put it on your mouth, and smile)  
It’s a great big toddler smile.  

Benchmarks: 4.4.C Communicates through language  
6.1.C Gains an understanding of basic concepts and relationships  

Planned Experience: When Will You Wear This? (OT)  

Materials: 2 tote bags of different colors such as red and blue, clothing items for hot and for cold weather: swim suits, shorts, flip flops, sweater, jacket, cap, gloves/mittens
How to begin:
- Take the tote bags and clothing items to an area of the room where there is floor space for you and several children.
- Place the articles of clothing on the floor and say, “I need help putting these clothes in the right bag.”
- Show one tote bag and say, “This blue bag is for clothes we wear when the weather is cold and the red bag is for clothes we wear when it’s hot.”
- Invite a child to select an article of clothing and name it. “Yes, Mali, that’s a swim suit. Would we wear the swim suit when it’s hot or when it’s cold?” “Yes, Mali, we would wear the swim suit when it’s hot, so put it in the red bag.”
- Continue by allowing each child to select an article of clothing, name it, say when you would wear it and put it in the correct bag.

Extension:
- Place the tote bags and the items of clothing in the pretend play area. Observe children as they play with the bags and clothing. Do they sort the clothing by seasons and place them in separate bags?

Note: Label the 2 bags by placing a winter picture on one bag and a summer picture on the other.

Benchmark 4.4.C Communicates through language

Planned Experience: Clothes Have Names (YT & OT)

Materials: plastic lazy Susan spice rack, paper, clear self-adhesive paper, five or six pictures of familiar articles of clothing

How to begin:
- Cut out a circle of paper that will fit inside the lazy Susan.
- Use tape on the back of the clothing pictures to secure them to outer edges of the circle. Space the pictures so there is equal distance between them.
- Cut out a circle of self-adhesive paper and place over the pictures for durability.
- Use tape on back of circle to secure it to the lazy Susan.
- Place the lazy Susan in front of a younger toddler and allow her to experiment with it.
- Show her how to turn it around if she does not discover this on her own.
- When lazy Susan stops turning, point to the picture appearing upright and say to the younger toddler, “Can you show me the shirt?” For the older toddler, ask, “Can you tell me what is in that picture?” and invite child to tell you something about each of the items of clothing.
- Repeat this activity so that toddlers can identify all of the pictures.

Note: Create other circles of pictures with a theme and involve children in identifying, naming and talking about the pictures.

Note: If you have children whose home language is not English and you have learned to say a few “clothing” words in their home language, include these words as the children are participating in this experience.

Additional Benchmark: 4.2.C Identifies with a home language
### Benchmark: 4.4.C Communicates through language

**Planned Experience:** Things I Wear (YT & OT)

**Materials:** photos from the “Things I Wear” section of The Infant/Toddler Photo Activity Library or large pictures of clothing items, each on a separate page

**How to begin:**
- Invite an individual child (younger toddler) or two or three children (older toddlers) to join you in looking at the photos.
- Involve children in naming the items of clothing.
- Personalize the discussion. Invite children to look at the clothes they are wearing. Are they wearing shoes? Are the shoes like the ones in the picture? Do they wear a hat/cap, for example? Where do they wear their hat? Did they bring a jacket to the center today?

**Note:** If you have children whose home language is not English and you have learned to say a few “clothing” words in their home language, include these words as the children are participating in this experience.

**Additional Benchmark:** 4.2.C Identifies with a home language

### Additional Benchmarks:

- **1.3.C** Demonstrates increasing sense of competence and confidence in growing abilities
- **1.4.C** Asserts independence
- **3.3.C** Demonstrates caring and cooperation
- **3.4.C** Tries out roles and relationships through imitation and pretend play

**Planned Experience:** Dressing Baby (YT & OT)

**Materials:** dolls, doll clothes that are easy for children to take off and put on the dolls, blankets for dolls, diaper bag or small tote bag for clothes, doll cradle or bed

**How to begin:**
- Place the doll clothes and blanket in a diaper bag or small tote bag.
- Have several dolls in the pretend play area.
- Take the diaper bag to the pretend play area and say to children, “These baby dolls are cold. They need clothes to keep them warm.”
- Invite children who join you to help dress the dolls.
- Provide assistance if children request it or seem to need a little support and encouragement.

**Extensions:**
- Leave the bag and clothes in the pretend play area for children to use independently. Observe children. Do they dress and undress the dolls? Do they wrap the dolls in a blanket and place them in the doll cradle or bed?

**Note:** Make sure all doll clothes are easy for children to put on and take off the dolls.

**Note:** Provide dolls that reflect different racial and ethnic groups.
Benchmarks:  1.2.C  Becomes aware of self as a unique individual  
        1.4.C  Asserts independence

Planned Experience:  All Dressed Up (YT & OT)

Materials:  camera, photo album with one page per child, index cards, clothes such as dance costumes, boas, vests, big boys sport coat, ties, scarves

How to begin:  
• Explain to children that you will be taking their photos in dress-up clothes.  
• Have the dress-up items on display in the pretend play area.  
• Invite one child at a time to come to the area to have a photo taken.  
• Show the items to the child and ask him to pick out what he would like to wear for his photo.  
• Suggest that he try on the item and look at himself in the mirror.  
• Take the child’s photo in the clothing he has selected.  
• Repeat this process with each child.  
• Place each child’s photo on a separate page in the album.  
• Write a sentence or two about each child on an index card and place the card underneath the photo.  For example, write: Nathaniel is wearing a sport coat and tie.  Nathaniel said, “I’m going to church with my Grandpa.”  
• Write the title on the front of the album:  All Dressed Up.

Extensions:  
• Share the album with the children in small groups or individually. Invite them to name each child. Read with them the words on each page.  
• Invite children to share the album with their families.  Suggest that they tell their families the names of the children in the album.

Note:  Take full body shots of the children.  

Note:  Be aware that some families may be concerned if they see their child dressed in clothing that they feel is inappropriate; for example, a boy dressed in a dance costume or a girl dressed in a tie.

Benchmarks:  1.2.C  Becomes aware of self as a unique individual  
        1.3.C  Demonstrates increasing sense of competence and confidence in growing abilities  
        1.4.C  Asserts independence

Planned Experience:  That’s My Jacket (YT & OT)

Materials:  each child’s jacket or coat

How to begin:  
• Collect each child’s jacket or coat when it is time to go outdoors.  
• Place the jackets on the floor (if carpeted) or on a clean table. Separate the jackets so that they are not piled on top of each other.  
• Invite one child at a time to find his or her jacket.  
• Say, “Yes, Maddie, that’s your jacket.”  If child’s name is in the jacket, read it, show it to the child and say, “Maddie, your jacket has your name in it.”  
• Assist each child as needed in putting on jacket. Allow time for children to do as much for themselves as possible.
Benchmarks:  1.3.C  Demonstrates increasing sense of competence and confidence in growing abilities  
   1.4.C  Asserts independence  
   5.2.C  Develops fine motor skills

Planned Experience:  Clothing Collage (OT)

Materials:  collection of pictures of clothing cut from catalogs, trays approximately 12 x 18 inches, blank sheets of paper, small containers with washable school glue, cotton swabs for spreading glue

How to begin:
- Cut pictures of clothing from catalogs.
- Give each child a tray to contain the materials needed for the experience: paper, container with small amount of glue and cotton swab.
- Place the cutout pictures of clothing items on the table so children can see them.
- Guide each child to choose a few of the pictures. (3 to begin with)
- Talk children through the steps for gluing. Say, “Turn the picture of the boots over. Use the cotton swab to spread a little glue on the back of the picture. Now place the side with glue on your paper. Put it anywhere you want to.”
- Assist children with gluing if they ask you for help.
- Allow the children to glue on as many or as few of the pictures as they choose.

Extension:
- Invite children to tell you the name of the clothing item and, with their permission, write the name of the item underneath the picture. Ask them if they want their name on their paper, and with permission, write the name.

Note:  Consider vinyl place mats for each child if trays are not available.

Note:  Providing individual trays or vinyl place mats for art experiences reduces possible conflicts between toddlers.

Benchmarks:  5.2.C  Develops fine motor skills  
   6.3.C  Develops strategies for solving problems

Planned Experience:  Scarf Box (YT)

Materials:  four or five patterned scarves with different textures, a cylinder shaped chips can such as a Pringles can with plastic lid, or small plastic box with hinged lid (from diaper wipes, or any other small box with a small opening)

How to begin:
- Use an exacto knife to cut an X in the plastic lid of the can.
- Tie scarves together and stuff them into the box.
- Leave one corner of a scarf sticking out of the hole in the lid.
- Place the box on a table or floor for toddlers to discover.
- Observe as a toddler discovers the box and begins to pull out the scarves. Describe what the child has discovered. For example, say, “Ethan, I saw you pull the scarf out. You pulled out four scarves.”

Note:  The exacto knife is to be used by adults when there are no children present and it is to be stored away in a locked cabinet out of reach of children.
**Benchmarks:**

6.1.C Gains an understanding of basic concepts and relationships

6.3.C Develops strategies for solving problems

**Planned Experience:** Match the Bunnies (YT & OT)

**Materials:** 4 or 5 pairs of bunnies (See Attachment: Match the Bunnies), with round tummies cut from soft fabric such as fake fur, fleece, and velvet or velveteen, magnetic or Velcro strips, magnet or felt board (each pair of bunnies tummies should be the same)

**How to begin:**
- Make 4 or 5 pairs of bunnies with round tummies cut from soft fabric such as fake fur, fleece and velvet or velveteen, for example.
- Attach a magnetic or Velcro strip to the back of each bunny.
- Place the bunnies face up on the floor.
- Select one of the bunnies and place it on the felt or magnetic board and say, “Yvonne, I’ve put a soft, fuzzy bunny on the board. Can you find another soft, fuzzy bunny just like this one? That’s right. Now put the soft, fuzzy bunny on the board next to mine.”
- Continue the activity, allowing children turns finding the matching bunnies.
- Encourage children to feel the softness of the bunnies.

**Movement, Music and Gross Motor Experiences**

**Benchmarks:**

5.1.C Develops gross motor skills

6.1.C Gains an understanding of basic concepts and relationships

**Planned Experience:** Dancing with Scarves (YT & OT)

**Materials:** scarves of different colors, CDs or tapes of different types of music, including music from other cultures, CD or cassette player

**How to begin:**
- Place scarves in a basket or other type container.
- Go to an area that is large enough for you and the children to move about without bumping into each other.
- Select a scarf from the container and say, “I’m going to dance with this scarf.”
- Invite children to join you, and one at a time, to select a scarf from the container.
- Remind children who join you that, as they dance, they are to dance without touching others.
- Begin with a slow song such as a waltz.
- Describe your movements. For example, say, “I’m waving the scarf in the air. I’m moving the scarf back and forth in front of my body.” “I’m moving the scarf slowly.”
- End with an experience that allows the children to transition from active to quiet. For example, at the end of a song, say, “I am tired and my scarf is tired of dancing. Let’s sit on the floor with our scarves and rest.”
- Invite one child at a time to return his or her scarf to the container when the dancing experience is over.

**Extensions:**
- Change the type of music to encourage different movements. For example, classical music may encourage slow, flowing movements while music with a more upbeat tempo may encourage movements such as twirling in circle while waving the scarf.
- Include music from other cultures.
• Play marching music such as “Yankee Doodle” while children march around the room waving a scarf in the air like a flag.

**Note:** Be a keen observer of the children as they participate in this experience and bring it to an end when you see that children need to transition to a less active experience.

---

**Transition Times**

**I See Girls/Boys**
- Adapt the song or chant into a transition activity as follows:

  **I See Two Girls**

  I see two girls with red sweaters on,
  Red sweaters on, red sweaters on.
  I see two girls with red sweaters on,
  Their names are (insert children’s names)

**I See Ryan**
(Sing to tune of “Are You Sleeping?”)

I see Ryan, I see Ryan (point to Ryan)
Yes I do. Yes I do.

Ryan is wearing white sneakers.
Ryan is wearing white sneakers.
Yes he is. Yes he is.

**Note:** Sing about each child either individually or in a group until all children have transitioned to the next activity or place.

**Note:** Adapt other finger plays previously listed as transitions to move children from one activity or place to another. Include effective transitions from previous topics.

---

**Family Experiences**

Invite families to bring clothing catalogs to the center. Explain to them that their children will be using the catalogs for various experiences as they learn about clothing.

Ask families whose home language is not English to teach you a few “clothing” words in their home language; words such as shirt, sweater, jacket/coat, and dress. Ask them to write the words in their home language, you write the words in English, then you write them phonetically to help you to say them correctly.

Send home one or both of the following activity sheets from Infant and Toddler Family Connection:

- Activity #26 – “Dressing Up is Fun”  (See Attachment: “Dressing Up is Fun”)
- Activity #30 – “Having Fun with a Friend”  (See Attachment: “Having Fun with a Friend”)

Include a Family Response sheet for each activity.  (See Attachment: Family Response Sheet)
**Younger Toddler**

**Weekly Plan Sheet**

**Week of __________________**  **Topic:** #4.1 – Clothes for Different Occasions  **Caregiver(s) __________________________________**

### Big Ideas
- Clothes have names.
- We wear certain clothes when we come to the center.
- We wear “dress-up” clothes for pretend play.
- We put clothes on our dolls and our stuffed animals.
- We wear certain clothes when we go to special places such as church or parties.
- We wear different clothes when it is hot and when it is cold.

### Changes to the Environment

<table>
<thead>
<tr>
<th>Language Materials / Books</th>
<th>Manipulative Exploration</th>
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<td>Add Match the Bunnies</td>
<td>Add people figures</td>
<td>Add sensory bottles</td>
<td>Add large soft dolls, dress-up clothes, unbreakable full-length mirror, clothing accessories</td>
<td>Take some of the clothing items for pretend play outdoors</td>
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### Experiences for the Week

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<td><strong>First Reading of:</strong> Clothes We Wear – p. 2</td>
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<td>Friday</td>
<td><strong>Books selected from classroom library</strong></td>
<td>FP or Song: I Have Something in My Pocket – p. 5</td>
<td>All Dressed Up – p. 8</td>
<td>Match the Bunnies – p. 10</td>
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Clothes
We Wear
We can wear shirts.
We can wear jeans.
We can wear sweaters.
We can wear vests.
We can wear jackets.
We can wear dresses.
We can wear skirts.
We can wear pajamas.
We can wear swim suits.
We wear clothes.
Match the Bunnies
Activity #26 “Dressing Up Is Fun”

You will need: Container such as a plastic tub or crate
Clothes for “dressing up” that are easy to put on and take off.
Examples: adult shirt that buttons in front (short sleeves or sleeves shortened) scarves, hats, caps, mittens, slipper socks

Try this!

- Join your child in exploring the contents of the box. Talk with him about the clothing items and where they might be worn.

- Let your child try on whatever is in the box. He may put a shirt on backwards or upside down, but that is okay. He is learning to put on and take off clothes. He is also learning to make choices about what to wear.

- Remove items when your child seems to lose interest in them. Add new items for variety.

- Have a full-length mirror for your child to see himself as he dresses up. This helps your child become aware of what he looks like.

Playing “dressing up” with a friend!

- Invite another child over to join your child in playing “dressing up.”

- Have two each of popular items such as hats and caps. Toddlers are probably not ready to share and take turns in their play. When you see your toddler share a toy with someone, make a comment such as, “John, you’re learning how to share.”

Connect with your child’s caregiver!

- Let your child’s caregiver know how much your child enjoys playing “dressing up.”

- Offer to provide items for “dressing up” if there are none available in your child’s program.

Book

_Jesse Bear, What Will You Wear?
By Nancy Carlstrom,
illustrated by Bruce Degen.
New York: McMillan. 1986._
THE FAMILY CONNECTION

Activity #30 “Having Fun with a Friend”

You will need:  Dress-up clothes such as hats, purses and costume jewelry
Camera
Full length mirror

Before you begin:

• Allow your child to invite a friend over to play. The friend may be another toddler, an older child or an adult.

• Talk about the invited person as a “friend.”

Try this!

• Let your child and the invited friend play with the dress-up clothes.

• Take pictures of the two playing together.

• Look at the pictures with your child and talk about what friends do. For example,
  o Friends play together
  o Friends laugh together
  o Friends like to be together
  o Friends sometimes act silly

Make a “Friends” Photo Album

• Let your child help you put the photos in an album.

• Look at the pictures again and talk about what friends do.

• Invite the friend over to look at the pictures with your child.
FAMILY RESPONSE

We’d like to hear from you about this Infant and Toddler Family Connection Activity. Please return this Family Response sheet by ________________

Name of Activity: __________________________________________________

Child’s Name: ____________________________________________________

Tell us who in your family participated in this activity with your child:

___________________  ___________________  ___________________

Help us evaluate the effectiveness of the Family Connection information and activity by rating the items listed below. Check the boxes that best express your opinion.

<table>
<thead>
<tr>
<th>Family Response</th>
<th>Interested</th>
<th>Excited</th>
<th>Bored</th>
<th>Frustrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>My reaction to the information contained in the Family Connection activity</td>
<td>[Smiley face]</td>
<td>[Frown]</td>
<td>[Neutral]</td>
<td>[Frown]</td>
</tr>
<tr>
<td>My child’s reaction as he/she participated in the Family Connection activity</td>
<td>[Smiley face]</td>
<td>[Frown]</td>
<td>[Neutral]</td>
<td>[Frown]</td>
</tr>
<tr>
<td>My reaction and/or reactions of others who participated in the Family Connection activity with my child</td>
<td>[Smiley face]</td>
<td>[Frown]</td>
<td>[Neutral]</td>
<td>[Frown]</td>
</tr>
<tr>
<td>My overall rating for this Family Connection activity</td>
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</table>

Give us any additional comments and suggestions. _______________________

_________________________________________________________________
_________________________________________________________________

Your Name: __________________________________ Date: _______________
#4.2 – Clothes for Bed, Work and Play

**Big Ideas**

Here are some big ideas about clothes we wear that you can help toddlers explore:

- We wear certain clothes when we go to bed at night.
- We wear certain clothes when we play.
- Some people wear special clothes for work and play.

**Featured Books**

- *Five Little Monkeys Jumping on the Bed* by Eileen Christelow (+BB)
- *Pajama Time* by Sandra Boynton (BB)
- *Ten, Nine, Eight* by Molly Bang (+BB)

**Mother Goose Books**

**Key:** (BB) – Available in Board Book only
(+BB) – Also available in Board Book

**Note:** See the Book List section for additional books that can be used if some of the featured books are unavailable and as supplemental books to read with children.

**Storytelling Figures**

- Storytelling figures (felt or magnetic) for the book, *Five Little Monkeys Jumping on the Bed* (See Attachment: Five Little Monkeys)

**Books to Make**

- *People Wear Uniforms for Work and Play* (See Attachment: People Wear Uniforms for Work and Play)

**Additional Materials**

- Pair of child’s pajamas
- Child’s gown
- Tote bag
- Lazy Susan spice rack
- Pictures of people in uniform: fire fighters, police officers, medical personnel, construction workers, football players, basketball players, baseball players
- Pictures of clothing children wear for bed and for play
- Surprise Picture folder

**Book List**

- *Featured Books*
  - *Five Little Monkeys Jumping on the Bed* by Eileen Christelow
  - *Pajama Time* by Sandra Boynton
  - *Ten, Nine, Eight* by Molly Bang

- *Humpty Dumpty and Other Rhymes* by Iona Opie and Rosemary Wells
- *Little Boy Blue and Other Rhymes* by Iona Opie and Rosemary Wells
- *My First Real Mother Goose Board Book* by Blanche Fisher Wright
Reading Books with Toddlers

**Note:** Review the section in *Curriculum Tips and Techniques* on Reading Books with Children, for suggestions on how to use books with children.

**Benchmark:** 4.5.C Shows enjoyment of books and stories

**Book:** *Five Little Monkeys Jumping on the Bed* by Ellen Christelow (YT & OT)

**First Reading** *Five Little Monkeys Jumping on the Bed*
- Go to the book area and begin to say the following:

  **Five Little Monkeys**  
  *(Say first verse only)*

  Five little monkeys jumping on the bed  
  (hold up five fingers)

  One fell off and bumped his head.  
  (rub head)

  Mamma called the doctor and the doctor said  
  (pretend to make telephone call)

  "No more monkeys jumping on the bed!"  
  (shake finger as if scolding)

- Show book cover to children who join you and say, "We’re going to read a book about five little monkeys jumping on the bed."
- Ask children if they have ever jumped on the bed and what Mama said about it.
- Read story with children, allowing time for them to see pictures and make comments about what monkeys are doing on each page.
- Follow up by showing page 4 where monkeys are putting on their pajamas. Ask children if they put on their pajamas. Can they put them on by themselves? Who helps them?
- Show page 32 and invite children to tell you what Mama is wearing as she gets ready for bed.

**Second Reading** of *Five Little Monkeys Jumping on the Bed*
- Go to the book area and begin to say the first verse of *Five Little Monkeys*.
- Show the cover of the book and say the title.
- Read the story with children, pausing to count with children the monkeys on the bed after one has fallen off.
- Follow up by showing page 30, where monkeys are in bed with bandages on their heads. Invite children to discuss what monkeys have on their heads and why.
- Invite children to discuss times they have had bandages or band aids.

**Note:** The counting and discussion experiences will probably be more appropriate for older toddlers. Know your children and adapt the reading steps according to their interests and attention spans.

**Note:** Read the book with individual children who seem particularly interested in the story. Invite lots of discussion about what is happening in the story and relate it to children’s personal experiences.

**Book:** *Ten, Nine, Eight* by Molly Bang (OT)

**First Reading** of *Ten, Nine, Eight*
- Say to children, "I’m going to the book area to read a story about a little girl and her dad. The little girl is getting ready for bed. She has on a yellow gown with round buttons on it."
- Show the cover to the children who join you and read the title.
- Show the title page where the father is holding out his hands to the child. Ask children if they think the little girl’s Dad is going to rock her to sleep. Say, "Let’s read the story and find out."
- Read the story with the children.
- Follow up by asking children if the little girl’s Dad rocked her to sleep.

Second Reading of Ten, Nine, Eight
- Say to children, “I’m going to the book area to read a story about a little girl and her dad. The little girl is getting ready for bed. She has on a yellow gown with round buttons on it.”
- Show the cover to the children who join you and read the title.
- Read each page, pausing to count the objects found on that page. For example, count 10 small toes, 9 soft friends, 8 square windowpanes.
- Follow up the reading by showing each page and inviting children to name the numbered objects on each page. Say, for example, “10 small _____ (toes), 9 soft ____ (friends).”

Note: Read the story again and again with children who are interested and who request it.

Book: Pajama Time by Sandra Boynton (OT)

First Reading of Pajama Time
- Place a pair of children’s pajamas and the book, Pajama Time, in a small bag.
- Say to children, “I’m taking this bag to the book area. I wonder what is in it.”
- Invite children who join you to guess what is in the bag. Give a hint such as, “It’s something we put on when we go to bed at night.” As you pull out the pajamas, say, “That’s right, pajamas are in the bag.”
- Look in the bag and say, “There’s something else in the bag. I wonder what it could be.” Give a hint by saying, “It’s something we read.”
- Take the book out of the bag. Show the cover and title page and say, “The name of this book is Pajama Time.”
- Read the story with the children. Allow time for children to look at the illustrations and encourage their comments.
- Follow up by inviting children to discuss what kind of pajamas they wear at night.

Note: Accept what children say they wear at night. All children may not wear pajamas.

Second Reading of Pajama Time
- Show cover and title page and invite children to say the title of the book with you.
- Read the story with the children. Allow time for them to look at the illustrations and encourage their comments.
- Follow up by showing each page and involving children in discussing what is happening on that page. For example, in the first double spread, involve them in discussing what the 3 animals are doing (swinging, jumping rope, and playing in sand). In the second double page spread, the animals is pulling on the bottoms and putting on the tops. Involve them in describing the pajamas: old, new, colors, stripes, polka dots.

Additional Benchmarks: 6.1.C Gains an understanding of basic concepts and relationships
4.4.C Communicates through language
**Book:** *People Wear Uniforms for Work and Play (OT)*  
*(See Attachment: People Wear Uniforms for Work and Play)*

**First Reading** of *People Wear Uniforms for Work and Play*
- Show cover and invite children to discuss who they see on the cover.
- Say to children, “We’re going to read a story about people who wear uniforms for work and play.”
- Show pictures and read words. Allow children time to look at pictures and comment about what they know about the people featured on each page. Be familiar with any families who might wear uniforms and include comments and questions about them as you and the children discuss the pictures.

**Second Reading** of *People Wear Uniforms for Work and Play*
- Show cover and give title
- Read the story with the children.
- Follow up by showing each page and inviting children to name the people on the page.

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**Benchmark:** 4.5.C Shows enjoyment of books and stories

**Planned Experience:** Storytelling (YT & OT)  
*Five Little Monkeys Jumping on the Bed*  
*(See Attachment: Five Little Monkeys)*

**How to begin:**
- Make either felt or magnetic storytelling figures for the story.
- Read the book and the rhyme with children several times so that they are familiar with the characters and the order of events.
- Use the storytelling figures to tell the story.
- Involve children in placing figures on the storyboard when you feel they can do this.

**Benchmark:** 4.5.C Shows enjoyment of books and stories

**Planned Experience:** Mother Goose Rhymes

**Materials:** Mother Goose book with large illustrations  
Rhymes: *Diddle, Diddle, Dumpling* and *Wee Willie Winkle*

**How to begin:**
- Read the rhyme with the children while showing the illustrations.
- Repeat the rhyme with children.
- Invite children to say the rhyme with you.

**Note:** Read and say other rhymes with children any time there is an opportunity to do so.

**Benchmark:** 4.4.C Communicates through language

**Five Little Monkeys**

- Five little monkeys jumping on the bed  
  (hold up five fingers)
- One fell off and bumped his head.  
  (rub head)
- Mamma called the doctor and the doctor said  
  (pretend to make telephone call)
- “No more monkeys jumping on the bed!”  
  (shake finger as if scolding)
Four little monkeys jumping on the bed
One fell off and bumped his head.
Mamma called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

Three little monkeys jumping on the bed
One fell off and bumped his head,
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

Two little monkeys jumping on the bed
One fell off and bumped his head.
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

One little monkey jumping on the bed
He fell off and bumped his head.
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

This Is the Way
(Suit actions to words)

This is the way we put on our gown,
Put on our gown, put on our gown,
When we get ready for bed.

This is the way we put on our pajamas,
Put on our pajamas, put on our pajamas.
This is the way we put on our pajamas,
When we get ready for bed.

This is the way we put on our pants/jeans/slacks,
Put on our pants, put on our pants.
This is the way we put on our pants,
When we get ready for play.

This is the way we put on our shirt
Put on our shirt, put on our shirt.
This is the way we put on our shirt,
When we get ready for play.

This is the way we put on our jacket,
Put on our jacket, put on our jacket.
This is the way we put on our jacket,
When we go outside to play.

Note: Add other verses with other articles of clothing such as sweater, dress, and shoes. Match the articles of clothing to what children are wearing.

Note: Show pictures of the clothing item as you begin each verse to give children a visual clue.
Note: Learn how to say the names of a few clothing items in the home language of a child/children whose family speaks a language other than English. Incorporate the names into the rhyme.

Additional Benchmark: 4.2.C Identifies with a home language

Are You Sleepy?
(Sing to tune of “Are You Sleeping?)

Are you sleepy, are you sleepy?
Yes I am. Yes I am.
Time to say goodnight. Time to say goodnight.
Kiss, kiss, kiss. Kiss, kiss, kiss.

Note: Consider singing this song to children when they first get on their cots for rest time. Sing the song softly. Sing line two as follows: “Yes you are. Yes you are.” Include a special puppet that kisses each child goodnight (gentle touch on the head).

Benchmark: 4.4.C Communicates through language

Planned Experience: When Do You Wear This – Lazy Susan (YT & OT)

Materials: plastic lazy Susan spice rack, clear self-adhesive paper, five or six pictures of clothing children wear for bed and for play

How to begin:
- Cut out a circle of paper that will fit inside the lazy Susan.
- Use tape on the back of the clothing pictures to secure them to outer edges of the circle. Space the pictures so there is equal distance between them.
- Cut out a circle of self-adhesive paper and place over the picture for durability.
- Use tape on back of the circle to secure it to the lazy Susan.
- Place the lazy Susan in front of a younger toddler and invite him to experiment with it.
- Show him how to turn it around if he does not discover this on his own.
- When the lazy Susan stops turning, point to the picture appearing upright and say to the younger toddler, “Can you show me the pajamas?” For the older toddler, ask, “Can you tell me where you would wear this?” If the child needs prompting, ask, “Would you wear this when you go to bed or when you are playing?”
- Repeat this activity so that the toddler can identify all of the pictures.

Extension:
- Use the same procedure to create a circle of pictures of people dressed in special clothes required for their work: police officer, fire fighter, medical personnel, postal worker, race car driver, carpenter, football player, basketball player, tennis player, for example.
- Invite children to tell you who each person is and/or what they do.
Benchmarks:  4.4.C  Communicates through language  
6.3.C  Develops strategies for solving problems

Planned Experience:  Surprise Picture (OT)

Materials:  letter-size file folder, clear plastic page protector, pictures of people who wear special clothes for work and for play (fire fighter, doctor, nurse, football player, basketball player, construction worker)

How to begin:
- Tape the back of a clear plastic page protector to the inside of the folder.
- Cut the cover of the folder into strips that are 2” to 3” wide. Cut from the edge of the cover to the center fold.
- Insert an 8 ½ x 11 inch picture into the page protector and close the folder.
- Invite one or two children to join you in looking at the “surprise” picture.
- Fold back one strip at a time to reveal a part of the picture and invite children to predict what it is.
- Continue folding back one strip at a time until the entire picture is revealed. If children have not figured out what the picture is, say “Surprise!” as you fold back the last strip.

Extensions:
- Allow all children who are interested a turn with this experience.
- Change out the pictures in the plastic page protector to keep children interested.

Note:  When you invite a child to join you in an activity, make sure the child is not actively engaged in something of interest.

Benchmarks:  1.1.C  Feels valued and attached to others  
3.1.C  Develops trusting relationships with nurturing adults

Planned Experience:  Naptime Rituals and Routines (YT & OT)

Materials:  books about bedtime, naptime and nighttime, soft, soothing music, each child’s comfort item either brought from home or provided by the center

How to begin:
- Gather information from families about children’s sleeping habits and patterns, including naptimes when child is not in the center. This information can better help you understand each child and that child’s naptime needs.
- Encourage families to bring familiar comfort items from home; items that can make falling asleep easier, or have comfort items available in the classroom with each child.
having a special item. Allow children to have the comfort items at naptime.

- Establish consistent daily naptime routines and rituals with children’s books so that children know what to expect when it is time for rest. An example follows:

Collect children’s books about bedtime, naptime and nighttime.
Read a story after lunch, just prior to naptime. Include finger plays that children enjoy.
Read a different story until the children have selected their favorite naptime books and make these books a part of the daily naptime ritual.
Place the books in a special bag or basket that children will learn to recognize as being for a naptime story.

- Place cots or mats in the same place each day. Make sure that you can see each cot.
- Dim the lights, leaving sufficient light so that children and other adults can see you and you can see the children and other adults.
- Play soft, soothing music; music that seems to help children ease into sleep.
- Focus on the children and their individual needs until they are asleep. Know which children need you near and which need soft pats on the back, for example.
- Avoid talking with other adults. This can prevent children from falling asleep.
- Work on planning and projects only after the children are asleep. Keep your activities quiet.
- Know which children need extra time to become fully awake and functioning after naptime, which children need a few minutes on your lap, and which children are immediately ready to become involved in an activity.
- Have available quiet activities for early risers.

Extensions:

- Have a good night puppet that visits each child on his or her cot/mat and gives a good night kiss (gentle touch on the head). You and the children give the puppet a name.
- Keep the puppet in the special bag or basket with the books.

Note: Avoid withholding the puppet’s kisses from a child who may be having difficulty settling down. The puppet’s kiss is a symbol of love, not a reward for “good” behavior.

Note: Take children outdoors each day. Time in fresh air and sunshine and active play can help children be ready for rest and sleep.

Note: The following books relate to naptime and bedtime:

- Goodnight, My Duckling by Nancy Tafuri (+BB)
- Kiss Good Night by Amy Hest, illustrated by Anita Jeram (+BB)
- Ten, Nine, Eight by Molly Bang (+BB)
- Time for Bed by Mem Fox, illustrated by Jane Dyer (+BB)

Benchmarks: 1.3.C Demonstrates increasing sense of competence and confidence in growing abilities

1.4.C Asserts independence

Planned Experience: Can You Do It Too? (YT & OT)

Materials: none

How to begin:

- Pretend to use imaginary objects as you do things that children might do at home to get ready for bed at night. Then ask the children, “Can you do it too?” and invite them to imitate you. Examples follow:
“I am brushing my teeth. Can you do it too?”
“I am taking a bath. Can you do it too?”
“I am putting on pajamas. Can you do it too?”
“I am putting on a gown. Can you do it too?”
“I am listening to a story. Can you do it too?”
“I am pulling up the covers. Can you do it too?”
“I am kissing goodnight. Can you do it too?”
“I am going to sleep. Can you do it too?”

Note: Involve older toddlers in discussing whether they do things with or without help from others. Discuss with them who helps them with the different activities.

Benchmarks: 1.3.C Demonstrates increasing sense of competence and confidence in growing abilities
1.4.C Asserts independence

Planned Experience: Getting Dressed for Bed (YT & OT)

Materials: pajamas and gown (older child’s size)

How to begin:
• Place pajamas and gown in a small tote bag and take the bag to the pretend play area.
• Invite one child at a time to select either the pajamas or the gown to put on over their clothes.
• Guide and assist children as needed to put on and take off the pajamas or gown.

Extension:
• Invite children to locate their own jackets/coats when it is time to go outdoors. Involve them in putting on their own jackets/coats. Guide and assist as needed. If children’s names are in their jackets, point this out to them. Say, for example, “That’s your name in your jacket. It says Marcus.”

Benchmarks: 6.1.C Gains an understanding of basic concepts and relationships
6.3.C Develops strategies for solving problems

Planned Experience: Matching Pajama Tops and Bottoms (YT & OT)

Materials: several sets of pajama tops and bottoms (sets must match) and laundry basket

How to begin:
• Jumble up the pajama tops and bottoms.
• Invite children to help you sort the pajamas by putting together the ones that match.

Extensions:
• Make sets of pajama tops and bottoms that match from fabric scraps. Look for fabrics that have different textures.
• Invite children to help you sort the pajamas by putting together the tops and bottoms that match.

Note: Give younger toddlers fewer sets, two sets, for example. Older toddlers might be able to match five or more sets.
**Benchmarks:** 6.1.C Gains an understanding of basic concepts and relationships  
6.3.C Develops strategies for solving problems

**Planned Experience:** Keeping Myself Clean Bag (OT)

**Materials:** collection of items such as wash cloth, bar of soap, bottle of shampoo, toothbrush, toothpaste and cloth, mesh or paper bag or shoebox

**How to begin:**
- Show the collection of items to two or three toddlers and invite them to name them.
- Help them with items they may not know the name of. Invite them to tell you their experiences with the items.
- Invite them to explore the items and talk with them about the how the items feel.
- Place the items inside a cloth or paper bag or a shoebox with a hole cut in the top that is large enough to allow a toddler to reach inside the box.
- Invite one toddler at a time to reach inside the bag and touch one item, say what it is and bring it out to see if she was correct.
- Continue this activity with other toddlers having a turn.

**Note:** The items are to be used for this activity only and are not intended for children’s play.

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**Benchmark:** 5.1.C Develops gross motor skills

**Planned Experience:** Tiptoe Through the House (YT & OT)

**Materials:** none

**How to begin:**
- Begin to tiptoe in an open space in the room, saying very quietly, finger on lips, “Tiptoe, tiptoe, who will tiptoe with me?” Show toddlers how to tiptoe.
- Tiptoe as long as the toddlers stay interested.

**Extensions:**
- Play a piece of quiet music, asking the toddlers to pretend they need to be very quiet so they don’t wake up the baby or Mommy or Daddy or Grandma, for example.
- Vary the tiptoe pathways (straight, curving and zigzagging).
- Repeat this activity throughout the year.

**Note:** Walking on tiptoe uses the child’s own body weight to develop strength. It also helps with balance.

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**Benchmarks:** 4.2.C Identifies with a home language  
4.3.C Responds to verbal and non-verbal communication  
4.4.C Communicates through language  
5.1.C Develops gross motor skills

**Planned Experience:** Movement and Music (YT & OT)

**Materials:** CD or cassette player and CDs or cassette tapes

**How to begin:**
- Include in your daily schedule a specific time to involve children in moving to music.
- Collect CDs or cassette tapes that include a variety of musical experiences for the children. See Resources for a suggested list on page 3 of the Introduction and Preparation for the Focus Area – Clothes We Wear.
• Review the CDs in advance and select the songs that you think your children will enjoy.
• Vary the songs you use each day. Include some of children’s favorites and add a new one.
• Conclude the movement and music time with a song that will help children calm down from being so active.

Note: Include songs with words from a child’s home language that is not English.

Note: Include movement and music throughout the day, not just at the schedule time.

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**Transition Times**

**No More Wiggles**

• Use the finger play, “I Wiggle” to help children calm down for an experience such as reading or telling a story.

   **I Wiggle**
   
   (wiggle the body parts as they are mentioned)

   I wiggle my fingers,
   I wiggle my toes,
   I wiggle my shoulders,
   I wiggle my nose,
   Now no more wiggles are left in me,
   So I will sit as still as can be.

---

**Tiptoe, Tiptoe**

• Say to children, “Everyone is sleeping. Can you be real quiet as you tiptoe to ______” (state the transition that you want children to make).

**Note:** Adapt other finger plays previously listed as transitions to move children from one activity or place to another.

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**Family Experiences**

If there are families of children in your care who speak a language other than English, invite them to help you learn how to say a few “clothing” words in their home language. Ask them to write the words in their language, then write the words phonetically to help you with the pronunciation.
### Big Ideas

- We wear certain clothes when we go to bed at night.
- We wear certain clothes when we play.
- Some people wear special clothes for work and play.

### Changes to the Environment

<table>
<thead>
<tr>
<th>Language Materials / Books</th>
<th>Manipulative Exploration</th>
<th>Gross Motor Materials &amp; Equipment / Blocks</th>
<th>Sensory Exploration</th>
<th>Pretend Play</th>
<th>Outdoor Exploration</th>
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</thead>
<tbody>
<tr>
<td>Add books: Five Little Monkeys Jumping on the Bed; books from list</td>
<td>Add Matching Pajama Tops and Bottoms</td>
<td>Add people figures</td>
<td>Add sensory bottles</td>
<td>Add large soft dolls, dress-up clothes, unbreakable full-length mirror, clothing accessories</td>
<td>Take some of the clothing items for pretend play outdoors</td>
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### Experiences for the Week

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<tr>
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<td>Experience: When Do You Wear This? – Lazy Susan – p. 6</td>
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<tr>
<td>Tuesday</td>
<td>Select from book list - p. 1</td>
<td>FP or Song: This Is the Way – p. 5</td>
<td>Getting Dressed for Bed – p. 9</td>
<td>Matching Pajama Tops and Bottoms – p. 9</td>
<td>Tiptoe Through the House – p. 10</td>
<td>Tiptoe, Tiptoe – p. 11</td>
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<td>Storytelling Figures: Five Little Monkeys Jumping on the Bed – p. 4</td>
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<td>Thursday</td>
<td>Select from book list - p. 1</td>
<td>FP or Song: This Is the Way - p. 5</td>
<td>Getting Dressed for Bed – p. 9</td>
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<td>Experience: When Do You Wear This? – Lazy Susan – p. 22</td>
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### Big Ideas
- We wear certain clothes when we go to bed at night.
- We wear certain clothes when we play.
- Some people wear special clothes for work and play.

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<td>Add Matching Pajama Tops and Bottoms</td>
<td>Add people figures</td>
<td>Add sensory bottles</td>
<td>Add large soft dolls, dress-up clothes, unbreakable full-length mirror, clothing accessories</td>
<td>Take some of the clothing items for pretend play outdoors</td>
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<tr>
<td>Small pictures of clothes we wear in a basket</td>
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<tr>
<td><strong>Monday</strong></td>
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<td><strong>FP or Song:</strong> <em>Five Little Monkeys</em> – p. 4</td>
<td>Can You Do It Too? – p. 8</td>
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<td>Movement and Music – select from classroom music library – p. 10</td>
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<tr>
<td><strong>Tuesday</strong></td>
<td><strong>First Reading of:</strong> <em>Ten, Nine, Eight</em> – p. 2</td>
<td><strong>FP or Song:</strong> <em>This Is the Way</em> – p. 5</td>
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<td>Tiptoe Through the House – p. 10</td>
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<tr>
<td><strong>Wednesday</strong></td>
<td><strong>First Reading of:</strong> <em>Pajama Time</em> – p. 3</td>
<td><strong>FP or Song:</strong> <em>Are You Sleepy?</em> – p. 6</td>
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<tr>
<td><strong>Thursday</strong></td>
<td><strong>First Reading of:</strong> <em>People Wear Uniforms for Work and Play</em> – p. 4</td>
<td><strong>FP or Song:</strong> <em>This Is the Way</em> – p. 5</td>
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<tr>
<td><strong>Friday</strong></td>
<td><strong>Second Reading of:</strong> <em>Five Little Monkeys Jumping on the Bed</em> – p. 2</td>
<td><strong>FP or Song:</strong> <em>Five Little Monkeys</em> – p. 4</td>
<td>Can You Do It Too? – p. 8</td>
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Five Little Monkeys
Five Little Monkeys
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Five Little Monkeys
Five Little Monkeys
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Five Little Monkeys
People Wear Uniforms for Work and Play
Police Officers wear uniforms.
Fire Fighters wear uniforms.
Doctors and Nurses wear uniforms.
Basketball Players wear uniforms.
Baseball Players wear uniforms.
Football Players wear uniforms.
Boy Scouts and Girl Scouts wear uniforms.
The U.S. Military wears uniforms.
We see people wear uniforms for work and play.
Here are some big ideas about clothes we wear that you can help toddlers explore:

- We wear different things on our head (caps, hats, helmets).
- We wear different things on our feet (flip flops, sandals, shoes, boots, slippers, boots, high heels, sneakers/tennis shoes, socks).
- We wear gloves and mittens on our hands.
- Some people wear different kinds of gloves for their work and play (workman’s gloves, baseball gloves, golf gloves, boxing gloves).

**Featured Books**

Mother Goose Books

Key: (BB) – Available in Board Book only
( +BB ) – Also available in Board Book

Note: See the Book List section for books that can be read with the children.

**Mother Goose Illustrated Rhyme Chart and Puppet**

- Illustrated Mother Goose Rhyme Chart, Three Little Kittens (See Attachment: Three Little Kittens)
- Illustrated Mother Goose Rhyme Chart and puppet, There Was an Old Woman Who Lived in a Shoe (See Attachments: There Was an Old Woman Who Lived in a Shoe – Rhyme Chart and There Was an Old Woman Who Lived in a Shoe – Puppet)

**Books to Make**

- On My Head (See Attachment: On My Head)
- On My Hands (See Attachment: On My Hands)
- On My Feet (See Attachment: On My Feet)

**Additional Materials**

- Mittens of different colors (for Mitten Music)
- Mittens and gloves (for matching)
- Glove puppets
- Socks (for matching)
- Socks (for sock toss)
- Hats/caps (for story reading)
- Storytelling figures for the rhyme Three Little Kittens
- Story bag (can be a pillowcase, laundry bag or a gift bag)
- Tote bag
- Cut out pictures of things to be worn on our heads, hands and feet (for collage)
- Large feet (adult size) cut from textured materials such as bubble wrap, sandpaper, corrugated cardboard, aluminum foil, fake fur
- Pairs of textured feet from materials such as bubble wrap, sandpaper, corrugated cardboard, aluminum foil, fake fur, textured wallpaper samples
Book List

*Featured Books

Caps for Sale by Esphyr Slobodkina
Froggy Gets Dressed by Jonathan London
Hats, Hats, Hats by Ann Morris, photographs by Ken Heyman
Red, Blue, Yellow Shoe by Tana Hoban
Shoes, Shoes, Shoes by Ann Morris
Humpty Dumpty and Other Rhymes by Iona Opie and Rosemary Wells
Little Boy Blue and Other Rhymes by Iona Opie and Rosemary Wells
My First Real Mother Goose Board Book by Blanche Fisher Wright

Note: Review the section in Curriculum Tips and Techniques on Reading Books with Children, for suggestions on how to use books with children.

Benchmarks: 4.5.C Shows enjoyment of books and stories
4.3.C Responds to verbal and non-verbal communication

Book: On My Head (YT & OT) (See Attachment: On My Head)

First Reading of On My Head
- Place a cap and/or hat in a bag and take it to the book area. Say to children, “I have a surprise in my bag. It is something we wear on our head. What is it?”
- Respond to children’s guesses according to what they say. For example, say, “Raymond, you’re right. It’s a cap.” Show the cap.
- Show the cover of the book and say the title. Invite children to name and discuss what they see on the cover.
- Read the story with the children. Allow them time to look at the pictures and make comments about them.
- Follow up by reading the story again; inviting children to say with you what is on each page.

Second Reading of On My Head
- Place the same cap in the bag as in the First Reading and add additional hats and/or caps that are very different from the original cap.
- Say to children, “I’m going to the book area and read a story about caps and hats.”
- Show children who join you the hat you had for the First Reading.
- Read the story with the children.
- Follow up by saying, “I have something else in my bag. What do you think it is?”
- Bring out the second hat and allow the children to examine it. Discuss with older toddlers how the hats/caps are alike and how they are different.

Book: On My Hands (YT & OT) (See Attachment: On My Hands)

First Reading of On Our Hands
- Place a pair of gloves and a pair of mittens in the pocket of a story apron, smock or article of clothing with large pockets. Say to children “I’m going to the book area. I have a surprise in my pocket and I need someone to guess what it is.”
• Say to children who join you, “The surprise I have in my pocket is something we wear on our hands. Can you guess what it is?”  
• Respond to children’s guesses, according to what they say.  
• Read story with children.  Allow them time to look at the pictures and make comments about them.  
• Follow up by inviting children to tell about their experiences with mittens and/or gloves.  

**Second Reading (OT)**  
- Place several pairs of gloves and mittens in the pocket of a story apron, smock of article of clothing with large pockets.  
- Say to children, “I’m going to the book area to read a story about mittens and gloves.”  
- Say the title and read the section of the book about mittens and gloves.  
- Follow up by taking gloves and mittens out of your pocket and giving them to children to examine.  
- Call attention to the difference in gloves and mittens; gloves have five fingers and mittens have two sections, one for thumb and the other section for the four fingers.  
- Invite children to say which are gloves and which are mittens.  
- Show picture in book that reads “Boys and girls wear mittens and gloves.”  
- Invite children to look at pictures and say which are gloves and which are mittens.  

**Additional Benchmark: 6.1.C Gains an understanding of basic concepts and relationships**  

**Book: On My Feet (YT & OT) (See Attachment: On My Feet)**  

**First Reading of On My Feet**  
- Place a pair of flip flops, sneakers and sandals in a tote bag.  
- Say to children, “I’m going to the book area. I have a surprise in my bag and need someone to guess what it is.”  
- Say to children who join you, “We don’t wear it on our head. We don’t wear it on our hands. We wear them on our feet. What are they?”  
- Respond to children’s comments according to what they say.  
- Show the shoes and invite children to name the type they are. Supply names as needed.  
- Read story with children.  Allow them time to look at the pictures and make comments about them.  

**Books (3): On My Head, On My Hands and On My Feet (OT)**  
- Place a hat/cap, a pair of gloves/mittens, and a pair of shoes in a bag. Say, “I have a surprise in my bag. Come join me in the book area to see what I have.”  
- Place the three books on the floor so children can see the covers.  
- Invite children to guess what is in the bag.  
- Say, “Let’s see if you’re right” as you reach into the bag and bring out a hat/cap.  
- Invite children to place the hat/cap on the cover of the appropriate book.  
- Say, “Guess what? I have something else in my bag. I wonder what it is.”  
- Reach into the bag and bring out a glove/mitten.  
- Invite children to place the glove/mitten on the cover of the appropriate book.  
- Reach into the bag and say, “I think there is something else in the bag. I wonder what it is.” Bring out the shoe.  
- Invite children to place the shoe on the cover of the appropriate book.  
- Follow up by picking up one of the items and asking “Where would you wear this? On your head? On your hands? On your feet?”
Repeat this with the three items and return them to the bag.
Read one or more of the books with children if they seem interested.

**Note:** Make sure shoes are clean and sanitized. Caps and hats must be washed if children try them on.

**Additional Benchmark:** 6.3.A Develops strategies for solving problems

### Benchmark: 4.5.C Shows enjoyment of books and stories

**Planned Experience:** Storytelling (YT & OT)
**Three Little Kittens** *(See Attachment: Three Little Kittens)*

**How to begin:**
- Make either felt or magnetic storytelling figures for the rhyme.
- Read the rhyme with children several times so that they are familiar with the characters and the order of events.
- Use the storytelling figures to tell the story.
- Involve children in placing figures on the storyboard when you feel they can do this.

**Three Little Kittens**

The three little kittens
They lost their mittens,
And they began to cry,

Oh, Mother dear,
We sadly fear
Our mittens we have lost.

What? Lost your mittens,
You naughty kittens!
Then you shall have no pie.

*Mee-ow, mee-ow, mee-ow.*

No, you shall have no pie.

The three little kittens
They found their mittens,
And they began to cry.

Oh, Mother dear,
See here, see here,
Our mittens we have found.

Put on your mittens,
You silly kittens,
And you shall have some pie.

*Purr-r, purr-r, purr-r,*
Oh, let us have some pie.

**Note:** Make an illustrated rhyme chart and laminate or cover with clear adhesive to preserve. Read from the chart to the children. Post the rhyme chart in the book area.

---

**Adventures for Toddlers – Focus Area #4 – Clothes We Wear**

*#4.3 – On My Head, On My Hands, On My Feet*
Benchmark: 4.5.C Shows enjoyment of books and stories

Planned Experience: There Was an Old Woman Who lived in a Shoe (YT & OT)

There Was an Old Woman Who Lived in a Shoe

There was an old woman
Who lived in a shoe,
She had so many children
She didn’t know what to do;
She gave them some broth
Without any bread.
She kissed them all soundly
And put them to bed.

- Read the rhyme with the children from a Mother Goose book that has one rhyme per page so that children can see illustrations.

Extensions: There Was an Old Woman Illustrated Mother Goose Rhyme Chart and Puppet
- Make an illustrated rhyme chart for the rhyme. Laminate or cover the chart with clear self-adhesive paper for durability. (Refer to Tips and Techniques, Making Charts, for information on making charts.) (See Attachments: There Was an Old Woman – Rhyme Chart and There Was An Old Woman - Puppet).
- Make a puppet of the Old Woman. Color, laminate or cover with clear self-adhesive paper and attach the figure to a craft stick.
- Read the rhyme at another time, again using a Mother Goose book.
- Show the rhyme chart and again read the rhyme with the children.
- Have the Old Woman puppet give each child a kiss (gentle touch on the head) as you say, “She kissed them all soundly…”
- Post the rhyme chart on the wall at children’s eye level. Observe children and, if they notice the chart, join them in saying the rhyme.

Benchmark: 4.4.C Communicates through language

Planned Experience: Mother Goose Rhymes (YT & OT)

How to begin:
- Read the following Mother Goose rhymes with the toddlers on different days.
- Show them the picture of the rhyme in the Mother Goose book as you read it.
- Read each rhyme several times and encourage children to join in with you in saying the rhyme.

Diddle, Diddle, Dumpling

Diddle, diddle, dumpling, my son John
Went to bed with his stockings on;
One shoe off, and one shoe on.
Diddle, diddle, dumpling, my son John.
Miss Mary Mack  
*(Sing or chant and match actions to words)*

Miss Mary Mack, Mack, Mack, 
All dressed in red, red, red. 
She wore a cap, cap, cap, 
Upon her head, head, head.

Miss Mary Mack, Mack, Mack, 
Walked down the street, street, street. 
With dirty sneakers, sneakers, sneakers, 
Upon her feet, feet, feet.

Miss Mary Mack, Mack, Mack, 
Put on her mittens, mittens, mittens. 
And went to look, look, look, 
For her three little kittens, kittens, kittens.

New Shoes

Come quick and see
What I have new. 
Mom just bought me 
Shoes that are bright blue.

They help me jump, 
They help me run. 
In my new blue shoes, 
I’m having so much fun!

Benchmarks: 6.1.C Gains an understanding of basic concepts and relationships  
6.3.C Develops strategies for solving problems

Planned Experience: Mitten Match (YT & OT)

Materials: assortment of pairs of mittens and/or gloves; mittens of different colors and patterns, basket

How to begin:
- Place the mittens and/or gloves in a basket. 
- Sit at a table or on the floor and say, “I need help matching these mittens.” 
- Show a mitten to the children who join you and invite one child to help you find the match. Say, “Orlonda, can you find a mitten just like this one. That’s right, Orlonda, these two mittens are just alike.”
- Put the matched pair on the table. 
- Continue this activity with other children until all of the mittens are matched. 
- Invite children to help you return the mittens to the basket.

Extension:
- Separate the mittens so that pairs are not together. Place the basket on a shelf or table or in the pretend play area for toddlers to use independently. Observe to see if children select the basket and separate the mittens into pairs.
### Planned Experience: Sock Match (YT & OT)

**Materials:** assortment of pairs of socks; socks of different colors and patterns, patterns

**How to begin:**
- Place the socks in a basket.
- Sit at a table or on the floor and say, "I need help matching these socks."
- Show a sock to the children who join you and invite one child to help you find the match. Say, "Deanna, can you find a sock just like this one? That's right, Deanna, these two socks are just alike."
- Place the matched pair on the table.
- Continue this activity with other children until all of the socks are matched.
- Invite children to help you return the socks to the basket.

**Extension:**
- Separate the socks so that pairs are not together. Place the basket on a shelf or table or in the pretend play area for toddlers to use independently. Observe to see if children select the basket and separate the socks into pairs.

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### Planned Experience: Head, Hands or Feet? (OT)

**Materials:** pictures of things worn on head, hands and feet; purchased or collected pictures

**How to begin:**
- Invite a small group of toddlers to join you for this experience.
- Explain to children that they will play a game with you. You will show them a picture and they will say and show where they would wear it: on their head, their hands or their feet.
- Show a picture of a cap, for example, and say, "Where would you wear this cap? Show me."
- Reinforce toddler’s correct answers. "That’s right. You would wear the cap on your head."
- Continue with this activity as long as children remain interested.

**Note:** When you invite a child to join you in an activity, make sure the child is not actively engaged in something of interest.

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### Planned Experience: Whose Socks? (OT)

**Materials:** an assortment of socks: men’s tube socks, men’s dress socks, ladies socks in different colors and/or patterns, socks for babies and several sizes and colors of children’s socks, basket

**How to begin:**
- Place an assortment of socks in a basket.
• Invite a small group of children to help you find out whose socks are in the basket.
• Pull out a pair of socks, men's tube socks, for example, and say, “These socks are big. I wonder who might wear these socks?”
• Continue to show pairs of socks, describe them and invite children to say who might wear these socks.
• Describe the size, color and patterns of the socks.
• Invite children to show you the socks they are wearing and to comment on the size and the color.

Extension:
• Select three socks of obviously different sizes; man’s tube sock, infant sock and a child’s sock, for example. Place them on the table and invite a child to find the biggest sock and the smallest sock.
• Place the basket of socks where children can play with them independently; on a table or in the pretend play area, for example.
• Use the socks in this experience for other experiences in this topic.

**Self, Social and Emotional Experiences**

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<tr>
<th>Benchmarks: 1.3.C Demonstrates increasing sense of competence and confidence in growing abilities</th>
</tr>
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<tbody>
<tr>
<td>1.4.C Asserts independence</td>
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</table>

Planned Experience: Putting Socks on Our Dolls (YT & OT)

Materials: dolls and pairs of infant’s/children’s socks that can easily fit on the feet of the doll, bag

How to begin:
• Place dolls and infant’s socks in a bag.
• Take bag to the pretend play area and say, “The dolls have cold feet. They need someone to help put socks on their feet.”
• Model putting socks on the dolls for children who join you.
• Take the socks off of the dolls and invite children to put them back on. Encourage and assist children who ask for or seem to need your help.

Extension:
• Provide stuffed animals with feet and socks that can easily fit on them. Encourage children to put the socks on the feet of the animals.

**Note:** Make sure the socks you provide are large enough so that children can be successful in putting them on the feet of the dolls and/or animals.

**Sensory and Art Materials and Experiences**

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<thead>
<tr>
<th>Benchmarks: 5.2.C Develops fine motor skills</th>
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<tbody>
<tr>
<td>6.1.C Gains an understanding of basic concepts and relationships</td>
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<tr>
<td>6.2.C Applies knowledge to new situations</td>
</tr>
<tr>
<td>6.3.C Develops strategies for solving problems</td>
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</tbody>
</table>

Planned Experience: Feely Sock (YT & OT)

Materials: adult-size tube sock, familiar toys such as a small wooden block, large bead, small car, small plastic animal

How to begin:
• Show the toys to one or two children and allow them to examine the toys. Invite them to name them. Talk with them about how the toy feels.
• Place two of the toys inside the sock as children watch you.
• Invite a child to reach inside the sock, touch one of the toys, say what it is and bring it out of the sock to see if she was correct.
• Return the toy to the sock and repeat the experience with another child.
• Continue this experience with two other toys.

Extension:
• Increase the number of items in the sock as children experience success with two.
• Place other items such as cotton ball, wash cloth, and small rubber ball in the sock; items with different textures.

Note: Consider putting only one toy in the sock for younger toddlers. Invite them to reach inside the sock, remove the toy and name it.

Benchmarks: 5.2.C Develops fine motor skills
5.3.C Coordinates eye and hand movements
5.4.C Develops self-help skills
6.1.C Gains an understanding of basic concepts and relationships
6.3.C Develops strategies for solving problems

Planned Experience: Head, Hands and Feet Mural (OT)

Materials: long sheet of butcher paper, pre-cut pictures of items that are worn on head, hands and feet (look for pictures where the items is obvious; for example a headshot of a person wearing a cap), glue in small containers, cotton swabs

How to begin:
• Divide the butcher paper into three sections. At the top of one section, write “Head” and include a picture of a hat or cap. At the top of one section, write “Hands” and include a picture of gloves/mittens. At the top of the third section, write “Feet” and include a picture of shoes/boots.
• Invite two children at a time to join you for this experience.
• Show the divided butcher paper to the children and involve them in naming the item in each section. Say, “Yes, that’s a hat. We wear hats on our head” as you point to the word “Head.”
• Display an array of pictures face up.
• Invite each child to select a picture and tell you what it is. Ask, "Do the shoes go on our head, our hands or our feet? That’s right. Shoes go on our feet. Show me where your picture goes."
• Guide children to turn their pictures over and use a cotton swab to apply glue and place picture on the correct section of the mural.
• Allow children to select more than one picture if they are interested.
• Invite two other children to join you for this experience.

Extension:
• Post the mural on the wall at the children’s eye level.
• Invite children to show their families the mural and name the items they glued to it.

Note: If you can find pictures of a head shot only, hands only, and feet only, these can be used in place of the pictures of a hat, gloves, and shoes.

Note: When you invite a child to join you in an activity, make sure the child is not actively engaged in something interesting.
Benchmark: 5.1.C Develops gross motor skills

Planned Experience: Sock Toss (YT & OT)

Materials: balled-up socks and a soft basket to throw into

How to begin:
- Locate the activity in an area of the room that is out of the pathway of children.
- Begin to throw the sock balls into the basket.
- Invite a couple of children to join you if they do not voluntarily do so.
- Give each child two of the sock balls and suggest where they should stand as they try and throw the sock balls into the basket.
- Allow each child a turn to throw his two sock balls.
- Adjust where children stand to help them be successful.
- Allow other interested children a turn with the tossing game.
- Continue the activity as long as children remain interested.

Extensions:
- Offer this as an alternative when a toddler throws an inappropriate toy. Provide a verbal explanation of why you are offering the alternative experience. For example, say, “Jacob, I can’t allow you to throw that hard truck. It might hit someone and hurt them. You can roll the truck on the floor or throw this soft sock ball into this bucket.”
- Consider providing other soft objects that children can safely throw in a designated area. Nylon-net puffs (usually used for bathing), soft fleece or felt balls are safe alternatives.

Note: When you invite a child to join you in an activity, make sure the child is not actively engaged in something interesting.

Benchmark: 6.1.C Gains an understanding of basic concepts and relationships

Planned Experience: Mitten Music (YT & OT)

Materials: Solid colored pairs of mittens in colors such as red, blue, yellow, and green, either real or from cardstock

How to begin:
- Hold a pair of blue mittens behind your back and begin to sing the following song:

  **Mitten Music**

  *(Sing to tune of “Where Has My Little Dog Gone?)*

  Oh where, oh where did my **blue** mittens go?
  Oh where, oh where can they be?
  Oh, I have looked high and I have looked low.
  Oh where, oh where can they be?

- Show blue mittens as you sing the last line of the song.
- Repeat the song, replacing the underlined word with another color and showing that color mittens.

Extension:
- Show older toddlers a pair of the mittens and invite them to name the color before you sing the verse.
### Benchmarks:
- 5.1.C Develops gross motor skills
- 6.1.C Gains an understanding of basic concepts and relationships

### Planned Experience: Take a Textured Walk (YT & OT)

**Materials:** large feet (adult size) cut from textured materials such as bubble wrap, sandpaper, corrugated cardboard, aluminum foil, fake fur

**Hot to begin:**
- Cut out large feet (adult size) from textured materials such as bubble wrap, sandpaper, corrugated cardboard, aluminum foil, fake fur
- Attach feet securely to the floor in a path that toddlers can easily follow.
- Invite toddlers to take off their shoes and socks and follow the path.
- Observe toddlers to see their reactions to the different textures.
- Make comments such as, “This fur really feels soft. Eric, can you feel the soft fur?” Ask, “Which foot feels the best? Do you like the soft foot (touch the fur one), the bumpy one (touch the bubble wrap), or the rough one (touch the sandpaper)?”

**Extensions:**
- Invite toddlers to crawl on the textured feet.
- **Match the Feet (OT):** Make pairs of small textured feet from materials such as bubble wrap, sandpaper, corrugated cardboard, aluminum foil, fake fur or textured wallpaper samples. Place the pairs on the table and invite a toddler to find the two feet that are alike; that feel the same.

### Who Has a Mitten Just Like Mine?

- Have a collection of pairs of real mittens or identical pairs made from cardstock. Make sure mittens are different in color and/or pattern.
- Keep one of each pair of mittens and allow children to select the mates.
- Show a mitten and say, “Who has a mitten just like mine?” “Yes, Brianna, you have a mitten just like mine.”
- Transition each child to the next activity as a match is made.

**Extension:**
- Substitute socks for mittens and follow the same procedures.

### Hands in Lap

- Use part of the finger play, “Open, Shut Them” to get children’s attention and help them calm down for an experience such as reading or telling a story.

#### Open, Shut Them
*(Suit actions to words)*

Open, shut them.
Open, shut them.
Give a little clap.

Open, shut them.
Open, shut them.
Put them in your lap.

**Note:** Adapt other fingerplays previously listed as transitions to move children from one activity or place to another.
# Weekly Plan Sheet

**Week of __________________**  
**Topic:** #4.3 On My Head, On My Hands, On My Feet  
**Caregiver(s) __________________________________**

## Big Ideas
- We wear different things on our head (caps, hats, helmets).
- We wear different things on our feet (flip flops, sandals, shoes, boots, slippers, boots, high heels, sneakers/tennis shoes, socks).
- We wear different gloves and mittens on our hands.
- Some people wear different kinds of gloves for their work and play (workman’s gloves, baseball gloves, golf gloves, boxing gloves).

## Changes to the Environment

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<thead>
<tr>
<th>Language Materials / Books</th>
<th>Manipulative Exploration</th>
<th>Gross Motor Materials &amp; Equipment / Blocks</th>
<th>Sensory Exploration</th>
<th>Pretend Play</th>
<th>Outdoor Exploration</th>
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<tr>
<td>Add books: On Our Head, On Our Hands, On Our Feet, books from list, Small pictures of clothes we wear in a basket</td>
<td>Add Mitten Match, Sock Match</td>
<td>Add people figures Tape down textured feet to walk and crawl on</td>
<td>Add sensory bottles, Tape down textured feet to walk and crawl on</td>
<td>Add large soft dolls, dress-up clothes, unbreakable full-length and hand mirrors, clothing accessories, clothing of different textures</td>
<td>Take some of the clothing items for pretend play outdoors</td>
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<tr>
<td></td>
<td>Experience: Mother Goose Rhymes – p. 5</td>
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<td></td>
<td>Experience: Mitten Match – p. 6</td>
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<td>Experience: Sock Match – p. 7</td>
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<tbody>
<tr>
<td>Monday</td>
<td><strong>First Reading of:</strong> <em>On My Head</em> – p. 2</td>
<td>FP or Song: <em>Miss Mary Mack</em> – p. 6</td>
<td>Putting Socks on Our Dolls – p. 8</td>
<td>Feely Sock – p. 8</td>
<td>Take a Textured Walk – p. 11</td>
<td>Who Has A Mitten Just Like Mine? – p. 11</td>
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<tr>
<td>Wednesday</td>
<td><strong>First Reading of:</strong> <em>On My Feet</em> – p. 3</td>
<td>FP/Song/Illustrated Rhyme Chart or Puppet: <em>There Was an Old Woman</em> – p. 5</td>
<td>Putting Socks on Our Dolls – p. 8</td>
<td>Feely Sock – p. 8</td>
<td>Sock Toss – p. 10</td>
<td>Who Has A Mitten Just Like Mine? – p. 11</td>
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<td><strong>Experience:</strong> <em>Sock Match</em> – p. 7</td>
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<td><strong>Experience:</strong> <em>Head, Hands or Feet</em> – p. 7</td>
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<tr>
<td>Friday</td>
<td><strong>Second Reading of:</strong> <em>On My Head</em> – p. 2</td>
<td>FP or Song: <em>New Shoes</em> – p. 6</td>
<td>Putting Socks on Our Dolls – p. 8</td>
<td>Feely Sock – p. 8</td>
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</table>
Three Little Kittens - Make 3 sets of mittens. Design your own patterns or colors to make matched sets. Attach the matched pairs with yarn glued to the “x” on each mitten.
Make three kittens, each with a different color fur.
There Was an Old Woman Who Lived in a Shoe
Illustrated Mother Goose Rhyme Chart
There Was an Old Woman Who Lived in a Shoe
Illustrated Mother Goose Rhyme Chart
There Was an Old Woman Who Lived in a Shoe
Puppet
On My Head
A Police Officer wears a hat.
A Construction Worker wears a hard hat.
A Football Player wears a helmet.
A Baseball Player wears a ball cap.
Boys and girls wear hats and caps.
We wear hats on our head.
On My Hands
Boys and girls wear mittens and gloves.
Men and women wear mittens and gloves.
Workers wear gloves.
A Boxer wears gloves.
We wear gloves and mittens on our hands.
On My Feet
We can wear socks.
We can wear shoes.
We can wear boots.
We can wear sandals and flip flops.
We wear shoes, socks, boots, sandals and flip flops on our feet.
#4.4 – Fasteners, Pockets and Accessories

**Big Ideas**

Here are some big ideas about clothes we wear that you can help toddlers explore:

- Clothes have buttons, zippers, snaps and Velcro®.
- Clothes have pockets.
- We carry things in pockets, purses, wallets and bags.

**Featured Books**

*A Pocket for Corduroy* by Don Freeman  
*Corduroy* by Don Freeman

Mother Goose Books

**Materials to Collect and Make**

**Key:**  
(BB) – Available in Board Book only  
(+BB) – Also available in Board Book

**Note:** See the Book List section for additional books that can be used if some of the featured books are unavailable and as supplemental books to read with children.

**Storytelling Figures**

- Locate at A Story a Month on the Arkansas Better Beginnings website:  
  Storytelling figures (either felt or magnetic) for the book, *Corduroy* (A Story a Month)

**Additional Materials**

- Stuffed bears  
- Story apron or smock with large pockets to hold props  
- Story bag (can be a cloth bag, pillowcase or a paper gift bag  
- Overalls that button on shoulder (child size preferred)  
- Clothing with buttons, zippers, snaps and Velcro closures  
- Purses, wallets and tote bags  
- Items to go in purses and men’s wallets: sample credit cards received in mail, play money/bills only, driver’s license  
- Card stock buttons of different colors (3” in diameter)  
- Photo name cards for each child

**Book List**

*Featured Books*

*Humpty Dumpty and Other Rhymes* by Iona Opie and Rosemary Wells  
*Little Boy Blue and Other Rhymes* by Iona Opie and Rosemary Wells  
*My First Real Mother Goose Board Book* by Blanche Fisher Wright
Note: Review the section in Curriculum Tips and Techniques on Reading Books with Children, for suggestions on how to use books with children.

Benchmarks: 4.5.C Shows enjoyment of books and stories

Book: Corduroy by Don Freeman (OT)

First Reading of Corduroy

- Place a pair of overalls (one button on and one button off), button, stuffed bear and book, Corduroy, in a tote bag.
- Say to children, “I’m taking this bag to the library area. I wonder what’s in it.”
- Invite children who join you to guess what’s in the bag.
- Bring out the pair of overalls and show to children. Call attention to the missing button. Say, “I wonder where the button is.”
- Reach into the bag and take out the button. Say, “Here’s the missing button. How do you think I can get the button back on the overalls?” Accept all answers. If no child says, “Sew it on”, you say, “I think the best thing to do is sew it on. I’ll have to do that later.” Return overalls and button to the bag.
- Say, “There’s something else in the bag. I wonder what it is.”
- Bring out the bear and the book and say, “This bear’s name is Corduroy and this book is about a bear whose name is Corduroy. I’m going to sit Corduroy beside me so he can listen to the story with us.”
- Show cover and invite children to tell you what they see.
- Read/tell story to children. (See Note)
- Review the book by showing cover and inviting children to discuss that Corduroy’s overalls have a missing button. Show page 31 and invite children to tell you what is happening on this page. (Lisa is sewing button on Corduroy’s overalls)

Note: Consider telling all or part of this story to children because of its length and because some of the details may not be understood by or be of interest to children. Pages 9 through 24 could easily be told rather than read as you show the pictures. Whether reading, telling, or combining reading and telling of a story, always show the appropriate pictures in the book. A suggested “telling” of the story follows.

Corduroy was a bear in a toy store. One day a little girl whose name was Lisa came into the store with her mother. Lisa saw Corduroy and said, “Look! That’s the very bear I’ve always wanted.” But her mother said that Lisa couldn’t have Corduroy, that he “doesn’t look new. He’s lost the button to one of his shoulder straps.” Corduroy was very sad. That night Corduroy went to look for his button. He went up the escalator and saw tables, chairs, lamps and sofas. He found a button on a mattress and tried to pull it off. He knocked over a tall lamp and that made lots of noise. The night watchman found Corduroy and took him back downstairs and put him on the toy shelf.

The next morning Lisa came into the store and bought Corduroy. She said, “I’m Lisa and you’re going to be my very own bear.” She took him home and showed him a little bed just the right size for him. Lisa sat Corduroy on her lap and sewed a button on his overalls.

“You must be a friend,” said Corduroy. “I’ve always wanted a friend.”

Note: Sew the button on Corduroy’s overalls before the Second Reading.
Second Reading of *Corduroy*
- Place a pair of overalls (both buttons on), a stuffed bear and the book, *Corduroy*, in a tote bag.
- Say to children, “I’m taking this bag to the library area. I wonder what is in it.”
- Invite children who join you to guess what is in the bag.
- Bring out the overalls and ask children if they remember that a button was missing from the overalls and now it is not missing. Ask children, “How do you think this button got back on the overalls?”
- Bring out the bear and the book and say, “I sewed on the button, just like Lisa did in this book, *Corduroy.*” Show the page where Lisa is sewing on the button.
- Sit the bear beside you and read/tell the story to the children.
- Follow up the reading by showing the pages and inviting children to tell you what is happening on each page.

**Book: A Pocket for Corduroy by Don Freeman**

First Reading of *A Pocket for Corduroy* (OT)
- Place a small stuffed bear, the book, *A Pocket for Corduroy*, and a name card with Corduroy written on it in the pocket of a story apron, smock or other article of clothing with large pockets.
- Go to book area and begin to sing the following song:

  **I Have Pockets**
  *(Sing to tune of “Are You Sleeping?”)*

  I have pockets, I have pockets.
  Yes, I do! Yes, I do!
  I have great big pockets.
  What about you?

- Show children who join you the pockets on your apron or smock. Invite them to look at their clothing to see if they have pockets. Do they have anything in the pockets?
- Say, “I have something in my pocket. What do you think it is?”
- Reach into your pocket and pull out the stuffed bear and the book and say, “Here’s Corduroy and another book about Corduroy.
- State the title of the book and invite children to look at the cover to see the pocket on Corduroy’s overalls.
- Read/tell the story to the children, showing pictures so all children can see them.
- Take out of your pocket the card on which Corduroy is written and show it to the children. Say, “This says Corduroy.”

**Note:** Consider telling all or parts of the story because of its length and because some of the details may not be easily understood or be of interest to the children. Whether reading, telling, or combining reading and telling a story, always show the appropriate pictures in the book. A suggested telling of the story follows.
Lisa and her mother took their laundry to the Laundromat. Lisa took Corduroy with her. She sat Corduroy in a chair and said, “Now, Corduroy, you sit right there and wait for me. I’m going to help with our wash.”

Corduroy heard Lisa’s mother tell her to take everything out of her pocket so her things don’t get wet and soapy in the washing machine. Corduroy looks at his overalls and says, “I don’t have a pocket. I must go find something to make a pocket out of.”

Corduroy looked at towels, washcloths and he climbed into a laundry bag filled with wet clothes. When Lisa and her mother started to leave the Laundromat, Lisa couldn’t find Corduroy. She didn’t want to leave without him, but her mother said, “You can come back tomorrow. I’m sure you’ll find him.”

A man came in and picked up his laundry bag with Corduroy in it. When he tossed his wet laundry into the dryer Corduroy fell out. The man dried Corduroy’s wet overalls and put them back on Corduroy and sat him on top of a washing machine. The man left and Corduroy was all alone in the Laundromat.

Corduroy found a box of white soap flakes and thought it was snow. He accidentally tipped over the box and was covered with soap flakes. He slid in the soap flakes right into a laundry basket where he went to sleep.

The next morning Lisa came back to the Laundromat and found Corduroy and took him home. Corduroy told her he got out of the chair where she had put him because he was looking for a pocket. When they got home, Lisa sewed a pocket on Corduroy’s overalls. “And here is a card I’ve made with your name on it for you to keep tucked inside,” she said.

“I’ve always wanted a purple pocket with my name inside,” said Corduroy as he and Lisa nuzzled noses.

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**Second Reading of A Pocket for Corduroy**

- Take the pocket chart with children’s photo name cards to the book area. Keep it out of sight until the end of the story. (Refer to *Whose Pocket is This?* page 8)
- Begin to sing “I Have Pockets” as in First Reading.
- Show cover and give title of book to children who join you.
- Read/tell the story.
- Show Corduroy’s name card at the end of the story.
- Follow up by showing children the pocket chart. Say, “Just like Corduroy, you have a pocket. Your pocket on the chart has something special in it.”
- Point to one of the pockets and say, “This pocket says Darien. I wonder what is in the pocket. Darien, see what’s in your pocket.”
- Respond to what children say about what they pull out of their pocket. For example, say, “Yes, Darien, that’s your picture and your name on the card. Now put it back and let’s see what’s in Rachel’s pocket.”
- Repeat this until each child has an opportunity to pull his/her photo name card from the pocket and return it.
Benchmark: 4.5.C Shows enjoyment of books and stories

Planned Experience: Storytelling (OT)  
*Corduroy* (A Story a Month)

**How to begin:**
- Make either felt or magnetic storytelling figures for the story.
- Read the book with children several times so that they are familiar with the characters and the order of events.
- Use the storytelling figures to tell the story.
- Involve children in placing figures on the storyboard when you feel they can do this.

Benchmark: 4.4.C Communicates through language

**I Have Something in My Pocket**  
(Sing or chant)

I have something in my pocket  
That belongs upon my face.  
I keep it very close to me,  
In a most convenient place.

I know you'll never guess it  
If you guess a long, long while.  
So I'll take it out and put it on  
It's a great big toddler smile.

**Note:** Consider wearing a story apron or a smock with large pockets.

**Little Red Box**

I wish I had a little red box  
To put my *Corduroy* in.  
I'd take him out  
And kiss, kiss, kiss,  
And put him back again.

**Note:** Have a stuffed teddy bear in a red box as you sing the song with the children. Take the bear out as you sing, “I'd take him out” and blow kisses at him. Invite children to join you in blowing kisses before returning the bear to the box.

**Where’s the Red Button?**  
(Sing to tune of “Where is Thumbkin?”)  
(Large 2” – 3” red button from cardstock)

Where’s the red button? (red button in hand behind back)  
Where’s the red button?  
Here it is! (show button)  
Here it is!  
Here’s the red button,  
Here’s the red button.  
Yes, it is.  
Yes, it is.

**Note:** Repeat the rhyme, substituting buttons of other colors in each verse.
Who Has the Yellow Button?
*(Sing to tune of “Where is Thumbkin?”)*

- Provide card stock buttons (2” – 3” diameter) of different colors; at least 3 of each color.
- Keep one of the buttons of each color and distribute the others to the children.
- Show a button and sing the following song:

  Who has the yellow button?
  Who has the yellow button?
  Can you tell who?
  Can you tell who?
  Maria and Antonio have the yellow button.
  Maria and Antonio have the yellow button.
  Yes, they do.
  Yes, they do.

**Note:** Sing additional verses to include all of the colors of buttons that children have.

---

Corduroy, Corduroy
*(Suit actions to words)*

Corduroy, Corduroy,
  Turn around.
Corduroy, Corduroy,
  Touch the ground.
Corduroy, Corduroy,
  Touch your shoe.
Corduroy, Corduroy,
  Say how do you do.

**Note:** Substitute children’s names in the rhyme as follows:

Nicholas, Nicholas,
  Turn around
Nicholas, Nicholas,
  Touch the ground.
Nicholas, Nicholas,
  Touch your shoe.
Nicholas, Nicholas,
  Say how do you do.

**Note:** Consider having a teddy bear to give directions.

Corduroy, Corduroy
  Says “Turn around.”
Corduroy, Corduroy
  Says, “Touch the ground.”
Corduroy, Corduroy
  Says, “Touch your shoe.”
Corduroy, Corduroy
  Says “How do you do.”
Benchmarks: 4.4.C Communicates through language
6.3.C Develops strategies for solving problems

Planned Experience: Guess What's in My Pocket (YT & OT)

Materials: story apron, smock or other article of clothing that has a large pocket, small stuffed or rubber/vinyl animals that are familiar to children and that will fit in the pocket so that children cannot see them

How to begin:
- Wear an apron, smock or other article of clothing that has a large pocket.
- Place the animal in the pocket so that children cannot see it.
- Invite children to join you in the book area.
- Say to children, “I have something in my pocket and I need you to guess what it is.”
- Begin to describe one of the animals to children who join you and invite them to guess what it is. For example, say it has soft fur and sharp claws. It says “Meow! What is it?” When children respond correctly, say, “That’s right. It’s a cat. Let’s say a poem about a cat.”
- Say the Mother Goose rhyme “Three Little Kittens” with the children as you show the pictures.

Extensions: (OT)
- Repeat this activity at other times, changing the animals and language experience. For example, you might have a dog and sing the song, “How Much is That Doggie in the Window.”
- Place a small teddy bear in the pocket and involve older toddlers in the guessing game as a way to introduce the book Corduroy or A Pocket for Corduroy.

Extensions: (YT)
- Place an object in the pocket to involve the children in a guessing game as a way to introduce books to young toddlers.
  - A plastic spider or animal character for the book The Very Busy Spider

Benchmark: 4.5.C Communicates through language
6.1.C Gains an understanding of basic concepts and relationships

Planned Experience: Zippers, Snaps, Buttons and Velcro® (YT & OT)

Materials: clothing items with zippers, snaps, buttons, Velcro® closure

How to begin:
- Place clothing items in a bag and take the bag to an area with carpeted floor space or to a table.
- Invite each child who joins you to reach into the bag and pull out an article of clothing.
- Allow children time to examine the clothing.
- Call children’s attention to and name the zippers, snaps, buttons and Velcro®.
- Invite children to look at their own clothing, including shoes. Do they have zippers, snaps, buttons and/or Velcro® closures?
- Invite children to “show me the zipper on your jeans” or “show me the Velcro® on your sneakers.”
Benchmarks: 1.3.C Demonstrates increasing sense of competence and confidence in growing abilities
1.4.C Asserts independence

Planned Experience: Whose Pocket Is This? (YT & OT)

Materials: poster board, cardstock or felt, glue, scissors, marker, photo of each child (small enough to fit in a pocket)

How to begin:
- Make a 4” x 4” pocket for each child from cardstock or felt. Write each child’s name on the pocket.
- Glue the sides and the bottom of the pockets to the poster board, leaving the top open so that a photo can be inserted.
- Attach each child’s photo to an index card. Write the child’s name below the photo. (See illustration below)
- Place each child’s photo name card in his/her pocket.
- Sit on the floor or at a table with the completed pocket chart.
- Point to one of pockets that contains a picture of a child who has joined you. Say, “I wonder whose pocket this is?”
- Begin to describe the child. “This boy is wearing blue jeans. He’s wearing a red shirt, and black sneakers. He has blue eyes. His hair is brown.”
- Continue with a description of the child until he or one of the other children guess who it is.
- Say, “Let’s see if this is Matthew’s pocket. It says Matthew right here” as you point to his name. Invite Matthew to pull out the photo name card. “Yes, this is Matthew’s pocket.”
- Invite other children to play the pocket game.

Extensions:
- Consider having the pocket chart available when families sign their child in each morning. Display the pictures on a table and invite families to have their child find his picture and help him put it in the right pocket.
Benchmark: 1.2.C Becomes aware of self as a unique individual

Planned Experience: Pocket Mirror (YT & OT)

Materials: apron, smock, or article of clothing with large pocket, mirror small enough to fit in the pocket and large enough for a child to see his/her full face

How to begin:
- Place mirror in pocket and gather a small group of children around you.
- Say, "I have something really special in my pocket. Would you like to see what it is?"
- Allow each child a turn to look in the mirror. Invite the child to tell you what she sees in the mirror. When child says she sees herself, reply, "Yes, LaDonna, you see yourself in the mirror. You see your face in the mirror. Can you see your eyes? Your nose? Your mouth?"

Extension:
- If there is a full-length mirror in the room, invite the child to look at herself in that mirror. Engage her in naming all of the parts of her body she can see: head/face, arms/hands, legs, feet, for example.

Benchmarks: 5.2.C Develops fine motor skills
6.1.C Gains an understanding of basic concepts and relationships
6.2.C Applies knowledge to new situations
6.3.C Develops strategies for solving problems

Planned Experience: Button Bottles (YT & OT)

Materials: clear plastic water or drink bottles, a variety of buttons, superglue, strong tape

How to begin:
- Place buttons inside bottles.
- Superglue the caps on securely and cover with strong clear tape.
- Place the bottles on a low shelf or on a table
- Observe toddlers as they interact with the bottles. Do they shake them? Do they look at or listen to the buttons inside the bottle?
- Join children as they interact with the bottles. Pick up one of the bottles, shake it and say, "I hear buttons in this bottle? Renetta, can you tell me what you hear in this bottle?" (as you hand her another bottle with buttons in it). "Do the two button bottles sound alike?"

Extensions:
- Make additional sound bottles and rotate them to maintain toddler's interest. See Attachment: Sensory Bottles, for tips for making and using sensory bottles.
- See page 10 for a song that you can sing as you and the children shake the bottles together.
- Store the bottles in a clear plastic tub and place on storage shelf where toddlers can see and reach them.

Safety Note: Make sure caps are securely glued on the bottle. Make a daily check of the bottles to make sure caps remain secured.
## Movement, Music and Gross Motor Experiences

### Benchmarks:
- **5.1.C** Develops gross motor skills
- **6.1.C** Gains an understanding of basic concepts and relationships

### Planned Experience: Shake, Shake, Shake that Bottle (YT & OT)
(See page 9 for Button Bottles)

#### Materials:
- Button Bottles

#### How to begin:
- Place two or three of the bottles on a shelf where children can easily see and select them.
- Observe as a child experiments with the bottle.
- Join the child, select a bottle, and begin to sing the following song to the tune of “Row, Row, Row Your Boat.” Suit actions to the words.

- **Shake, shake, shake that bottle,**
- **Shake it if you can.**
- **We can shake it, then we’ll stop.**
- **Then we’ll start again.**

- **Shake, shake, shake that bottle**
- **Shake it if you can.**
- **Shake it loud, then shake it soft.**
- **Then we’ll start again.**

Add the following verse:

- **Shake, shake, shake that bottle.**
- **Shake it if you can.**
- **Shake it high, then shake it low.**
- **Then we’ll start again.**

### Planned Experience: Button Dance (YT & OT)

#### Materials:
- card stock buttons (2” – 3” in diameter, one for you and one for each child), basket, CD or tape with dance music

#### How to begin:
- Have card stock buttons in a basket.
- Select a button from the basket, begin to play a lively song and say, “My button and I are going to dance to the music.”
- Invite children who join you to select a button and join you in the button dance.
- Observe children as they dance. When you decide that the dancing should end, say, “My button and I are tired. Its time for the button dance to end.”
- Return your button to the basket and invite children to do the same.

### Corduroy Says
- Use a stuffed bear or a bear puppet to give children directions for a transition from one activity to another.

### Whose Pocket Is This?
- Have available the pocket chart with each child’s photo in their pocket.
- Say, “I wonder whose pocket this is?” as you pull a photo from a pocket.
- Transition children to the next activity as they recognize their photos.
**Button, Button (OT)**
- Provide cardstock buttons in different colors. Have at least three buttons of the same color; one button for you and two for children.
- Distribute a cardstock button to each child.
- Show a red button while saying the following: “Button, button, who has the red button?”
- Collect the red buttons from the two children and transition them to the next activity.
- Continue this activity, changing the color of buttons, until all children are transitioned to the next activity.

**Who Has the Yellow Button? (OT)**
- Provide cardstock buttons in different colors. Have at least three buttons of the same color; one button for you and two for children.
- Distribute a cardstock button to each child.
- Sing the following to tune of “Where is Thumbkin?”

  Who has the yellow button?  
  Who has the yellow button?  
  Can you tell who?  Can you tell who?  
  Isaac and Justin have the yellow button  
  Yes they do, yes they do.

- Collect the yellow buttons from the children and transition them to the next activity.
- Continue this activity, changing the color buttons, until all children are transitioned to the next activity.

**Note:** These last two transitions, “Button, Button” and “Where’s the Yellow Button?” support the following **Benchmark:** 6.1.C Gains an understanding of basic concepts and relationships

**Note:** Adapt other fingerplays previously listed as transitions to move children from one activity or place to another.

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**Family Experiences**

Invite families to bring buttons to use for the Button Bottle experience. Suggest to that they place the buttons in a small self-closing bag, for example, and give the bag directly to the caregiver. This will eliminate the possibility that children can put buttons in their mouth and possibly swallow them. Assure families that the buttons will be placed in sealed bottles and that their children will not be allowed to play with them.
### Big Ideas
- Clothes have buttons, zippers, snaps and Velcro®.
- Clothes have pockets.
- We carry things in pockets, purses, wallets and bags.

### Changes to the Environment

<table>
<thead>
<tr>
<th>Language Materials / Books</th>
<th>Manipulative Exploration</th>
<th>Gross Motor Materials &amp; Equipment / Blocks</th>
<th>Sensory Exploration</th>
<th>Pretend Play</th>
<th>Outdoor Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add books: books from list, Small pictures of clothes we wear in a basket</td>
<td>Add Mitten Match, Sock Match, Peg clothespins and plastic container</td>
<td>Add people figures Tape down textured feet to walk and crawl on</td>
<td>Add button bottles, sensory bottles,</td>
<td>Add large soft dolls, dress-up clothes with large buttons and snaps, unbreakable full-length and hand mirrors, clothing accessories, play money, fake driver's license</td>
<td>Take some of the clothing items for pretend play outdoors</td>
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### Experiences for the Week

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<td></td>
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<td>Experience: Guess What’s in My Pocket – p. 7</td>
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**Older Toddler Weekly Plan Sheet**

**Week of __________________**  Topic: #4.4 – Fasteners, Pockets and Accessories  Caregiver(s) _________________________________

### Big Ideas
- Clothes have buttons, zippers, snaps and Velcro®.
- Clothes have pockets.
- We carry things in pockets, purses, wallets and bags.

### Changes to the Environment

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<tbody>
<tr>
<td>Add books: <em>Corduroy</em>, <em>A Pocket for Corduroy</em>, books from list Small pictures of clothes we wear in a basket</td>
<td>Add Mitten Match, Sock Match, Peg clothespins and plastic container</td>
<td>Add people figures Tape down textured feet to walk and crawl on</td>
<td>Add button bottles, sensory bottles,</td>
<td>Add large soft dolls, dress-up clothes with large buttons and snaps, unbreakable full-length and hand mirrors, clothing accessories, play money, fake driver’s license</td>
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<tbody>
<tr>
<td>Monday</td>
<td>First Reading of: <em>Corduroy</em> – p. 2</td>
<td><strong>FP or Song:</strong> Corduroy, Corduroy – p. 6  <strong>Experience:</strong> Guess What’s in My Pocket – p. 7</td>
<td>Whose Pocket Is This? – p. 8</td>
<td>Button Bottles – p. 9</td>
<td>Shake, Shake, Shake that Bottle – p. 10</td>
<td>Corduroy Says – p. 10</td>
</tr>
<tr>
<td>Tuesday</td>
<td>First Reading of: <em>A Pocket for Corduroy</em> – p. 3</td>
<td><strong>FP/Song:</strong> I Have Something in My Pocket – p. 5  <strong>Experience:</strong> Zippers, Snaps, Buttons and Velcro – p. 7</td>
<td>Pocket Mirror – p. 9</td>
<td>Sensory Bottles – p. 9</td>
<td>Button Dance – p. 10</td>
<td>Whose Pocket Is This? – p. 10</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Second Reading of: <em>Corduroy</em> – p. 3</td>
<td><strong>FP/Song:</strong> Little Red Box – p. 5  <strong>Experience:</strong> Guess What’s in My Pocket – p. 7</td>
<td>Whose Pocket Is This? – p. 8</td>
<td>Button Bottles – p. 9</td>
<td>Shake, Shake, Shake that Bottle – p. 10</td>
<td>Button, Button – p. 11</td>
</tr>
<tr>
<td>Friday</td>
<td>Select from book list/ class/room library – p. 1</td>
<td><strong>FP or Song:</strong> Who Has the Yellow Button? – p. 6  <strong>Storytelling Figures:</strong> Corduroy – p. 5</td>
<td>Whose Pocket Is This? – p. 8</td>
<td>Button Bottles – p. 9</td>
<td>Shake, Shake, Shake that Bottle – p. 10</td>
<td>Who Has the Yellow Button? – p. 10</td>
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Sensory Bottles

Sensory bottles are clear, plastic bottles filled with a variety of liquid and solid materials that provide opportunities for observation and experimentation. These bottles are inexpensive, simple to make, and appeal to infants through school-age children. Toddlers are especially captivated by sensory bottles.

Tips for Making and Using Sensory Bottles

- Collect clear plastic water or drink bottles.
- Wash bottles and remove all labels.
- Fill bottles with a variety of solid and liquid materials.
- Securely glue the bottle caps onto the bottles.
- Cover the caps with a strong tape.
- Make collections of bottles available to toddlers on shelves or in a basket or other container.
- Guide toddlers in safe use of the bottles with comments such as, “Tamisha, try rolling the bottle instead of throwing it.” Redirect toddlers to throw safe objects such as socks into a plastic basket.
- Observe toddlers as they experiment with the bottles. Invite them to experiment with the bottles with comments such as, “Margaret, when you shake the bottle the stars move.”
- Sanitize bottles after toddlers play with them.
- Be creative as you experiment with making different sensory bottles.

Shiny Bottle

- Fill a bottle with shiny objects such as sequins, beads and satin ribbon, leaving enough space so that objects will move when toddlers shake or roll the bottle.
- Glue on the bottle cap and cover the cap with strong tape.

Confetti Bottle

- Put several spoonfuls of confetti in the bottle.
- Add water and food coloring.
- Glue on the bottle cap and cover the cap with strong tape.

Creepy Crawly Bottle

- Pour 1/3 cup of clear corn syrup in the bottle.
- Add red and yellow food coloring.
- Drop in several plastic spiders and/or fishing worms.
- Glue on the bottle cap and cover the cap with strong tape.

Wave Bottle

- Fill bottle 2/3 full with water.
- Add several drops of food coloring to the water.
- Fill the bottle to the top with vegetable oil or mineral oil.
- Glue on the bottle cap and cover the cap with strong tape.

Crayon Shavings Bottle

- Make crayon shavings with a crayon sharpener or grater.
- Put several tablespoons of crayon shavings in the bottle.
- Fill the bottle to the top with water.
- Glue on the bottle cap and cover the cap with strong tape.

Confetti and Crayon Shavings Bottle

- Make crayon shavings with a crayon sharpener or grater.
• Put confetti and crayon shavings in the bottle.
• Fill the bottle to the top with colored water.
• Glue on the bottle cap and cover the cap with strong tape.

**Star Bottles**

• Add color hair-setting gel to bottle, leaving about 2” of air space.
• Add a small package of confetti star shapes in the bottle and shake to combine with gel.
• Glue on the bottle cap and cover the cap with strong tape.

**Safety Note:** *Check the bottles each day to make sure the bottle cap is securely glued and taped on the bottle.*