**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.

**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: *Shoes from Grandpa* by Mem Fox, illustrated by Patricia Mullins
  *Hats, Hats, Hats* by Ann Morris, photographs by Ken Heyman
  *Charlie Needs a Cloak*, by Tomie dePaola, author and illustrator
- Storytelling figures (felt or magnetic) for the book, *Charlie Needs a Cloak* (A Story a Month, January 2003)
- Storytelling figures (felt or magnetic) for the book, *Caps for Sale* (A Story a Month, February 2003)
- Nursery rhyme figures for the rhyme, “One, Two, Buckle My Shoe” (See *Ask Mr. Bear, A Story a Month, May 2004*)
- 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
Adventures in Learning - #5 Health and Safety

Clothing

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*

- Contact the Division of Child Care and Early Childhood Education for the following materials or locate at [www.arkansas.gov/childcare/storymonth.html](http://www.arkansas.gov/childcare/storymonth.html):
  - A Story a Month – January 2003 – Charlie Needs a Cloak (patterns for storytelling figures)
  - A Story a Month – February 2003 – Caps for Sale (patterns for storytelling figures)
  - A Story a Month – May 2004 – Ask Mr. Bear (patterns for “One, Two, Buckle My Shoe” Nursery Rhyme Figures located here)

Introduction: Finding out what Children Know about Clothing

Benchmarks: 3.5 Understands that print conveys a message
5.8 Participates in group discussion

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 its cold (winter) and when its 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.”
- Keep the list until you have completed the topic of study.

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 clothes you 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 list 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.
Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

Book #1: *Shoes from Grandpa* by Mem Fox, illustrated by Patricia Mullins

First Reading of *Shoes from Grandpa*
- Prepare to read the book, *Shoes from Grandpa*.
- Show cover; give title, author and illustrator. (Explain that author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Invite children to share their experiences with Grandpa or Grandma or other family members giving them clothing. Why did they give them the clothing items?
- Read the story so all children can see the pictures in the book.
- Follow up by inviting children to recall some of the clothing items that family members gave Jessie. In the end, what did Jessie really want? (jeans).
- Involve children in discussing who in their family wears jeans. Do they?

Second Reading of *Shoes from Grandpa*
- Show the cover, give title, author and illustrator.
- Invite children to recall some of the clothing items Jessie’s relatives gave her.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing the pages and involving children in naming who give Jessie what article of clothing. Prompt as needed.

Third Reading of *Shoes from Grandpa* (Small Group)
- Gather a small group of children, from three to five.
- 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 rereading the story, pausing at the end of lines with rhyming words and inviting children to fill in the rhymes and repeat the refrain. For example, read, “I’ll buy you a skirt that won’t show the____(dirt.”) Refrain: “to go with the shoes from Grandpa.”

Teacher Note: Pausing at the end of a line and allowing children to fill in the missing word is called the cloze technique.

Additional Benchmarks: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language) 5.5 Participates in songs, finger plays, rhyming activities and games

Book #2: *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 *Hat, Hats, Hats*.
- Have a couple of different types of hats to show to children. Involve them in
discussing who might wear the 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 Benchmark:** 2.13 Recognizes and responds to beauty in the environment

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**Book #3:** *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 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.

Additional Benchmark: 5.3 Expands vocabulary

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.

Additional Benchmarks: 3.2 Tells a story in sequence, following the pictures in a book

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 Benchmarks: 3.4 Demonstrates visual discrimination and visual memory skills
3.18 Shows an awareness of time concepts

Additional Books

A Pocket for Corduroy by Don Freeman
Caps for Sale by Esphyr Slobodkina
Froggy Gets Dressed by Jonathan London, illustrated by Frank Remkiewicz
The Dress I’ll Wear to the Party by Shirley Neitzel, illustrated by Nancy Winslow Parker
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
Shoes, Shoes, Shoes by Ann Morris, illustrated by Ken Heyman
Whose Hat? by Margaret Miller
Benchmark: 3.1 Shows enjoyment of books and stories and discussion of them

Storytelling Figures: 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
- 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.

Benchmark: 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)

5.5 Participates in songs, finger plays, rhyming activities and games

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.

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.
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.

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.

Boots

My boots never seem to fit. (hands on hips, shake head)  
They’re either too big, (spread arms wide to show size)  
And slippy and sloppy,  
Or else too small. (hands together to show small size)  
And sticky and stucky!
I can't get them off,  
Whether I stand on one leg  
Or whether I sit.  
My boots never seem to fit!  

(try to pull boots off)  
(stand on one leg)  
(sit down)  
(hands on hips, shake head)

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!

Jenny Jenkins

(Suit actions to words)

Will you wear white  
Oh my dear, oh my dear?  
Will you wear white, Jenny Jenkins?  
No-o-o-o, I won't wear white  
For the color is too bright.  
No, I won't wear white.

Will you wear red  
Oh my dear, oh my dear?  
Will you wear red, Jenny Jenkins?  
No-o-o-o, I won't wear red  
It's the color of my head.  
No, I won't wear red.

Will you wear green  
Oh my dear, oh my dear?  
Will you wear green, Jenny Jenkins?  
No-o-o-o, I won't wear green  
I would look like a bean.  
No, I won't wear green.

Will you wear pink  
Oh my dear, oh my dear?  
Will you wear pink, Jenny Jenkins?  
No-o-o-o, I won't wear pink  
It's an ugly color I think.  
No, I won't wear pink.

Will you wear brown  
Oh my dear, oh my dear?  
Will you wear brown, Jenny Jenkins?  
No-o-o-o, I won't wear brown  
I'd look like a clown.  
No, I won't wear brown.
Will you wear yellow
Oh my dear, oh my dear?
Will you wear yellow, Jenny Jenkins?
No-o-o-o, I won’t wear yellow
I’d look like lemon jello.
No, I won’t wear yellow.

Will you wear blue
Oh my dear, oh my dear?
Will you wear blue, Jenny Jenkins?
Yes-s-s, I will wear blue
My favorite color, it’s true.
Yes, I will wear blue.

**Teacher Note:** Consider having something to represent each of the colors; scarves, a piece of cloth, or a piece of construction paper cut into the shape of a clothing item, for example. Hold up the item as a new verse is started so children will know what color to expect in the next verse.

**Teacher Note:** Involve children by having them answer for Jenny Jenkins.

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

**Teacher Note:** Consider singing this song as a greeting song during circle time at the beginning of the day.

Miss Mary Mack

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

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).
**Teacher 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.

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**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.

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**This Is the Way We Dress for Summer**
(Sing to tune of Mulberry Bush and suit actions to words)

This is the way we dress for summer,
Dress for summer, dress for summer.
This is the way we dress for summer
When we go out to play.

This is the way we put on our shorts
Put on our shorts, put on our shorts.
This is the way we put on our shorts
When we go out to play.

**Teacher Note:** Add additional verses about dressing for summer such as:

This is the way we put on our sandals
This is the way we wear sunglasses

This is the way we dress for winter,
Dress for winter, dress for winter.
This is the way we dress for winter
When we go out to play.

This is the way we put on our coats
Put on our coats, put on our coats.
This is the way we put on our coats
When we go out to play.

**Teacher Note:** Add additional verses about dressing for winter such as:

This is the way we put on our mittens
This is the way we put on our hats

This is the way we dress when it rains
Dress when it rains, dress when it rains.
This is the way we dress for the rain
So that we don’t get wet.
This is the way we put on our raincoats,
Put on our raincoats, put on our raincoats.
This is the way we put on our raincoats
So we don’t get wet.

**Teacher Note:** Add additional verses about dressing for the rain such as:
This is the way we put on our boots
This is the way we hold up our umbrella

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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,
It’s a great big preschool smile. put it on your mouth, and smile)

**Teacher Note:** Substitute the appropriate words for preschool in the last line; for example, Head Start, pre-k, day care

**Teacher Note:** This song is appropriate to use during the first group time of the day as a welcome activity.

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**Benchmark:** 5.9 Uses language to problem solve

**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. 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.

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**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.

![Magic Pocket](image)

Chris – Train
Laurie – Purple purse
Sydni - Goldfish

• 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 Benchmark: 3.5 Understands that print conveys a message

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?

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 dance class that is familiar to your children)

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

Benchmarks: 3.11 Classifies things conceptually (things that go together)

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 of 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, 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 correct sheet of cardstock.

Benchmark: 3.15 Classifies objects by physical features such as shape or color

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.

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.

Benchmark: 3.11 Classifies objects conceptually (things that go together)

5.9 Uses language to problem solve

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 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**

<table>
<thead>
<tr>
<th>Warm Weather Clothes</th>
<th>Cold Weather Clothes</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="sun.png" alt="Sun" /></td>
<td><img src="snowman.png" alt="Snowman" /></td>
</tr>
</tbody>
</table>

**Food/Nutrition Experience**

**Benchmarks:**
- 4.3 Tries new foods before deciding whether he/she likes them
- 4.4 Recognizes different types of foods
- 4.5 Shows awareness that some foods are better for the body than others
- 4.6 Coordinates eye and hand movements to complete tasks
- 4.7 Uses small muscles for self-help skills

**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 oven 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 milk 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.
- Bake 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 down 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: milk, fruit and grain.
Teacher Note: Label the waxed paper so that each child gets the banana he or she prepared.

Teacher Note: If each child has made a vest, allow children to wear their “party” vests to the snack table.

Teacher Note: Allow the children to do as much of these food experiences as possible.

Teacher Note: Teachers and children should always wash hands before participating in a food experience.

Benchmarks: 2.4 Participates freely in music activities
2.5 Enjoys singing games, dramatizing songs and moving to music
2.6 Expresses through movement what is felt and heard in various musical tempos and styles

Movement/Physical Education

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.

Benchmark: 4:10 Throws, kicks, bounces, and catches

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.

Additional Benchmark: 3.10 Classifies objects by physical features such as shape or color

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.

Benchmark: 4.12 Shows balance and coordination

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.
### 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 for Girl Shape and Boy Shape)
- Provide ribbon, lace, yarn, small pieces of fabric of different textures as well a 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.

### Benchmarks: 2.1 Shows creativity and imagination with materials and props
2.2 Participates in dramatic play themes that become more involved and complex
2.3 Assumes various roles in dramatic play situations

### Home Living/Dramatic Play
- 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.

Benchmarks: 4.6 Coordinates eye and hand movements to complete tasks
4.7 Uses small muscles for self-help skills

Manipulatives

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.

Benchmarks: 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)
3.21 Uses words to describe the characteristics of objects (scientific process: communicating)
3.22 Makes comparisons (scientific process: comparing)

Science/Discovery

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**
- 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.

**Benchmark: 3.10 Classifies objects by physical features such as color or shape**

**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 Note:** Pay 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.”

**Teacher Note:** Use this as a transition activity at different times during the program year.

**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.