

#4.2 – Clothes for Bed, Work and Play

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 clothes we wear that you can help toddlers explore:

- We wear certain clothes when we go to bed at night.
- We wear certain clothes when we play.
- Some people wear special clothes for work and play.

Teacher Note: Consider extending this topic of study beyond a one-week period of time. There is so much for toddlers to learn about clothes for bed, work and play. Carry over activities from one week to another because toddlers enjoy and learn best through repetition.

Materials to Collect and Make

Featured Books

Five Little Monkeys Jumping on the Bed by Eileen Christelow (+BB)
Pajama Time by Sandra Boynton (BB)
Ten, Nine, Eight by Molly Bang (+BB)

Mother Goose Books

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 some of the featured books are unavailable and as supplemental books to read with children.

Storytelling Figures

- Storytelling figures (felt or magnetic) for the book, *Five Little Monkeys Jumping on the Bed* (See Attachment: [Five Little Monkeys](#))

Books to Make

People Wear Uniforms for Work and Play (See Attachment: [People Wear Uniforms for Work and Play](#))

Additional Materials

- Pair of child's pajamas
- Child's gown
- Tote bag
- Lazy Susan spice rack
- Pictures of people in uniform: fire fighters, police officers, medical personnel, construction workers, football players, basketball players, baseball players
- Pictures of clothing children wear for bed and for play
- Surprise Picture folder

Book List

Featured Books

Five Little Monkeys Jumping on the Bed by Eileen Christelow

Pajama Time by Sandra Boynton

Ten, Nine, Eight by Molly Bang

Additional Books

Humpty Dumpty and Other Rhymes by Iona Opie and Rosemary Wells

My First Real Mother Goose Board Book by Blanche Fisher Wright

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 Focuses and sustains attention (*attention and engagement*)

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

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: *Five Little Monkeys Jumping on the Bed* by Ellen Christelow (**YT & OT**)

First Reading *Five Little Monkeys Jumping on the Bed*

- Go to the book area and begin to say the following:

Five Little Monkeys

(Say first verse only)

Five little monkeys jumping on the bed	(hold up five fingers)
One fell off and bumped his head.	(rub head)
Mamma called the doctor and the doctor said	(pretend to make telephone call)
"No more monkeys jumping on the bed!"	(shake finger as if scolding)

- Show book cover to children who join you and say, "We're going to read a book about five little monkeys jumping on the bed."
- Ask children if they have ever jumped on the bed and what Mama said about it.
- Read story with children, allowing time for them to see pictures and make comments about what monkeys are doing on each page.
- Follow up by showing page 4 where monkeys are putting on their pajamas. Ask children if they put on their pajamas. Can they put them on by themselves? Who helps them?
- Show page 32 and invite children to tell you what Mama is wearing as she gets ready for bed.

Second Reading of *Five Little Monkeys Jumping on the Bed*

- Go to the book area and begin to say the first verse of **Five Little Monkeys**.
- Show the cover of the book and say the title.
- Read the story with children, pausing to count with children the monkeys on the bed after one has fallen off.
- Follow up by showing page 30, where monkeys are in bed with bandages on their heads. Invite children to discuss what monkeys have on their heads and why.
- Invite children to discuss times they have had bandages or band aids.

Teacher Note:

- *The counting and discussion experiences will probably be more appropriate for older toddlers. Know your children and adapt the reading steps according to their interests and attention spans.*
- *Read the book with individual children who seem particularly interested in the story. Invite lots of discussion about what is happening in the story and relate it to children's personal experiences.*

Book: *Ten, Nine, Eight* by Molly Bang (OT)

First Reading of *Ten, Nine, Eight*

- Say to children, "I'm going to the book area to read a story about a little girl and her dad. The little girl is getting ready for bed. She has on a yellow gown with round buttons on it."
- Show the cover to the children who join you and read the title.
- Show the title page where the father is holding out his hands to the child. Ask children if they think the little girl's Dad is going to rock her to sleep. Say, "Let's read the story and find out."
- Read the story with the children.
- Follow up by asking children if the little girl's Dad rocked her to sleep.

Second Reading of *Ten, Nine, Eight*

- Say to children, "I'm going to the book area to read a story about a little girl and her dad. The little girl is getting ready for bed. She has on a yellow gown with round buttons on it."
- Show the cover to the children who join you and read the title.
- Read each page, pausing to count the objects found on that page. For example, count 10 small toes, 9 soft friends, 8 square windowpanes.
- Follow up the reading by showing each page and inviting children to name the numbered objects on each page. Say, for example, "10 small _____ (toes), 9 soft _____ (friends)."

Additional Learning Goal:

MT1.1 Demonstrates number sense and an understanding of quantity (*number names and count sequence*)

Teacher Note: *Read the story again and again with children who are interested and who request it.*

Book: *Pajama Time* by Sandra Boynton (OT)

First Reading of *Pajama Time*

- Place a pair of children’s pajamas and the book, *Pajama Time*, in a small bag.
- Say to children, “I’m taking this bag to the book area. I wonder what is in it.”
- Invite children who join you to guess what is in the bag. Give a hint such as, “It’s something we put on when we go to bed at night.” As you pull out the pajamas, say, “That’s right, pajamas are in the bag.”
- Look in the bag and say, “There’s something else in the bag. I wonder what it could be.” Give a hint by saying, “It’s something we read.”
- Take the book out of the bag. Show the cover and title page and say, “The name of this book is *Pajama Time*.”
- Read the story with the children. Allow time for children to look at the illustrations and encourage their comments.
- Follow up by inviting children to discuss what they wear at night.

Teacher Note: *Accept what children say they wear at night. All children may not wear pajamas.*

Second Reading of *Pajama Time*

- Show cover and title page and invite children to say the title of the book with you.
 - Read the story with the children. Allow time for them to look at the illustrations and encourage their comments.
 - Follow up by showing each page and involving children in discussing what is happening on that page. For example, in the first double spread, involve them in discussing what the 3 animals are doing (swinging, jumping rope, and playing in sand). In the second double page spread, the animals is pulling on the bottoms and putting on the tops. Involve them in describing the pajamas: old, new, colors, stripes, polka dots.
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Book: *People Wear Uniforms for Work and Play* (OT)
(See Attachment: [People Wear Uniforms for Work and Play](#))

First Reading of *People Wear Uniforms for Work and Play*

- Show cover and invite children to discuss who they see on the cover.
 - Say to children, “We’re going to read a story about people who wear uniforms for work and play.”
 - Show pictures and read words. Allow children time to look at pictures and comment about what they know about the people featured on each page. Be familiar with any families who might wear uniforms and include comments and questions about them as you and the children discuss the pictures.
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Second Reading of *People Wear Uniforms for Work and Play*

- Show cover and give title
- Read the story with the children.
- Follow up by showing each page and inviting children to name the people on the page.

Language and Cognitive Materials and Activities

Learning Goal:

EL1.1 Shows interest in literacy experiences

Planned Activities: **Storytelling (YT & OT)**

Five Little Monkeys Jumping on the Bed (See Attachment: [Five Little Monkeys](#))

How to begin:

- Make either felt or magnetic storytelling figures for the story.
- Read the book and the rhyme with children several times so that they are familiar with the characters and the order of events.
- Use the storytelling figures to tell the story.
- Involve children in placing figures on the storyboard when you feel they can do this.

Learning Goals:

EL1.1 Shows interest in literacy experiences

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

Planned Activities: **Mother Goose Rhymes**

Materials: Mother Goose book with large illustrations

Rhymes: **Diddle, Diddle, Dumpling** and **Wee Willie Winkle**

How to begin:

- Read the rhyme with the children while showing the illustrations.
- Repeat the rhyme with children.
- Invite children to say the rhyme with you.

Teacher Note: *Read and say other rhymes with children any time there is an opportunity to do so.*

Five Little Monkeys

Five little monkeys jumping on the bed One fell off and bumped his head. Mamma called the doctor and the doctor said "No more monkeys jumping on the bed!"	(hold up five fingers) (rub head) (pretend to make telephone call) (shake finger as if scolding)
Four little monkeys jumping on the bed One fell off and bumped his head. Mamma called the doctor and the doctor said, "No more monkeys jumping on the bed!"	(hold up four fingers) (rub head) (pretend to make telephone call) (shake finger as if scolding)
Three little monkeys jumping on the bed One fell off and bumped his head, Mama called the doctor and the doctor said, "No more monkeys jumping on the bed!"	(hold up three fingers) (rub head) (pretend to make telephone call) (shake finger as if scolding)
Two little monkeys jumping on the bed One fell off and bumped his head. Mama called the doctor and the doctor said, "No more monkeys jumping on the bed!"	(hold up two fingers) (rub head) (pretend to make telephone call) (shake fingers as if scolding)
One little monkey jumping on the bed He fell off and bumped his head. Mama called the doctor and the doctor said, "No more monkeys jumping on the bed!"	(hold up one finger) (rub head) (pretend to make telephone call)

This Is the Way
(*Suit actions to words*)

This is the way we put on our gown,
Put on our gown, put on our gown,
When we get ready for bed.

This is the way we put on our pajamas,
Put on our pajamas, put on our pajamas.
This is the way we put on our pajamas,
When we get ready for bed.

This is the way we put on our pants/jeans/slacks,
Put on our pants, put on our pants.
This is the way we put on our pants,
When we get ready for play.

This is the way we put on our shirt
Put on our shirt, put on our shirt.
This is the way we put on our shirt,
When we get ready for play.

This is the way we put on our jacket,
Put on our jacket, put on our jacket.
This is the way we put on our jacket,
When we go outside to play.

Teacher Notes:

- *Add other verses with other articles of clothing such as sweater, dress, and shoes. Match the articles of clothing to what children are wearing.*
- *Show pictures of the clothing item as you begin each verse to give children a visual clue.*

Are You Sleepy?

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

Are you sleepy, are you sleepy?
Yes I am. Yes I am.
Time to say goodnight. Time to say goodnight.
Kiss, kiss, kiss. Kiss, kiss, kiss.

Teacher Note: *Consider singing this song to children when they first get on their cots for rest time. Sing the song softly. Sing line two as follows: "Yes you are. Yes you are." Include a special puppet that kisses each child goodnight (gentle touch on the head).*

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)

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

Planned Activity: When Do You Wear This – Lazy Susan (YT & OT)

Materials: plastic lazy Susan spice rack, clear self-adhesive paper, five or six pictures of clothing children wear for bed and for play

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 picture for durability.
- Use tape on back of the circle to secure it to the lazy Susan.
- Place the lazy Susan in front of a younger toddler and invite him to experiment with it.
- Show him how to turn it around if he does not discover this on his own.
- When the lazy Susan stops turning, point to the picture appearing upright and say to the younger toddler, "Can you show me the pajamas?" For the older toddler, ask, "Can you tell what this is? Where would you wear this?" If the child needs prompting, ask, "Would you wear this when you go to bed or when you are playing?"
- Repeat this activity so that the toddler can identify all of the pictures.

Extension:

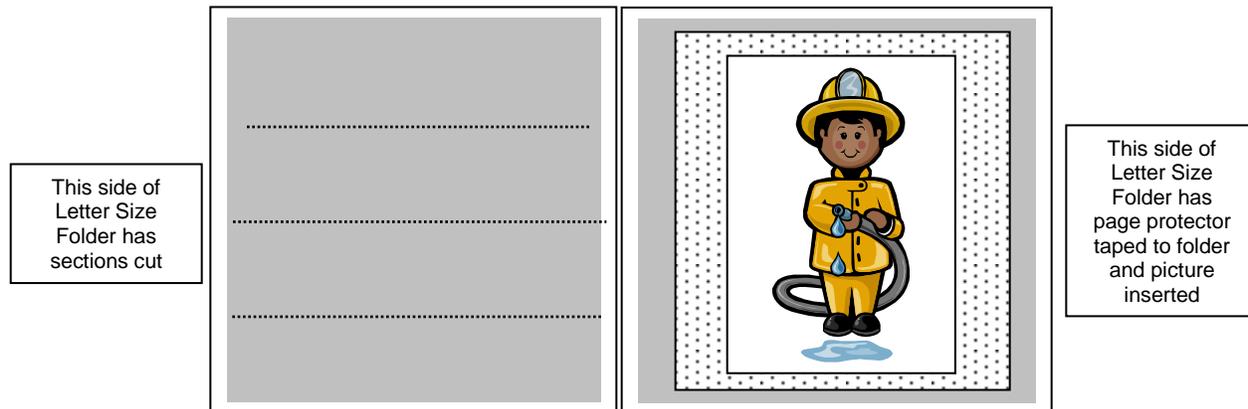
- Use the same procedure to create a circle of pictures of people dressed in special clothes required for their work: police officer, fire fighter, medical personnel, postal worker, race car driver, carpenter, football player, basketball player, tennis player, for example.
- Invite children to tell you who each person is and/or what they do.

Learning Goals:

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

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

Planned Activity: Surprise Picture (OT)



Materials: letter-size file folder, clear plastic page protector, pictures of people who wear special clothes for work and for play (fire fighter, doctor, nurse, football player, basketball player, construction worker)

How to begin:

- Tape the back of a clear plastic page protector to the inside of the folder.
- Cut the cover of the folder into strips that are 2" to 3" wide. Cut from the edge of the cover to the center fold.
- Insert an 8 ½ x 11 inch picture into the page protector and close the folder.
- Invite one or two children to join you in looking at the "surprise" picture.
- Fold back one strip at a time to reveal a part of the picture and invite children to predict what it is.
- Continue folding back one strip at a time until the entire picture is revealed. If children have not figured out what the picture is, say "Surprise!" as you fold back the last strip.
- Invite children to name who is in the picture and describe what that person does.
- Support and expand on what child says. For example, say, "Yes, Trey, that's a fire fighter. He puts out fires."

Extensions:

- Allow all children who are interested a turn with this experience.
- Change out the pictures in the plastic page protector to keep children interested.

Teacher Note: *When you invite a child to join you in an activity, make sure the child is not actively engaged in something of interest.*

Self, Social and Emotional Activities

Learning Goals:

SE1.1 Forms trusting relationships with nurturing adults

Planned Activity: Naptime Rituals and Routines (YT & OT)

Materials: books about bedtime, naptime and nighttime, soft, soothing music, each child's comfort item either brought from home or provided by the center

How to begin:

- Gather information from families about children's sleeping habits and patterns, including naptimes when child is not in the center. This information can help you better understand each child and that child's naptime needs.
- Encourage families to bring familiar comfort items from home; items that can make falling asleep easier, or have comfort items available in the classroom with each child having a special item. Allow children to have the comfort items at naptime.
- Establish consistent daily naptime routines and rituals with children's books so that children know what to expect when it is time for rest. An example follows:
Collect children's books about bedtime, naptime and nighttime.
Read a story after lunch, just prior to naptime. Include finger plays that children enjoy.
Read a different story until the children have selected their favorite naptime books and make these books a part of the daily naptime ritual.
Place the books in a special bag or basket that children will learn to recognize as being for a naptime story.
- Place cots or mats in the same place each day. Make sure that you can see each cot.
- Dim the lights, leaving sufficient light so that children and other adults can see you and you can see the children and other adults.
- Play soft, soothing music; music that seems to help children ease into sleep.
- Focus on the children and their individual needs until they are asleep. Know which children need you near and which need soft pats on the back, for example.
- Avoid talking with other adults. This can prevent children from falling asleep.
- Work on planning and projects only after the children are asleep. Keep your activities quiet.
- Know which children need extra time to become fully awake and functioning after naptime, which children need a few minutes on your lap, and which children are immediately ready to become involved in an activity.
- Have available quiet activities for early risers.

Extensions:

- Have a good night puppet that visits each child on his or her cot/mat and gives a good night kiss (gentle touch on the head). You and the children give the puppet a name.
- Keep the puppet in the special bag or basket with the books.

Teacher Notes:

- *Avoid withholding the puppet's kisses from a child who may be having difficulty settling down. The puppet's kiss is a symbol of love, not a reward for "good" behavior.*
- *Take children outdoors each day. Time in fresh air and sunshine and active play can help children be ready for rest and sleep.*

Teacher Note: *The following books relate to naptime and bedtime:*

- *Kiss Good Night* by Amy Hest, illustrated by Anita Jeram (+BB)
- *Ten, Nine, Eight* by Molly Bang (+BB)
- *Time for Bed* by Mem Fox, illustrated by Jane Dyer (+BB)

Learning Goals:**SE3.2 Demonstrates competence and confidence** (*sense of autonomy, self-confidence*)**CD3.2 Engages in symbolic and abstract thinking** (*pretend play*)**PH3.4 Takes appropriate actions to meet basic needs** (*personal care routines, health habits*)**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension, follows directions*)**Planned Activity: Can You Do It Too? (YT & OT)****Materials:** none**How to begin:**

- Pretend to use imaginary objects as you do things that children might do at home to get ready for bed at night. Then ask the children, "Can you do it too?" and invite them to imitate you. Examples follow:

"I am brushing my teeth. Can you do it too?"

"I am taking a bath. Can you do it too?"

"I am putting on pajamas. Can you do it too?"

"I am putting on a gown. Can you do it too?"

"I am listening to a story. Can you do it too?"

"I am pulling up the covers. Can you do it too?"

"I am kissing goodnight. Can you do it too?"

"I am going to sleep. Can you do it too?"

Teacher Note: *Involve older toddlers in discussing whether they do things with or without help from others. Discuss with them who helps them with the different activities.*

Learning Goals:**SE3.1 Shows awareness of self as unique individual** (*characteristics of self and others*)**SE3.2 Demonstrates competence and confidence** (*sense of autonomy, self-confidence*)**Planned Activity: Getting Dressed for Bed (YT & OT)****Materials:** pajamas and gown (older child's size)**How to begin:**

- Place pajamas and gown in a small tote bag and take the bag to the pretend play area.
- Invite one child at a time to select either the pajamas or the gown to put on over their clothes.
- Guide and assist children as needed to put on and take off the pajamas or gown.
- Invite children to look at themselves in an unbreakable full-length mirror securely attached to the wall.

Extension:

- Invite children to locate their own jackets/coats when it is time to go outdoors. Involve them in putting on their own jackets/coats. Guide and assist as needed. If children's names are in their jackets, point this out to them. Say, for example, "That's your name in your jacket. It says Marcus."

Sensory and Art Materials and Activities

Learning Goals:

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

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

Planned Activity: Matching Pajama Tops and Bottoms (YT & OT)

Materials: several sets of pajama tops and bottoms (sets must match) and laundry basket

How to begin:

- Jumble up the pajama tops and bottoms.
- Invite children to help you sort the pajamas by putting together the ones that match.

Extensions:

- Make sets of pajama tops and bottoms that match from fabric scraps. Look for fabrics that have different textures.
- Invite children to help you sort the pajamas by putting together the tops and bottoms that match.

Teacher Note: Give younger toddlers fewer sets, two sets, for example. Older toddlers might be able to match five or more sets.

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

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

PH3.4 Takes appropriate actions to meet basic needs (*personal care routines*)

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

Planned Activity: Keeping Myself Clean Bag (OT)

Materials: collection of items such as wash cloth, bar of soap, bottle of shampoo, toothbrush, toothpaste, and cloth, mesh or paper bag or shoebox

How to begin:

- Show the collection of items to two or three toddlers and invite them to name them. Help them with items they may not know the name of. Invite them to tell you their experiences with the items.
- Invite them to explore the items and talk with them about how the items feel.
- Place the items inside a cloth or paper bag or a shoebox with a hole cut in the top that is large enough to allow a toddler to reach inside the box.
- Invite one toddler at a time to reach inside the bag and touch one item, say what it is and bring it out to see if she was correct.
- Continue this activity with other toddlers having a turn.

Teacher Note: The items are to be used for this activity only and are not intended for children's play.

Movement, Music and Gross Motor Activities

Learning Goals:

PH1.1 Demonstrates locomotor skills (*traveling, complex movement*)

PH1.2 Shows stability and balance

Planned Activity: Tiptoe Through the House (YT & OT)

Materials: none

How to begin:

- Begin to tiptoe in an open space in the room, saying very quietly, finger on lips, “Tiptoe, tiptoe, who will tiptoe with me?” Show toddlers how to tiptoe.
- Tiptoe as long as the toddlers stay interested.

Extensions:

- Play a piece of quiet music, asking the toddlers to pretend they need to be very quiet so they don’t wake up the baby or Mommy or Daddy or Grandma, for example.
- Vary the tiptoe pathways (straight, curving and zigzagging).
- Repeat this activity throughout the year.

Teacher Note: *Walking on tiptoe uses the child’s own body weight to develop strength. It also helps with balance.*

Learning Goals:

PH1.1 Demonstrates locomotor skills (*traveling, complex movement*)

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

Planned Activity: Movement and Music (YT & OT)

Materials: CD player and CDs

How to begin:

- Include in your daily schedule a specific time to involve children in moving to music.
- Collect CDs that include a variety of musical experiences for the children. See Resources for a suggested list on page 2 of the Introduction and Preparation for the Focus Area – Clothes We Wear.
- Review the CDs in advance and select the songs that you think your children will enjoy.
- Vary the songs you use each day. Include some of children’s favorites and add a new one.
- Conclude the movement and music time with a song that will help children calm down from being so active.

Teacher Note:

- *Include songs with words from a child’s home language that is not English.*

Transition Times

No More Wiggles

- Use the finger play, “I Wiggle” to help children calm down for an experience such as reading or telling a story.

I Wiggle

(wiggle the body parts as they are mentioned)

I wiggle my fingers,
I wiggle my toes,
I wiggle my shoulders,
I wiggle my nose,
Now no more wiggles are left in me,
So I will sit as still as can be.

Tiptoe, Tiptoe

- Say to children, “Everyone is sleeping. Can you be real quiet as you tiptoe to _____ (state the transition that you want children to make).”

Teacher Note: *Adapt other finger plays previously listed as transitions to move children from one activity or place to another.*

Family Connection and Engagement

If there are families of children in your care who speak a language other than English, invite them to help you learn how to say a few “clothing” words in their home language. Ask them to write the words in their language, then write the words phonetically to help you with the pronunciation.