

Topic of Study – Clothing

Introduction

Everyone in the world wears clothing to cover and protect the body and/or to decorate and call attention to it. Clothing is very much a part of the child's world. Children call attention to their own clothing, especially when they are wearing something new. They also notice the clothing of others.

Through a topic of study about clothing, there are many ideas and activities that children can explore and many concepts about clothing they can begin to understand.

Teacher Notes

Arkansas Minimum Licensing Requirements (Rev. 1.1.15) requires the following:

400 PROGRAM – 401 Program Requirements for all ages

5.a The facility shall have an appropriate curriculum with weekly activity plans appropriate for the developmental needs of each group of children.

To assist your program in meeting this requirement, refer to Developing Weekly Activity Plans for Adventures in Learning for information on how to develop your plans. In addition, 2 different examples of blank activity plan sheets are included. Feel free to make copies of the plan sheets you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- ***Adventures in Learning*** is an Arkansas approved curriculum.
- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.*
- *Consider extending this topic of study beyond a one-week period of time. There is so much for children to learn about themselves and their uniqueness. Carry over experiences from one week to another because children enjoy and learn best through repetition.*
- *If you do not have some of the featured books, refer to Additional Books section for other books you can use.*
- *It is important to read the same book several times to children so that they have a better understanding of the theme, plot, characters and the sequence of events. In each of the readings presented here, there is a different focus on what is happening in the story*

Big Ideas

Here are three big ideas about clothing you can help children explore:

- We wear clothing to cover and protect our body.
- People wear certain types of clothing at different times such as seasons, jobs, places they are going, and activities in which they are participating.
- Clothing items have names.

Materials to Collect and Make

- Chart paper and markers
- Pictures of all types of clothing and of people wearing clothing at different times such as seasons, jobs, places they are going, and activities in which they are participating. Laminate or cover the pictures with clear self-adhesive for durability. Attach a strip of felt or Velcro or a magnetic strip to the backs of some of the pictures to be used in specific activities.
- Children's books about clothing:
Hats, Hats, Hats by Ann Morris, photographs by Ken Heyman
Charlie Needs a Cloak, by Tomie dePaola, *author and illustrator*
- Felt or Magnetic Board
- Storytelling Figures
Storytelling figures (felt or magnetic) for the book, *Charlie Needs a Cloak* (See Attachment: [Charlie Needs a Cloak](#))
Storytelling figures (felt or magnetic) for the book, *Caps for Sale* (See Attachment: [Caps for Sale](#))
Rhyme figures for the rhyme, "One, Two, Buckle My Shoe" (See Attachment: ["One, Two, Buckle My Shoe"](#))
- Create rhyme chart for "One, Two, Buckle My Shoe (see illustration on page 9)
- Mother Goose rhymes book
- Dressing boards that snap, button, zip and shoes for lacing and tying. (Purchased or teacher-made)
- Mittens of different colors and patterns
- Socks of different colors and patterns
- Shoe Store Prop Box: empty shoe boxes, shoes that have been cleaned and sanitized, foot measurer (real, made from cardboard, or ruler), cash register, receipt book, signs with prices, telephone
- Camera
- You'll Sing a Song and I'll Sing a Song by Ella Jenkins (CD or online sources)

Resources

- Check with your local library for the availability of children's books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.
- Look for posters, note cards or art books that feature paintings by Mary Cassatt of children wearing hats. Some examples include:
 - *Mother and Daughter, Both Wearing Large Hats*
 - *Children Playing on the Beach*
 - *Summertime*
 - *Child with Straw Hat*
 - *Child with Red Hat*
 - *Francoise Holding a Little Black Dog*
 - *Sara in a Bonnet with a Plum Hanging Down on Left*

Introducing and Concluding the Topic

Introduction: Finding out what Children Know about Clothing

Learning Goals:

CD2.4 Holds and manipulates information in memory (*short time and working memory and long-term memory*)

CD3.2 Engages in symbolic and abstract thinking (*abstract thinking*)

EL3.1 Responds to features of books and print (*print knowledge*)

To introduce the topic of “Clothing” you need to find out what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin.

- Gather the children in a group. Say, “For the next few days we’re going to be learning about the clothes people wear.”
- Write on chart paper, chalk board or marker board the word “Clothing.”
- Invite children to tell you things they already know about clothing. You may have to ask questions to stimulate their thinking; questions such as, “What are some clothes you wear to school everyday?” “Do you wear different clothes at different times of the year such as when it’s cold (winter) and when it’s warm (summer)?”
- Make a list of all of the things children know about clothing.
- Review the list with them and say, “You already know a lot of things about the clothes people wear and we’ll find out even more.”
- Now ask children what they would like to know about clothing and make a list of those things.
- Keep the two lists until you have completed the topic of study.

What We Know about Clothing	What We Would Like to Know about Clothing	Things We Learned about Clothing

Conclusion: Finding out What Children Have Learned about Clothing

- Gather the children in a group at the conclusion of the study about clothing.
- Write on chart paper, chalk board or marker board, “Things We Learned about Clothing.”
- Invite children to tell you some things they have learned about the clothes people wear. You may have to ask prompt questions such as “What do people wear to protect their heads when they are working or playing?” “What are some things people wear when they are playing basketball? Football? Baseball?” “What would you wear if you were going to a wedding?”
- Make a list of all the things children learned about clothing.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about the clothes people wear” and read today’s list with the children.

Reading Books with Children

Learning Goals:

CD2.1 Focuses and sustains attention

CD2.4 Holds and manipulates information in memory (*short-term and working memory*)

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

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences*)

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

EL3.1 Responds to features of books and print (*book knowledge*)

SS1.1 Demonstrates positive connection to family and community (*learning community and family and cultural identify*)

Book #1: *Hats, Hats, Hats* by Ann Morris, photographs by Ken Heyman

First Reading of *Hats, Hats, Hats*

- Prepare to read the book, *Hats, Hats, Hats*.
- Show cover; give title, author and photographer.
- Read the information about Ann Morris and invite children to discuss why she wears a hat when riding a bicycle. (safety)
- Read information about Ken Heyman. Explain to children that in this book there are photographs/pictures taken with a camera rather than drawings. The person who takes the pictures is called a photographer.
- Ask children to look at the cover and predict what story is about.
- Read the story so all children can see the pictures in the book.
- Follow up the reading by inviting children to discuss why they think the title of the book is *Hats, Hats, Hats*.
- Have a couple of different types of hats to show to children. Involve them in discussing who might wear each hat and why.
- Invite children to discuss persons in their family who wear hats, what type of hats they are and when they wear them.

Teacher Note: *Bring a couple of hats to show children at the end of the first reading of this book. Keep the hats out of sight until the end of the story.*

Second Reading of *Hats, Hats, Hats* (Small Group)

- Gather a small group of children, from three to five.
- Show the cover, give title, author and photographer.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by involving children in discussing the hats shown in each double page spread. For example, on pages 10 and 11 invite children to discuss hard hats and why they are worn.
- Show page 36 and explain to children that an artist, Mary Cassatt, painted this picture a long, long time ago. Read what the author says about the painting.
- Involve children in looking closely at the hats and describing them and the mother and daughter who are wearing the hats.
- Invite children to describe and discuss female members of their family who wear hats. Who are they? Where do they wear the hats? Can you describe the hats? What do they look like?

Teacher Note: *If you were able to locate additional paintings by Mary Cassatt that show children/people wearing hats, show them to the children and involve them in discussing the hats and the people in the paintings.*

Additional Learning Goal:

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (*art appreciation and expression*)

Third Reading of *Hats! Hats! Hats!* (small group)

- Gather a small group of children, from three to five.
- Show the cover, give title, author and photographer.
- Invite children to recall what the photographer does.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by showing the photos and inviting children to discuss the hats they see. Do they look different than the hats they usually see? What is there about the hats that are different?
- Review the index that gives background information about the pictures showing the kinds of hats worn in many cultures and for many purposes.
- Share with the children information that you think they can understand and invite their comments.

Additional Learning Goal:

SS1.1 Demonstrates positive connection to family and community (*family and cultural identity*)

Book #2: *Charlie Needs a Cloak* by Tomie dePaola, author and illustrator

First Reading of *Charlie Needs a Cloak*

- Prepare to read the book, *Charlie Needs a Cloak*.
- Locate a cloak and bring to story reading if possible.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Ask children if they know what a cloak is. Explain that a cloak is a coat without sleeves. If you have a cloak, show it to children and allow them to examine it.
- Ask children to look at cover and predict what story is about.
- Read the story so all children can see the pictures in the book.
- Read the first page which begins, "Charlie was a shepherd." Involve children in discussing words with which they may not be familiar. For example, a shepherd takes care of sheep, a crook is a stick with a hook on the end of it and a flock is a group of sheep. Ask children what they think a shepherd does with the crook.
- Read the next two pages as follows: "Poor Charlie! He really needed a new cloak."
- Ask children to look at the picture of Charlie and ask how they can tell that he needs a new cloak.
- Continue reading, pausing to explain unfamiliar words to children; words such as sheared and carded.
- Follow up by involving children in discussing what they know about shearing sheep. Does anyone in their family raise sheep? Do they shear the wool from them?
- Assure children that shearing sheep does not hurt them and that wool does grow back so that sheep will be warm in the winter when it is cold.

Teacher Note: See last page of book for definitions of unfamiliar words.

Second Reading of *Charlie Needs a Cloak*

- Show the cover, give title, author and illustrator
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by inviting the children to tell the story as you turn the pages.

Third Reading of *Charlie Needs a Cloak* (Small Group)

- Show the cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by showing the double page spread where Charlie is shearing sheep.
- Invite children to locate pictures where Charlie is chasing the sheep; where he catches a sheep; where he is shearing the sheep; the sheep that have been sheared and those that have not.
- Discuss what Charlie did in each of the seasons:
 - ✓ Sheared in spring
 - ✓ Picked pokeweed berries and boiled them in the summer
 - ✓ Wove the yarn into cloth in the fall.
 - ✓ Wore his cloak in the winter

Additional Learning Goal:**SS2.1 Shows awareness of sequence and change over time** (*time concepts*)**Additional Books**

A Pocket for Corduroy by Don Freeman (also available in Spanish)

Caps for Sale by Esphyr Slobodkina (also available in Spanish)

Froggy Gets Dressed by Jonathan London, illustrated by Frank Remkiewicz (also available in Spanish)

The Jacket I Wear in the Snow by Shirley Neitzel, illustrated by Nancy Winslow Parker

Jesse Bear, What Will You Wear? By Nancy White Carlstrom, illustrated by Bruce Degen

Maggie and Michael Get Dressed by Denise Fleming

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

Shoes, Shoes, Shoes by Ann Morris, illustrated by Ken Heyman

Language and Literacy Materials and Activities**Learning Goals:****EL1.1 Shows interest in literacy experiences****EL2.1 Notices and manipulates the sounds of language****CA1.1 Explores through listening, singing, creating and moving to music****Miss Mary Mack**

- Play the song, Miss Mary Mack, by Ella Jenkins and invite children to join in the singing.
- Model and encourage children to make appropriate motions to go with the words of the song.

Teacher Note: *If you do not have the song, involve children in singing or saying the rhyme:*

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

Mother Goose Rhymes

- Read the following Mother Goose rhymes with the children 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 invite children to join in with you in saying the rhyme.
- Read a rhyme and leave off the last word in a line for children to complete. For example, say, "One, two, Buckle my _____(shoe). Three, four, Knock at the _____(door)." Children are learning to listen and recognize rhyming words.

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.

Teacher Note:

- *Make illustrated rhyme charts and laminate or cover them with clear adhesive to preserve.*
- *Read from the charts to the children. Show the chart and allow children time for them to name the rhyme.*
- *Post the rhyme chart in the library/book area.*

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?

Teacher Note:

- *Repeat the song, replacing the underlined word with another color.*
- *Show a mitten of a certain color as you sing each verse.*

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.

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.

Teacher Notes:

- *Substitute a different child's name and an article of clothing the child is wearing each time you sing the song.*
- *Consider singing this song as a greeting song during circle time at the beginning of the day.*

One, Two, Buckle My Shoe

One, two,
Buckle my shoe;
Three, four,
Knock at the door;
Five, six,
Pick up sticks;
Seven, eight,
Lay them straight;
Nine, ten,
A good, fat hen.

Teacher Note:

- *Make One, Two, Buckle My Shoe felt or magnetic figures.*
- *Say the rhyme as you place the figures on the storyboard.*
- *Place the figures and a board in the library/book area for children to use independently.*

Learning Goals:

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

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences and variety of interests*)

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

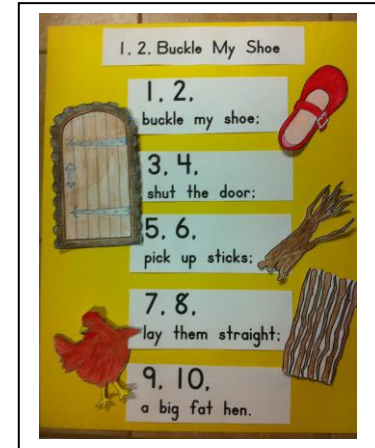
EL3.1 Responds to features of books and print (*print knowledge*)

Activity: 1, 2, Buckle My Shoe Chart

Materials: illustrated chart of the Mother Goose rhyme, 1, 2, Buckle My Shoe, Mother Goose rhyme book that contains the rhyme

Directions:

- Take the chart and Mother Goose rhyme book to group time.
- Show the chart and invite children to say the rhyme with you as you run your hand under the numerals and words.
- Invite children to say the rhyme without you. Prompt as needed.
- Explain to children that you will now say a word from the rhyme and they are to say the word that rhymes, or sounds like the word. Tell them that they must use their ears to listen and to hear the rhyming words.
- Point to and say "two" and point to and invite children to say "shoe."
- Repeat this process with each part of the rhyme.
- Follow up by explaining to children that they will now say both rhyming words as you point to them.
- Point to 2 and shoe and continue through 10 and hen.

**Extension Activity:**

- Explain to children that you will read the rhyme from a Mother Goose rhyme book and that they are to listen carefully to determine if the words are exactly the same as on the chart. (See additional books for Mother Goose rhyme books containing the rhyme).
- Invite children to discuss the differences they heard in the rhyme in the book and the one on the chart. Read both again if children seem to need this to help them hear the differences.
- Explain to children that you will post the chart in the room (indicate where: music, library, dramatic play/home living) and they can read and say the rhyme to each other and that the Mother Goose rhyme book will be in the library.

Teacher Note: *This is a teacher guided activity.*

Learning Goal:

EL1.1 Shows interest in literacy experiences

Storytelling Figures: *Charlie Needs a Cloak* (See Attachment: [Charlie Needs a Cloak](#))

- Make either felt or magnetic storytelling figures for the story, *Charlie Needs a Cloak*.
- Read the book, *Charlie Needs a Cloak*, to the children.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Storytelling Figures: *Caps for Sale* (See Attachment: [Caps for Sale](#))

- Make either felt or magnetic storytelling figures for the story, *Caps for Sale*.
- Read the book, *Caps for Sale*, to the children.
- Use the storytelling figures to tell the story.
- Explain to the children that the storytelling figures will be in the library/book area for them to use.
- Demonstrate and discuss with the children the correct way to use the storytelling figures.

Learning Goals:

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

CD3.2 Engages in symbolic and abstract thinking (*abstract thinking*)

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

Activity: A Clothing Riddle - What Will I Wear?

- State a situation and invite children to state what they will wear.
"I'm going swimming. What will I wear?"
"I'm going out to play in the snow. What will I wear?"
"I'm going for a walk in the rain. What will I wear?"
"I'm a baseball player. What will I wear?" (substitute other sports that are familiar to children)

"I'm going to work in the garden and the sun is hot. What will I wear?"
"I'm going to ride my bicycle and I want to protect my head if I should fall. What will I wear?"
"I'm a police officer. What will I wear?"
"I'm a fire fighter and I'm going to a fire. What will I wear?"
"I'm a nurse. I work in a hospital. What will I wear?"
"I'm running in a race. What will I wear?"

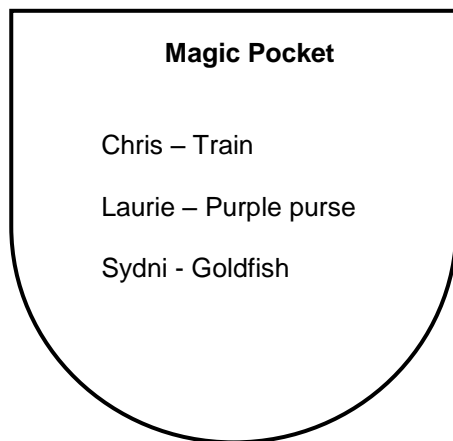
Teacher Note: *Accept any answers that seem to make sense. There may be more than one item of clothing that fits the situation. Invite children to explain their answers.*

Activity: Guess What's in My Pocket

- Bring or wear to group time an article of clothing that has a large pocket.
- Place an object in the pocket. Select an object such a stuffed animal that is familiar to children and that is easy to describe.
- Say, "I have something in my pocket and I want you to guess what it is. I will give you some clues to help you."
- Begin to describe the object, one characteristic at a time until children correctly guess what it is and then bring it out for children to see.
- Continue this activity with other objects if children seem to enjoy it.

Activity: Magic Pocket

- Draw on a chalk or marker board or a chart sheet a large pocket. Write at the top of the pocket: **Magic Pocket**.
- Discuss with the children articles of clothing that have pockets and some of the things that are put in pockets.
- Say to children, "This is a magic pocket. You can put anything you want in it."
- Invite each child, one at a time, to say what he or she would put in the pocket and why the item was chosen.
- Record on the pocket you have drawn each child's name and what each child says.



- Read the completed chart back with the children, allowing each child to "read" what he or she dictated. Run your fingers under the words as you and the children read together.

Additional Learning Goals:

SE3.1 Shows awareness of self as unique individual (*preferences*)

EL3.1 Responds to features of books and print (*print knowledge*)

Activity: Uniforms (Small Group)

- Gather a small group of children, three to five.
- Provide a variety of pictures of people wearing familiar types of uniforms: firefighters, police officers, mail carriers, bus drivers, chefs, waitpersons, medical personnel, football player, baseball player, basketball player, band member, and school cook, for example.
- Show the pictures one at a time to the children and invite children to figure out what job each person does.
- Encourage them to describe the uniforms. What are some things they notice about the uniforms?
- Invite them to describe what each person does.

Activity: I'm Packing My Suitcase

- Bring a suitcase or a tote bag to group time.
- Explain to children that you are going to describe an activity or a place and they are to tell you what clothing to put in the suitcase/bag.
 - "You're going to the beach. What clothes should you pack?"
 - "You're going to visit a friend and you'll play in the snow. What clothes should you pack?"
 - "You're going to play soccer. What clothes should you pack?" (Substitute a sport that is familiar to your children)
 - "You're going to spend the night with your grandparents. What clothes should you pack?"
 - "You're going to gymnastics class. What clothes should you pack?" (Substitute an activity such as a dance class that is familiar to your children)

Teacher Note: *Include activities that are familiar to the children in your group.*

Science / Discovery and Math

Learning Goals:

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

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

Activity: Where Does This Go?

- Provide three sheets of cardstock; one with a picture or drawing of feet, one with a picture or drawing of hands, and one with a picture or drawing of a torso with arms and legs
 - Provide a collection of pictures of clothing items that match each part of the body. For example:
Feet: shoes, socks, boots, sandals, flip-flops, slippers, clogs, snowshoes
Hands: mittens, gloves, muffs, oven mitts, rubber gloves, work gloves
Torso/arms/legs: shirts, skirts, blouses, jackets, robes, pajamas, jeans, swimsuit
 - Invite children to place pictures on the sheet of cardstock with the correct drawing or picture.
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Activity: Mitten Match

- Place an assortment of pairs of mittens and/ or gloves in a basket. Provide mittens of different colors and patterns.
 - Invite children to find the pairs of mittens and put them together.
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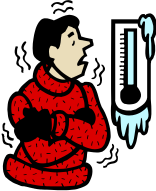
Activity: Sock Sorting

- Place an assortment of pairs of socks in a basket. Provide socks of different colors and patterns.
- Invite children to find the pairs of socks and put them together.

Activity: Dress for the Weather (Small Group)

- Create a chart for sorting clothes into those that are worn in warm weather and those that are worn in cold weather. Add a picture or illustration as an example for each column.
- Collect an array of pictures/photos clothing for both cold and warm weather. Clothing for cold weather might include hats, mittens, scarves, coats, snowsuits, and boots. Clothing for warm weather might include sun hats, shorts, sandals, flip flops and bathing suits.
- Ask a child to find an article of clothing to wear when the weather is warm and guide the child to put the picture in the correct column.
- Ask another child to find an article of clothing to wear when the weather is cold and guide the child to put the picture in the correct column.
- Invite children to explain why they placed the pictures in a particular column.
- Continue this activity until children have correctly classified the pictures

Dress for the Weather

Warm Weather Clothes	Cold Weather Clothes
	

Additional Learning Goal:

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

Food/ Nutrition Experience

Learning Goals:

PH2.1 Demonstrates fine motor strength, control and coordination

PH3.1 Demonstrates interest in engaging in healthy eating habits and making nutritious food choices

(exploration of food experiences, food knowledge)

Activity: Fruity Pizza

- Gather ½ English muffin, 1 slice of cheese, 4 thin slices of apple and a small plate and napkin for each child.
- Provide a toaster over to be used by adults only and kept out of reach of children.
- Discuss with children that the snack they are preparing has nutritious food items from the grain, fruit and dairy food groups.
- Model and invite children to place slice of cheese on English muffin half, then place the apple slices on top of the cheese.
- Put fruity pizzas in toaster oven and bake for approximately 10 minutes.
- Enjoy fruity pizza with a glass of milk.

Teacher Note:

- *Keep toaster oven out of reach of children.*
- *Allow cooked fruity pizza to cool before children eat it.*

Activity: Bananas on a Stick

- Gather ½ banana and 1 popsicle or craft stick per child and 1 cup granola.
- Allow children to peel their ½ banana.
- Assist children to insert stick into flat end of each banana and roll it in granola, pushing it into banana's surface.
- Place bananas on baking sheet lined with waxed paper.
- Freeze for two hours before serving.
- Serve with milk.
- Discuss with children that their snack has food items from three food groups: dairy, fruit and grain.

Teacher Notes:

- *Label the waxed paper so that each child gets the banana he or she prepared.*
- *If each child has made a vest, allow children to wear their "party" vests to the snack table.*
- *Allow the children to do as much of these food experiences as possible.*
- *Teachers and children should always wash hands before participating in a food experience.*

Movement / Physical Education

Learning Goals:

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

CA1.1 Explores through listening, singing, creating and moving to music (*exploration of music and movement*)

Activity: Scarf Dancing

- Provide scarves of different colors (solid colors rather than patterned) stored in a basket.
- Invite two children at a time to select a scarf from the basket.
- Remind children that, as they dance, they are to stay in their own space. They are to move without touching others.
- Play a piece of classical music such as a waltz.
- Join children as they dance around the room.
- Ask children, two at a time, to return scarves to the basket.

Activity: Using Scarves or Ribbon Sticks

- Provide each child with either a scarf or ribbon stick for the following activities. If ribbon sticks are used, make sure children understand they need to avoid hitting others with the ribbon.

Be Windshield Wipers

- *"Hold scarf by one corner and move it in front of your body from right to left, back and forth, like a windshield wiper."*

Make Circles

- *"Move the scarf in a large circle in front of your body."*
- *"Move the scarf in a large circle at your side."*
- *"Move the scarf in a circle over your head."*

Sweep the Floor

- *"Move the scarf back and forth as though you were sweeping the floor."*

Wave the Flag

- Play march music such as "Yankee Doodle" while children march around the room waving a scarf in the air like a flag.

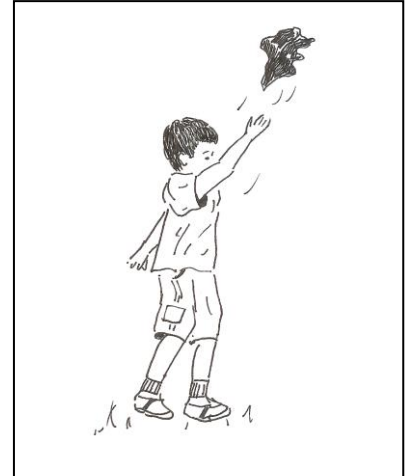
Learning Goals:

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

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

Activity: Scarf Toss and Catch

- Provide scarves of different colors (solid colors rather than patterned) stored in a basket.
- Invite two children at a time to select a scarf from the basket and name the color of scarf they choose.
- Explain to children that they will now have an opportunity to throw and catch scarves of different colors.
- Ask children to hold hands and form a circle, then drop hands and take two steps back.
- Demonstrate and explain throwing and catching a scarf.
"Hold the scarf in your hand and down to your side."
"With an underhand motion, raise your arm and throw the scarf into the air."
"Throw hard so your scarf goes high."
"Now reach out and catch the scarf."
- Allow children to practice throwing and catching scarves.
- Assist children who may be having difficulty throwing the scarf.
- Ask children, two at a time, to return scarves to the basket.



Activity: Sock Toss

- Provide a collection of clean rolled up socks and a container such as a laundry basket.
- Allow children to toss the socks into the container.

Learning Goals:

PH1.1 Demonstrates locomotor skills (*traveling*)

PH1.2 Shows stability and balance (*core stability*)

Activity: Balancing Socks in a Basket

- Place three or four pairs of clean rolled up socks in a small basket with a flat bottom.
- Invite children to place the basket on their head as they stand still.
- Challenge them to walk slowly across the room with the basket balanced on their head.



Learning Centers

Teacher Note: As children are involved in the learning centers, they are engaging in activities that support all or most of the domains of child development and early learning:

- Social and Emotional Development
- Cognitive Development
- Physical Development and Health
- Language Development
- Emergent Literacy
- Mathematical Thinking
- Science and Technology
- Social Studies
- Creativity and Aesthetics

However, there will also be activities included and these will have specific learning goals.

Art Center

Learning Goals:

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

PH2.2 Adjusts grasp and coordinates movement to use tools (*writing and drawing tools, scissors*)

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (*exploration of art*)

Activity: Create a Clothing Collage

- Provide collage materials such as yarn, ribbon, lace, rickrack, small pieces of fabric of different textures (some cut into circles and squares), sheets of plain paper, glue and scissors.
- Invite children to use the materials to create a clothing collage.

Activity: I Can Dress Me

- Provide girl and boy shapes. (See Attachment: [Boy and Girl Shape for lacing](#))
- Provide ribbon, lace, yarn, small pieces of fabric of different textures as well as markers and crayons, scissors and glue.
- Invite children to select a boy or girl silhouette and dress the person any way they wish.

Activity: Create a Vest

- Provide real vests or pictures of vests and discuss with children that vests often have unusual designs on them.
- Cut a circle out of the bottom of large white or brown paper grocery bags. From the circle cut a slit down the center of the bag. Cut out arm holes. You now have a basic vest.
- Invite children to design their own vests using collage materials, scissors, glue, and markers and crayons.

Block Center

- Add pieces of camouflage and burlap fabric.

Library/Book Corner

- Add books about clothing
- Add storytelling figures for *Charlie Needs a Cloak*.
- Add storytelling figures for *Caps for Sale*.
- Add a storyboard.
- Post Mother Goose rhyme charts.

Home Living/Dramatic Play

Learning Goal:

CA3.1 Explores feelings, relationships, and concepts through imitation, pretend play, and sociodramatic play (*exploration of drama*)

- Add Shoe Store Prop Box: empty shoe boxes, shoes that have been cleaned and sprayed with disinfectant, shoe horn, foot measurer (real, made from cardboard or a ruler), cash register, receipt book, signs with prices, telephone.
- Add “dressy/party type/costumes” clothes for both male and female: scarves, hats, dresses (girls’ sizes 10-12) and dress shirts (boys’ sizes 10-12). Large sizes make it easy for children to put on and take off over their clothes without being too large.
- Add small suitcase.
- Add apron and oven mittens.
- Add lengths of cloth that children can drape and tie to create clothing.
- Add vests the children have made.
- Add doll clothes for the dolls in the center. Make sure the clothes are loose and easy for children to put on and take off the dolls.
- Add a camera.
- Post pictures of people in different types of clothing on wall in area.

Manipulatives

Learning Goals:

SE3.2 Demonstrates competence and confidence (*self-confidence*)

PH2.1 Demonstrates fine-motor strength, control and coordination

Activity: Shoe Lacing Activity Box

- Add a shoe-lacing activity box that contains one or two pairs of clean sneakers and lots of brightly colored shoelaces. Make sure shoelaces have sturdy tips to make lacing easier.
- Show children how to lace the shoes and then let them practice on their own.

Activity: Dressing Boards

- Add dressing boards. Demonstrate skills such as snapping while describing what you are doing.
- Encourage children to focus on one skill at a time.
- Observe children as they are using the dressing boards and make notes of the skills they are accomplishing.
- Help each child be successful.

Water table or tub

- Wash doll clothes. Provide soap, scrubbing board, soap.
- Change water so children can rinse the soap out of the doll clothes.
- Provide a place for children to hang clothes to dry. Consider taking them outdoors and helping children hang them on the fence to dry.

Teacher Note:

- *Cover children’s clothing with a smock or shirt with sleeves cut off.*
- *Place towel or vinyl/oilcloth tablecloth under water tub.*

Science/Discovery

Learning Goals:

CD1.1 Shows curiosity and a willingness to try new things (*exploration and investigation*)

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

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

Feel the Fabric

- Place a collection of fabric scraps in a basket. Choose fabrics with varying designs and textures such as velvet, corduroy in different wales, satin, net, seersucker, chenille, and fake fur.
- Encourage children to take the fabric scraps out of the basket and place them on the table.
- Invite children to feel and describe the fabric scraps, especially how the fabric feels. Which do they like the feel of the best? The least?

Activity: Mitten Match

Activity: Sock Sorting

Quiet Corner

Learning Goal:

SE2.1 Experiences, expresses, and regulates a range of emotions (*emotion regulation*)

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time.

Transition Activities

Learning Goals:

CD2,2 Shows flexibility in adjusting thinking and behavior to different contexts (*adjusting behavior to match context*)

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

Activity: What Color Scarf?

- Use the scarves from the scarf dance activity.
- Give each child a scarf.
- Use colors of scarves to move small groups of children from one activity to another. For example, have all of the children with pink scarves transition to the next activity.

Activity: Clothing Mystery

- Explain to children that they will play a clothing game as a way to move them from one activity to another. They will have to listen and look carefully at themselves and their friends. Assure children that each will have a turn. Ask that they watch without talking and let each child solve the mystery on his or her own.
- Call a child by name and tell the child that you've noticed that he or she is wearing a red shirt. Ask that the child find someone else with a similar piece of clothing. The first child goes and stands beside his or her match and the two children transition to the next activity.
- Continue calling on one child at a time to find someone with a similar piece of clothing. As matches are found, children continue to transition.

Teacher Notes:

- *Pat attention to children's clothing and jot down groupings if you need to. Consider beginning with color-only clues or clothes-fastener clues (buttons, snaps, zippers, ties, belts). You can increase the difficulty of this activity as children become more observant. For example, you might say, "Find another girl who is wearing stripes."*
- *Use this as a transition activity at different times during the program year.*

Family Activities

Send home a note to parents stating for the next few days, the children will be learning about clothing. Suggest some ways families can be involved in the topic of study:

- Collect and bring to the center pictures of different types of clothing, including people dressed for different occupations, seasons, and occasions.
- Send photos with family members dressed for a special occasion such as a wedding, birthday party or christening.
- Send fabric scraps and pieces of lace, yarn and ribbon to the center.
- Include the titles and authors of some of the children's books about clothing. Suggest that they look for these books in their local library, check them out and read them with their child.
- Send home copies of some of the songs and/or finger plays about clothing. Suggest that they sing a song and/or say a finger play with their child.