

## Introduction and Preparation for the Focus Area – Clothes We Wear



### Introduction

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

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

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

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

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

6. To learn to communicate – Language Development

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

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

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

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

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

***Developers of Adventures for Toddlers suggest that caregivers use their knowledge***

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



**Resources**

- Children’s books can be purchased online, from school supply catalogs or local book stores.
- Check with your local library for the availability of children’s books.
- Contact the Division of Child Care and Early Childhood Education for the following materials or locate at [www.arkansas.gov/childcare](http://www.arkansas.gov/childcare)
  - ✓ Arkansas Framework for Infant and Toddler Care
  - ✓ Infant and Toddler Family Connection
  - ✓ A Story a Month – *Corduroy* (patterns for storytelling figures)
- **The Infant /Toddler Photo Activity Library**, A Pam Schiller Resource, published by Gryphon House (52 photos & activity cards focusing on the following topics: Me and My Body, Families, Things I Wear, Toys, Pets, Big Animals, Transportation, Construction.)  
 Website: [www.ghbooks.com](http://www.ghbooks.com)  
 Phone: 301-595-9500 or 800-638-0918 (toll free)
- CDs which can be ordered online or from school supply catalogs:
  - Baby Beluga by Raffi
  - Sea Gulls Music for Rest and Relaxation by Hap Palmer
  - Songs for I Love You Rituals and Songs for I Love You Rituals 2 with songs by Dr. Becky Bailey and music by Mar Harmon
  - Start Smart Songs for 1s, 2s & 3s – Brain Building Activities by Pam Schiller, KIMBO Educational
  - Toddlers on Parade, KIMBO Educational
  - 50 Toddler Sing-Along Songs (2 CDs with 50 activities), Twin Sisters, [www.twinsisters.com](http://www.twinsisters.com)



**Picture File**

- Collect pictures that relate to this Focus Area – **Clothes We Wear**. Examples of pictures to collect include:
  - people in uniform: fire fighters, police officers, medical personnel, military personnel, construction workers, football players, baseball players, basketball players (pictures reflect diversity)
  - clothing that children wear for bed and for play
 Include small (index card size) as well as larger pictures. Consider mounting the small pictures on index cards. Laminate or cover all of the pictures with clear, self-adhesive paper for durability.
- Post some of the pictures on the wall at toddler’s eye level. Observe to see if toddlers look at the pictures and point to and/or name the objects or people in the pictures. Join them and expand on what they say. For example, say to Megan who has pointed to a picture of a basketball player in uniform and said “Will” say, “Yes, Megan, that’s a boy playing basketball like your brother, Will.”
- Put some of the small pictures in a container and place it in the library area so that it is accessible to children. Observe a child as he takes the pictures out of the box.

	<p>Should the child bring a picture to you, involve him in discussing what he sees in the picture. "That's a fire fighter putting out a fire."</p> <ul style="list-style-type: none"> <li>• Keep some of the pictures in a basket or tote bag within easy reach. Use the pictures with an individual child or a small group of children. Invite them to name objects and to talk about what is happening in the pictures. Allow children to look at the pictures on their own. Model and talk with them about the proper way to handle the pictures.</li> <li>• Determine if funds are available to purchase <b>The Infant /Toddler Photo Activity Library</b>, a Pam Schiller resource published by Gryphon House. See <b>Resources</b> for ordering information.</li> </ul> <p><b>Note:</b> Refer to <b>Curriculum Tips and Techniques – Picture File</b>, for additional information about how to organize a picture file.</p>
 <p><b>Toddler Environment</b></p>	<p>The toddler environment should always provide equipment and materials for language experiences, manipulative exploration, gross motor and block play, sensory exploration, pretend play and outdoor exploration. The following additions to the environment are intended for the entire topic: <b>Clothes We Wear</b>. Each <b>Weekly Plan Sheet</b> will specify which materials to add for that week.</p> <p><b>Language Area</b></p> <ul style="list-style-type: none"> <li>• Add the following books: <ul style="list-style-type: none"> <li>○ <b>Clothes We Wear</b></li> <li>○ <b>People Wear Uniforms for Work and Play</b></li> <li>○ <b>On My Head</b></li> <li>○ <b>On My Hands</b></li> <li>○ <b>On My Feet</b></li> </ul> </li> <li>• Add container of pictures that have been laminated or covered with clear self-adhesive paper. (See <b>Picture File</b>, page 3 for examples of types of pictures to collect.)</li> </ul> <p><b>Manipulative Exploration</b></p> <ul style="list-style-type: none"> <li>• Mitten Match</li> <li>• Sock Match</li> <li>• Button Bottles (also Sensory)</li> <li>• Peg clothespins and plastic container (tub or large mouth plastic bottle to drop clothespins in)</li> </ul> <p><b>Gross Motor &amp; Blocks</b></p> <ul style="list-style-type: none"> <li>• Add wood, rubber or vinyl people/career figures (uniforms)</li> <li>• Tape down textured feet to walk and crawl on (also Sensory)</li> <li>• Sock toss (balled up socks and soft basket)</li> </ul> <p><b>Note:</b> Store people figures in a clear plastic tub that is labeled with both pictures and words.</p> <p><b>Sensory Exploration</b></p> <ul style="list-style-type: none"> <li>• Add Sensory Bottles (include Button Bottles)</li> </ul> <p><b>Pretend Play</b></p> <ul style="list-style-type: none"> <li>• Add large soft dolls that have clothes that can easily be taken off and put on.</li> <li>• Add diaper bag and doll blankets.</li> <li>• Have dress-up clothes such as boy's suit jacket, dance costumes, vests and shirts</li> </ul>

	<p>that children can put on and take off. Shorten sleeves of shirts to fit children.</p> <ul style="list-style-type: none"> <li>• Add accessories such as ties, scarves, purses and men’s wallets.</li> <li>• Add to the purse and/or wallet items such as sample credit cards received in the mail, play money (bills only) and fake driver’s license.</li> <li>• Include clothes of different textures.</li> <li>• Include gloves of different textures, such as cotton gloves, leather gloves, fleece gloves, and rubber gloves.</li> <li>• Have dress-up clothes with large buttons and snaps. Demonstrate buttoning and snapping. Encourage children to button and snap, assisting as needed.</li> <li>• Have unbreakable full-length mirror that is securely fastened to wall.</li> <li>• Add unbreakable hand mirrors.</li> <li>• Add toy telephones (at least 2).</li> </ul> <p><b>Note:</b> <i>Dress up clothes in older children’s sizes work better than adult sizes.</i></p> <p><b><u>Outdoor Exploration</u></b></p> <ul style="list-style-type: none"> <li>• Take some of the items for pretend play outdoors; items such as gloves and purses. For ease in transporting the items outdoors and for collecting them at the end of outdoor time, store them in a container such as a plastic basket.</li> </ul> <p><b>Safety Note:</b> <i>It is the responsibility of the child care program and each employee to ensure the safety of toddlers in the program. This includes the materials and equipment provided for children’s use. Should you have safety questions, the developers of this curriculum suggest that you consult with your Child Care Licensing Specialist for technical assistance.</i></p> <p><i>Curriculum books such as The Creative Curriculum for Infants, Toddlers &amp; 2s, 2<sup>nd</sup> Edition, contain safety information. See <b>Curriculum Tips and Techniques, References and Resources</b>, for additional resources.</i></p>
 <p><b><u>Family Experiences</u></b></p>	<p>Send home a note to families stating that for the next few weeks the children will be involved in the Focus Area: <b>Clothes We Wear</b>. They will participate in experiences that focus on the clothing they wear, as well as the clothing worn by others in their world. How families can be involved in this Focus Area will depend on the situation of each child and his or her family.</p> <p>Consider some of the following ways to involve the families:</p> <ul style="list-style-type: none"> <li>• Invite families to bring in clothing catalogs.</li> <li>• Include the titles and authors of some of the children’s books that relate to the Focus Area: <b>Clothes We Wear</b>. Suggest that they look for these books in the local library, check them out and read them with their toddler.</li> <li>• Send home related activities from Infant and Toddler Family Connection.</li> </ul>