

## #4.3 – On My Head, On My Hands, On My Feet

### Before You Begin

- Review Introduction and Preparation for the Focus Area – **Clothes We Wear** for guidance in planning for this topic of study.
- Refer to Developing Weekly Activity Plans for Adventures for Toddlers for information on how to develop your plans.

### Big Ideas

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).

## Materials to Collect and Make

### Featured Books

Mother Goose Books

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

**Teacher 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

*Caps for Sale* by Esphyr Slobodkina

*Froggy Gets Dressed* by Jonathan London (also available in Spanish)

*Hats, Hats, Hats* by Ann Morris, photographs by Ken Heyman

*Red, Blue, Yellow Shoe* by Tana Hoban (BB)

*Shoes, Shoes, Shoes* by Ann Morris, photographs by Ken Heyman

*Humpty Dumpty and Other Rhymes* by Iona Opie and Rosemary Wells

*My First Real Mother Goose Board Book* by Blanche Fisher Wright

*Pete the Cat: I Love My White Shoes* by Eric Litwin, illustrated by James Dean

*Pete the Cat and His Four Groovy Buttons* by Eric Litwin, illustrated by James Dean

## Reading Books with Toddlers

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

### Learning Goals:

**CD2.1 Focuses and sustains attention** (*attention and engagement*)

**CD3.1 Uses reasoning and planning ahead to solve problems and reach goals** (*problem solving*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences**

**EL1.2 Engages in read-alouds and conversations about books and stories**

**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 cap 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 other cap and allow children to examine it. Discuss with **older toddlers** how the hats/caps are alike and how they are different.

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**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 showing children the gloves and mittens and inviting children to tell about their experiences with mittens and/or gloves.

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### **Second Reading (OT)**

- Place several pairs of gloves and 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 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 is a picture of gloves and which is a picture of mittens.

**Additional Learning Goal:** MT2.1 Uses classification and patterning skills (*classification*)

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**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.

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

**Language and Cognitive Materials and Activities**

**Learning Goals:**

**EL1.1 Shows interest in literacy experiences**

**Planned Activities: 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**

<p>The three little kittens They lost their mittens, And they began to cry,</p> <p>Oh, Mother dear, We sadly fear Our mittens we have lost.</p> <p>What? Lost your mittens, You naughty kittens! Then you shall have no pie.</p> <p><i>Mee-ow, mee-ow, mee-ow.</i> No, you shall have no pie.</p>	<p>The three little kittens They found their mittens, And they began to cry.</p> <p>Oh, Mother dear, See here, see here, Our mittens we have found.</p> <p>Put on your mittens, You silly kittens, And you shall have some pie.</p> <p><i>Purr-r, purr-r, purr-r,</i> Oh, let us have some pie.</p>
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**Teacher 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*

**Planned Activity: 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.

**Learning Goals:**

**LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language)**

**EL2.1 Notices and manipulates the sounds of language (rhyme)**

**Planned Activity: 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!

**Learning Goals:**

**CD3.1 Uses reasoning and planning ahead to solve problems and reach goals** (*problem solving*)

**LD1.1 Understands and responds to language (in child's home language)**

**MT2.1 Uses classification and patterning skills** (*classification*)

**Planned Activity: 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. They're both blue."
- 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.

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**Planned Activity: Sock Match (YT & OT)**

**Materials:** assortment of pairs of socks; socks of different colors and 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.



**Planned Activity: 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.

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

**Learning Goals:**

**CD3.1 Uses reasoning and planning ahead to solve problems and reach goals** (*problem solving*)

**LD1.1 Understands and responds to language (in child's home language)**

**MT3.1 Participates in exploratory measurement activities and compares objects** (*measurement, comparison*)

**Planned Activity: 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 activity for other activities in this topic.

## Self, Social and Emotional Activities

### Learning Goal:

**SE3.2 Demonstrates competence and confidence**

### Planned Activity: 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.

**Teacher 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 Activities

### Learning Goals:

**CD3.1 Uses reasoning and planning ahead to solve problems and reach goals (problem solving)**

**LD1.1 Understands and responds to language (in child's home language)**

### Planned Activity: 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.

**Teacher 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.*

**Learning Goals:**

**CD3.1 Uses reasoning and planning ahead to solve problems and reach goals** (*problem solving*)

**LD1.1 Understands and responds to language (in child's home language)**

**PH2.1 Demonstrates fine-motor strength, control, and coordination** (*hand-eye coordination*)

**PH2.2 Adjusts grasp and coordinates movement to use tools** (*variety of tools*)

**Planned Activity: 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, 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.

**Teacher Notes:**

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

## Movement, Music and Gross Motor Activities

### Learning Goal:

**PH1.3 Demonstrates gross-motor manipulative skills** (*throwing*)

### Planned Activity: 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.

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

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### Learning Goal:

**MT2.1 Uses classification and patterning skills** (*classification*)

### Planned Activity: 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.

**Learning Goals:**

**PH1.1 Demonstrates locomotor skills** (*traveling*)

**ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials** (*physical objects and materials*)

**Planned Activity: 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.

**Transition Times**

**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.

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