

#4.1 – Clothes for Different Occasions

Before You Begin

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

Big Ideas

Here are some big ideas about 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

Teacher 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 Book

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

Additional Books

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

Corduroy by Don Freeman (also available in Spanish)

Froggy Gets Dressed by Jonathan Logan (also available in Spanish)

Maggie and Michael Get Dressed by Denise Fleming

Reading Books with Toddlers

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

Learning Goals:

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

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

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

EL1.1 Shows interest in literacy experiences

EL1.2 Engages in read-alouds and conversations about books and stories (*engagement with books and stories, story comprehension*)

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?"
- Allow children to guess what is in the suitcase, then say, "Let's open the suitcase and see if you were right."
- Take out an article of clothing and invite children who have joined you to name it and was it what they guessed would be in the suitcase.
- 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.

Teacher Notes:

- *Always begin with real items of clothing before introducing a pictorial representation of the item. Children learn from hands on experiences with concrete items.*
- *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.*
- *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 Peek (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."

Teacher Notes:

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

Learning Goals:

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

EL1.1 Shows interest in literacy experiences

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

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

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.*

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)

Teacher 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.*

<p style="text-align: center;">I See Ryan (Sing to tune of "Are You Sleeping")</p> <p>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.</p> <p>Teacher Notes:</p> <ul style="list-style-type: none"> • <i>Substitute a different child's name and an article of clothing the child is wearing each time you sing a verse.</i> • <i>Encourage children to point to article of clothing included in the verse.</i> 	<p style="text-align: center;">I See a Girl/Boy (Sing or chant)</p> <p>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).</p> <p>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).</p> <p>Teacher Note: <i>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></p>
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I Have Something in My Pocket
(Sing or chant)

I have something in my pocket
That belongs upon my face.
I keep it very close to me,
In a most convenient place.

(Put your hand over your pocket)
(Point to face)
(Put your hands over your pocket)

I know you'll never guess it
If you guess a long, long while.
So I'll take it out and put it on
It's a great big toddler smile.

(Shake index finger back and forth)
(Pretend to take something out of your pocket,
put it on your mouth, and smile)

Learning Goals:

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

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

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

Planned Activities: 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 it's 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 it's hot or when it's cold." "Yes, Mali, we would wear the swim suit when it's 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?

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

Learning Goals:

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

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

Planned Activities: 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.

Teacher Notes:

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

Planned Activities: Things I Wear (YT & OT)

Materials: large pictures of clothing items, each on a separate page

How to begin:

- 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?

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 Learning Goal:

LD4.1 Demonstrates progress in attending to, understanding, and responding to English

Self, Social and Emotional Activities

Learning Goals:

SE2.2 Interprets and responds to the feelings of others (*empathy*)

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

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

Planned Activities: Dressing Baby (YT & OT)

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

How to begin:

- 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, pick up a doll and say to children, "I heard this baby crying. I think she is cold and needs warm clothes to keep her 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.

Extensions:

- 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? Do they rock the dolls? Do they pretend to feed the dolls?

Teacher Notes:

- *Make sure all doll clothes are easy for children to put on and take off the dolls.*
- *Provide dolls that reflect different racial and ethnic groups.*

Learning Goals:**SE3.1 Shows awareness of self as unique individual** (*sense of identity, preferences*)**SE3.2 Demonstrates confidence and competence** (*self-confidence*)**Planned Activities: 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.

Teacher Notes:

- *Take full body shots of the children.*
- *Be aware that some families may express concern 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.*

Learning Goals:**SE3.1 Shows awareness of self as unique individual** (*sense of identity*)**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)**Planned Activity: 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 Activities

Learning Goals:

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

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

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

Planned Activities: 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.

Teacher Notes:

- *Consider vinyl place mats for each child if trays are not available.*
- *Providing individual trays or vinyl place mats for art experiences reduces possible conflicts between toddlers.*

Learning Goals:

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

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

Planned Activity: 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."
- Observe to see if child attempts to put scarves back in container.

Teacher 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.*

Learning Goals:

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

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

Planned Activity: Match the Bunnies (YT & OT)

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)

How to begin:

- 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 each child a turn finding the matching bunnies.
- Encourage children to feel the softness of the bunnies.

Movement, Music and Gross Motor Activities

Learning Goals:

PH1.1 Demonstrates locomotor skills

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

Planned Activities: Dancing with Scarves (YT & OT)

Materials: scarves of different colors, CDs of different types of music, including music from other cultures, CD player

How to begin:

- 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.

Extensions:

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

Teacher Note: *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.*

Transition Times

I See Girls/Boys

- Adapt the song or chant into a transition activity as follows;

I See Two Girls

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)

I See Ryan

(Sing to tune of "Are You Sleeping?")

I see Ryan, I see Ryan (point to Ryan)
Yes I do. Yes I do.

Ryan is wearing white sneakers.
Ryan is wearing white sneakers.
Yes he is. Yes he is.

Teacher Notes:

- *Sing about each child either individually or in a group until all children have transitioned to the next activity or place.*
- *Adapt other finger plays previously listed as transitions to move children from one activity or place to another. Include effective transitions from previous topics.*

Family Connection and Engagement

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.

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.

Send home the following Family Connection and Engagement activity:

- "Dressing Up is Fun" (See Attachment: ["Dressing Up is Fun"](#))
- "Having Fun with a Friend" (See Attachment: ["Having Fun with a Friend"](#))

Include a Family Response sheet for each activity. (See Attachment: [Family Response Sheet](#))