



Big Ideas

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

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



Materials to Collect and Make

Featured Books

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

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

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

Books to Make

Clothes We Wear (See Attachment: [Clothes We Wear](#))

Additional Materials

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



Book List

*Featured Books

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

A Pocket for Corduroy by Don Freeman

Corduroy by Don Freeman

Froggy Gets Dressed by Jonathan Logan



Reading Books with Toddlers

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

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

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

First Reading of *Clothes We Wear*

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

Extension:

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

Additional Benchmark: 6.2.C Applies knowledge to new situations

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

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

Note: The **Extension** experience of matching clothing to the pictures in the book may be more appropriate for older toddlers.

Second Reading of *Clothes We Wear*

- Place items of clothing that children normally wear to the center in a small suitcase or tote bag.
- Take the suitcase or bag to the book area. Keep it out of children's sight until the end of the story.
- Show children who join you the cover of the book, say the title, and invite them to name the items of clothing they see.
- Show each page and read the text.
- Bring out the suitcase or bag and say to children, "I wonder what is in this suitcase today?" Invite children to predict what is in the bag.
- Take out an article of clothing such as a shirt and invite children to name it.
- Ask children, "Who is wearing a shirt today?" "Yes, Brandon, Carlye, and Rebecca, you are wearing a shirt today."
- Continue this experience with each article of clothing.
- Make sure that each child is included in the discussion.

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

First Reading of *Mary Wore Her Red Dress and Henry Wore His Green Sneakers*

- Begin to sing or say the following as you go to the book area:

Mary Wore Her Red Dress
(Sing or chant)

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

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

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

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

Second Reading of *Mary Wore Her Red Dress and Henry Wore His Green Sneakers*

- Begin to sing or say "Mary Wore Her Red Dress" as you go to the book area.
- Show cover and give title.
- Read the story with the children.

- Follow up the reading of the story by inviting children to complete the sentence on each page. For example, read “Mary wore her red dress, red dress, _____ (children say “red dress”). Mary wore her red dress _____ (children say “all day long.”)”



**Language
and
Cognitive
Materials
and
Experiences**

Benchmark: 4.4.C Communicates through language

Mary Wore Her Red Dress
(Sing or chant)

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

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

Miss Mary Mack
(Suit actions to words)

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

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

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

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

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

Note: Sing the verses with the colors of clothing children are wearing. Include each child in one of the verses. Substitute children's names for Miss Mary Mack.

I See Ryan

(Sing to tune of "Are You Sleeping")

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

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

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

I See a Girl/Boy

(Sing or chant)

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

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

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

I Have Something in My Pocket

(Sing or chant)

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

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

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

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

Materials: 2 tote bags of different colors such as red and blue, clothing items for hot and for cold weather: swim suits, shorts, flip flops, sweater, jacket, cap, gloves/mittens

How to begin:

- Take the tote bags and clothing items to an area of the room where there is floor space for you and several children.
- Place the articles of clothing on the floor and say, "I need help putting these clothes in the right bag."
- Show one tote bag and say, "This blue bag is for clothes we wear when the weather is cold and the red bag is for clothes we wear when its hot."
- Invite a child to select an article of clothing and name it. "Yes, Mali, that's a swim suit. Would we wear the swim suit when its hot or when its cold." "Yes, Mali, we would wear the swim suit when its hot, so put it in the red bag."
- Continue by allowing each child to select an article of clothing, name it, say when you would wear it and put it in the correct bag.

Extension:

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

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

Benchmark 4.4.C Communicates through language**Planned Experience: Clothes Have Names (YT & OT)**

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

How to begin:

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

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

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

Additional Benchmark: 4.2.C Identifies with a home language

	<p>Benchmark: 4.4.C Communicates through language</p> <p>Planned Experience: Things I Wear (YT & OT)</p> <p>Materials: photos from the “Things I Wear” section of The Infant/Toddler Photo Activity Library or large pictures of clothing items, each on a separate page</p> <p>How to begin:</p> <ul style="list-style-type: none"> • Invite an individual child (younger toddler) or two or three children (older toddlers) to join you in looking at the photos. • Involve children in naming the items of clothing. • Personalize the discussion. Invite children to look at the clothes they are wearing. Are they wearing shoes? Are the shoes like the ones in the picture? Do they wear a hat/cap, for example? Where do they wear their hat? Did they bring a jacket to the center today? <p>Note: <i>If you have children whose home language is not English and you have learned to say a few “clothing” words in their home language, include these words as the children are participating in this experience.</i></p> <p>Additional Benchmark: 4.2.C Identifies with a home language</p>
 <p><u>Self, Social and Emotional Experiences</u></p>	<p>Benchmarks: 1.3.C Demonstrates increasing sense of competence and confidence in growing abilities 1.4.C Asserts independence 3.3.C Demonstrates caring and cooperation 3.4.C Tries out roles and relationships through imitation and pretend play</p> <p>Planned Experience: Dressing Baby (YT & OT)</p> <p>Materials: dolls, doll clothes that are easy for children to take off and put on the dolls, blankets for dolls, diaper bag or small tote bag for clothes, doll cradle or bed</p> <p>How to begin:</p> <ul style="list-style-type: none"> • Place the doll clothes and blanket in a diaper bag or small tote bag. • Have several dolls in the pretend play area. • Take the diaper bag to the pretend play area and say to children, “These baby dolls are cold. They need clothes to keep them warm.” • Invite children who join you to help dress the dolls. • Provide assistance if children request it or seem to need a little support and encouragement. <p>Extensions:</p> <ul style="list-style-type: none"> • Leave the bag and clothes in the pretend play area for children to use independently. Observe children. Do they dress and undress the dolls? Do they wrap the dolls in a blanket and place them in the doll cradle or bed? <p>Note: <i>Make sure all doll clothes are easy for children to put on and take off the dolls.</i></p> <p>Note: <i>Provide dolls that reflect different racial and ethnic groups.</i></p>

Benchmarks: 1.2.C Becomes aware of self as a unique individual
1.4.C Asserts independence

Planned Experience: All Dressed Up (YT & OT)

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

How to begin:

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

Extensions:

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

Note: *Take full body shots of the children.*

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

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

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

Materials: each child's jacket or coat

How to begin:

- Collect each child's jacket or coat when it is time to go outdoors.
- Place the jackets on the floor (if carpeted) or on a clean table. Separate the jackets so that they are not piled on top of each other.
- Invite one child at a time to find his or her jacket.
- Say, "Yes, Maddie, that's your jacket." If child's name is in the jacket, read it, show it to the child and say, "Maddie, your jacket has your name in it."
- Assist each child as needed in putting on jacket. Allow time for children to do as much for themselves as possible.



**Sensory
and Art
Materials
and
Experiences**

Benchmarks: 1.3.C Demonstrates increasing sense of competence and confidence in growing abilities
1.4.C Asserts independence
5.2.C Develops fine motor skills

Planned Experience: Clothing Collage (OT)

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

How to begin:

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

Extension:

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

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

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

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

Planned Experience: Scarf Box (YT)

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

How to begin:

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

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

	<p>Benchmarks: 6.1.C Gains an understanding of basic concepts and relationships 6.3.C Develops strategies for solving problems</p> <p>Planned Experience: Match the Bunnies (YT & OT)</p> <p>Materials: 4 or 5 pairs of bunnies (See Attachment: Match the Bunnies), with round tummies cut from soft fabric such as fake fur, fleece, and velvet or velveteen, magnetic or Velcro strips, magnet or felt board (each pair of bunnies tummies should be the same)</p> <p>How to begin:</p> <ul style="list-style-type: none"> • Make 4 or 5 pairs of bunnies with round tummies cut from soft fabric such as fake fur, fleece and velvet or velveteen, for example. • Attach a magnetic or Velcro strip to the back of each bunny. • Place the bunnies face up on the floor. • Select one of the bunnies and place it on the felt or magnetic board and say, “Yvonne, I’ve put a soft, fuzzy bunny on the board. Can you find another soft, fuzzy bunny just like this one? That’s right. Now put the soft, fuzzy bunny on the board next to mine.” • Continue the activity, allowing children turns finding the matching bunnies. • Encourage children to feel the softness of the bunnies.
 <p><u>Movement,</u> <u>Music and</u> <u>Gross</u> <u>Motor</u> <u>Experiences</u></p>	<p>Benchmarks: 5.1.C Develops gross motor skills 6.1.C Gains an understanding of basic concepts and relationships</p> <p>Planned Experience: Dancing with Scarves (YT & OT)</p> <p>Materials: scarves of different colors, CDs or tapes of different types of music, including music from other cultures, CD or cassette player</p> <p>How to begin:</p> <ul style="list-style-type: none"> • Place scarves in a basket or other type container. • Go to an area that is large enough for you and the children to move about without bumping into each other. • Select a scarf from the container and say, “I’m going to dance with this scarf.” • Invite children to join you, and one at a time, to select a scarf from the container. • Remind children who join you that, as they dance, they are to dance without touching others. • Begin with a slow song such as a waltz. • Describe your movements. For example, say, “I’m waving the scarf in the air. I’m moving the scarf back and forth in front of my body.” “I’m moving the scarf slowly.” • End with an experience that allows the children to transition from active to quiet. For example, at the end of a song, say, “I am tired and my scarf is tired of dancing. Let’s sit on the floor with our scarves and rest.” • Invite one child at a time to return his or her scarf to the container when the dancing experience is over. <p>Extensions:</p> <ul style="list-style-type: none"> • Change the type of music to encourage different movements. For example, classical music may encourage slow, flowing movements while music with a more upbeat tempo may encourage movements such as twirling in circle while waving the scarf. • Include music from other cultures.

	<ul style="list-style-type: none"> • Play marching music such as “Yankee Doodle” while children march around the room waving a scarf in the air like a flag. <p>Note: <i>Be a keen observer of the children as they participate in this experience and bring it to an end when you see that children need to transition to a less active experience.</i></p>
 <p><u>Transition Times</u></p>	<p>I See Girls/Boys</p> <ul style="list-style-type: none"> • Adapt the song or chant into a transition activity as follows; <p style="text-align: center;">I See Two Girls</p> <p style="text-align: center;">I see two girls with red sweaters on, Red sweaters on, red sweaters on. I see two girls with red sweaters on, Their names are (insert children’s names)</p> <hr/> <p style="text-align: center;">I See Ryan (Sing to tune of “Are You Sleeping?”)</p> <p style="text-align: center;">I see Ryan, I see Ryan (point to Ryan) Yes I do. Yes I do.</p> <p style="text-align: center;">Ryan is wearing white sneakers. Ryan is wearing white sneakers. Yes he is. Yes he is.</p> <p>Note: <i>Sing about each child either individually or in a group until all children have transitioned to the next activity or place.</i></p> <p>Note: <i>Adapt other finger plays previously listed as transitions to move children from one activity or place to another. Include effective transitions from previous topics.</i></p>
 <p><u>Family Experiences</u></p>	<p>Invite families to bring clothing catalogs to the center. Explain to them that their children will be using the catalogs for various experiences as they learn about clothing.</p> <p>Ask families whose home language is not English to teach you a few “clothing” words in their home language; words such as shirt, sweater, jacket/coat, and dress. Ask them to write the words in their home language, you write the words in English, then you write them phonetically to help you to say them correctly.</p> <p>Send home one or both of the following activity sheets from Infant and Toddler Family Connection:</p> <ul style="list-style-type: none"> ➤ Activity #26 – “Dressing Up is Fun” (See Attachment: “Dressing Up is Fun”) ➤ Activity #30 – “Having Fun with a Friend” (See Attachment: “Having Fun with a Friend”) <p>Include a Family Response sheet for each activity. (See Attachment: Family Response Sheet)</p>