

#4.4 – Fasteners, Pockets and Accessories

Before You Begin

- Review Introduction and Preparation for this 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:

- Clothes have buttons and snaps.
- Clothes have pockets.
- We carry things in pockets, purses, wallets and bags.

Materials to Collect and Make

Featured Books

A Pocket for Corduroy by Don Freeman
Corduroy by Don Freeman

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 (either felt or magnetic) for the book, *Corduroy* (See Attachment: [Corduroy](#))

Additional Materials

- Stuffed bears
- Story apron or smock with large pockets to hold props
- Story bag (can be a cloth bag, pillowcase or a paper gift bag)
- Overalls that button on shoulder (child size preferred)
- Clothing with buttons and snaps
- Purses, wallets and tote bags
- Items to go in purses and men's wallets: sample credit cards received in mail, play money/bills only, driver's license
- Card stock buttons of different colors (3" in diameter)
- Photo name cards for each child
- Collection of buttons
- Clear, sturdy plastic bottles (Gatorade, whipping cream or simple serve juice)

Book List

Featured Books

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

Corduroy by Don Freeman (also available in Spanish)

Additional Books

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

Maggie and Michael Get Dressed by Denise Fleming

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 (*engagement in literacy experiences*)

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

Book: *Corduroy* by Don Freeman (OT)

First Reading of *Corduroy*

- Place a pair of overalls (one button on and one button off), button, stuffed bear and book, *Corduroy*, in a tote bag.
- Say to children, "I'm taking this bag to the library area. I wonder what's in it."
- Invite children who join you to guess what's in the bag.
- Bring out the pair of overalls and show to children. Call attention to the missing button. Say, "I wonder where the button is."
- Reach into the bag and take out the button. Say, "Here's the missing button. How do you think I can get the button back on the overalls?" Accept all answers. If no child says, "Sew it on", you say, "I think the best thing to do is sew it on. I'll have to do that later." Return overalls and button to the bag.
- Say, "There's something else in the bag. I wonder what it is."
- Bring out the bear and the book and say, "This bear's name is Corduroy and this book is about a bear whose name is Corduroy. I'm going to sit Corduroy beside me so he can listen to the story with us."
- Show cover and invite children to tell you what they see.
- Read/tell story to children. (See **Teacher Note**)
- Review the book by showing cover and inviting children to discuss that Corduroy's overalls have a missing button. Show page 31 and invite children to tell you what is happening on this page. (Lisa is sewing button on Corduroy's overalls)

Teacher Note: Consider telling all or part of this story to children because of its length and because some of the details may not be understood by or be of interest to children. Pages 9 through 24 could easily be told rather than read as you show the pictures. Whether reading, telling, or combining reading and telling of a story, always show the appropriate pictures in the book. A suggested "telling" of the story follows.

Corduroy was a bear in a toy store. One day a little girl whose name was Lisa came into the store with her mother. Lisa saw Corduroy and said, "Look! That's the very bear I've always wanted." But her mother said that Lisa couldn't have Corduroy, that he "doesn't look new. He's lost the button to one of his shoulder straps." Corduroy was very sad. That night Corduroy went to look for his button. He went up the escalator and saw tables, chairs, lamps and sofas. He found a button on a mattress and tried to pull it off. He knocked over a tall lamp and that made lots of noise. The night watchman found Corduroy and took him back downstairs and put him on the toy shelf.

The next morning Lisa came into the store and bought Corduroy. She said, "I'm Lisa and you're going to be my very own bear." She took him home and showed him a little bed just the right size for him. Lisa sat Corduroy on her lap and sewed a button on his overalls.

"You must be a friend," said Corduroy. "I've always wanted a friend."

"Me too!" said Lisa, and gave him a big hug.

Teacher Note: Sew the button on Corduroy's overalls before the **Second Reading**.

Second Reading of Corduroy

- Place a pair of overalls (both buttons on), a stuffed bear and the book, *Corduroy*, in a tote bag.
- Say to children, "I'm taking this bag to the library area. I wonder what is in it."
- Invite children who join you to guess what is in the bag.
- Bring out the overalls and ask children if they remember that a button was missing from the overalls and now it is not missing. Ask children, "How do you think this button got back on the overalls?"
- Bring out the bear and the book and say, "I sewed on the button, just like Lisa did in this book, *Corduroy*." Show the page where Lisa is sewing on the button.
- Sit the bear beside you and read/tell the story to the children.
- Follow up the reading by showing the pages and inviting children to tell you what is happening on each page.

Additional Learning Goal:

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

Book: *A Pocket for Corduroy* by Don Freeman

First Reading of *A Pocket for Corduroy* (OT)

- Place a small stuffed bear, the book, *A Pocket for Corduroy*, and a name card with Corduroy written on it in the pocket of a story apron, smock or other article of clothing with large pockets.
- Go to book area and begin to sing the following song:

I Have Pockets

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

I have pockets, I have pockets.
Yes, I do! Yes, I do!
I have great big pockets.
I have great big pockets.
What about you?
What about you?

- Show children who join you the pockets on your apron or smock. Invite them to look at their clothing to see if they have pockets. Do they have anything in the pockets?
- Say, "I have something in my pocket. What do you think it is?"
- Reach into your pocket and pull out the stuffed bear and the book and say, "Here's Corduroy and another book about Corduroy."
- State the title of the book and invite children to look at the cover to see the pocket on Corduroy's overalls.
- Read/tell the story to the children, showing pictures so all children can see them.
- Take out of your pocket the card on which Corduroy is written and show it to the children. Say, "This says Corduroy."

Teacher Note: *Consider telling all or parts of the story because of its length and because some of the details may not be easily understood or be of interest to the children. Whether reading, telling, or combining reading and telling a story, always show the appropriate pictures in the book. A suggested telling of the story follows.*

Lisa and her mother took their laundry to the Laundromat. Lisa took Corduroy with her. She sat Corduroy in a chair and said, "Now, Corduroy, you sit right there and wait for me. I'm going to help with our wash."

Corduroy heard Lisa's mother tell her to take everything out of her pocket so her things don't get wet and soapy in the washing machine. Corduroy looks at his overalls and says, "I don't have a pocket. I must go find something to make a pocket out of."

Corduroy looked at towels, washcloths and he climbed into a laundry bag filled with wet clothes. When Lisa and her mother started to leave the Laundromat, Lisa couldn't find Corduroy. She didn't want to leave without him, but her mother said, "You can come back tomorrow. I'm sure you'll find him."

A man came in and picked up his laundry bag with Corduroy in it. When he tossed his wet laundry into the dryer Corduroy fell out. The man dried Corduroy's wet overalls and put them back on Corduroy and sat him on top of a washing machine. The man left and Corduroy was all alone in the Laundromat.

Corduroy found a box of white soap flakes and thought it was snow. He accidentally tipped over the box and was covered with soap flakes. He slid in the soap flakes right into a laundry basket where he went to sleep.

The next morning Lisa came back to the Laundromat and found Corduroy and took him home. Corduroy told her he got out of the chair where she had put him because he was looking for a pocket. When they got home, Lisa sewed a pocket on Corduroy's overalls. "And here is a card I've made with your name on it for you to keep tucked inside," she said.

"I've always wanted a purple pocket with my name inside," said Corduroy as he and Lisa nuzzled noses.

Second Reading of *A Pocket for Corduroy*

- Take the pocket chart with children's photo name cards to the book area. Keep it out of sight until the end of the story. (Refer to **Whose Pocket is This?** page 7)
- Begin to sing "I Have Pockets" as in **First Reading**.
- Show cover and give title of book to children who join you.
- Read/tell the story.
- Show Corduroy's name card at the end of the story.
- Follow up by showing children the pocket chart. Say, "Just like Corduroy, you have a pocket. Your pocket on the chart has something special in it."
- Point to one of the pockets and say, "This pocket says Darien. I wonder what is in the pocket. Darien, see what's in your pocket."
- Respond to what children say about what they pull out of their pocket. For example, say, "Yes, Darien, that's your picture and your name on the card. Now put it back and let's see what's in Rachel's pocket."
- Repeat this until each child has an opportunity to pull his/her photo name card from the pocket and return it.

Additional Learning Goals:

SE3.1 Shows awareness of self as unique individual (*sense of identity*)

EL3.1 Responds to features of books and print (*print knowledge*)

Self, Social and Emotional Activities

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*sense of identity*)

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 comprehension*)

EL3.1 Responds to features of books and print (*print knowledge*)

Planned Activity: Whose Pocket Is This? (YT & OT)

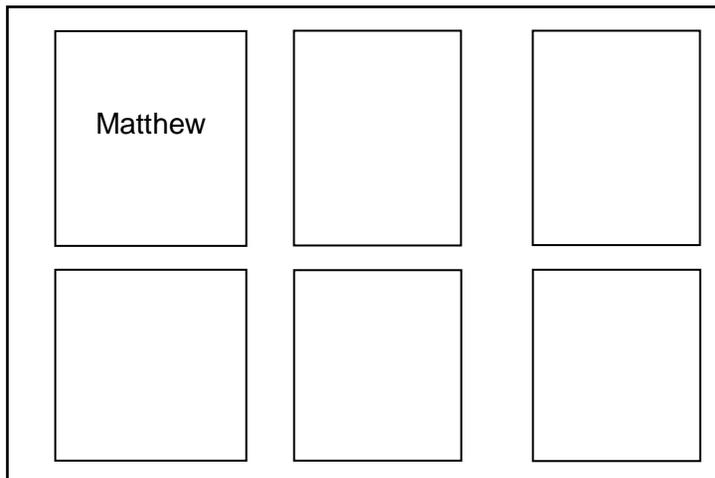
Materials: poster board, cardstock or felt, glue, scissors, marker, photo of each child (small enough to fit in a pocket)

How to begin:

- Make a 4" x 4" pocket for each child from cardstock or felt. Write each child's name on the pocket.
- Glue the sides and the bottom of the pockets to the poster board, leaving the top open so that a photo can be inserted.
- Attach each child's photo to an index card. Write the child's name below the photo. (See illustration below)
- Place each child's photo name card in his/her pocket.
- Sit on the floor or at a table with the completed pocket chart.
- Point to one of pockets that contains a picture of a child who has joined you. Say, "I wonder whose pocket this is?"
- Begin to describe the child. "This boy is wearing blue jeans. He's wearing a red shirt, and black sneakers. He has blue eyes. His hair is brown."
- Continue with a description of the child until he or one of the other children guess who it is.
- Say, "Let's see if this is Matthew's pocket. It says Matthew right here" as you point to his name. Invite Matthew to pull out the photo name card. "Yes, this is Matthew's pocket."
- Invite other children to play the pocket game.

Extensions:

- Consider having the pocket chart available when families sign their child in each morning. Display the pictures on a table and invite families to have their child find his picture and help him put it in the right pocket.



Learning Goals:**SE3.1 Shows awareness of self as unique individual** (*sense of identity, characteristics of self and others*)**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)**Planned Activity: Pocket Mirror (YT & OT)****Materials:** apron, smock, or article of clothing with large pocket, unbreakable mirror small enough to fit in the pocket and large enough for a child to see his/her full face**How to begin:**

- Place mirror in pocket and gather a small group of children around you.
- Say, "I have something really special in my pocket. Would you like to see what it is?"
- Allow each child a turn to look in the mirror. Invite the child to tell you what she sees in the mirror. When child says she sees herself, reply, "Yes, LaDonna, you see yourself in the mirror. You see your face in the mirror. Can you see your eyes? Your nose? Your mouth?"

Extension:

- If there is a full-length mirror in the room, invite the child to look at herself in that mirror. Engage her in naming all of the parts of her body she can see: head/face, arms/hands, legs, feet, for example.

Sensory and Art Materials and Activities

Learning Goals:**CD1.1 Shows curiosity and a willingness to try new things** (*exploration and investigation*)**ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials** (*physical objects and materials*)**Planned Experience: Button Bottles (YT & OT)****Materials:** clear sturdy plastic bottles, (Gatorade, whipping cream, or single serve juice) a variety of buttons, superglue, strong tape**How to begin:**

- Place buttons inside bottles.
- Superglue the caps on securely and cover with strong clear tape.
- Place the bottles on a low shelf or on a table
- Observe toddlers as they interact with the bottles. Do they shake them? Do they look at or listen to the buttons inside the bottle?
- Join children as they interact with the bottles. Pick up one of the bottles, shake it and say, "I hear buttons in this bottle? Renetta, can you tell me what you hear in this bottle?" (as you hand her another bottle with buttons in it). "Do the two button bottles sound alike?"

Extensions:

- Make additional sound bottles and rotate them to maintain toddler's interest. (See Attachment: [Sensory Bottles](#)), for tips for making and using sensory bottles.
- See page 10 for a song that you can sing as you and the children shake the bottles together.
- Store the bottles in a clear plastic tub and place on storage shelf where toddlers can see and reach them.

Safety Note: *Make sure caps are securely glued on the bottle. Make a daily check of the bottles to make sure caps remain secured.*

Movement, Music and Gross Motor Activities

Learning Goals:

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

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

Planned Activity: Shake, Shake, Shake that Bottle (YT & OT)
(See page 8 for Button Bottles)

Materials: Button Bottles

How to begin:

- Place two or three of the bottles on a shelf where children can easily see and select them.
- Observe as a child experiments with the bottle.
- Join the child, select a bottle, and begin to sing the following song to the tune of "Row, Row, Row Your Boat." Suit actions to the words.

<p><i>Shake, shake, shake that bottle, Shake it if you can. We can shake it, then we'll stop. Then we'll start again.</i></p> <p><i>Shake, shake, shake that bottle Shake it if you can. Shake it loud, then shake it soft. Then we'll start again.</i></p>	:	<p><i>Shake, shake, shake that bottle, Shake it if you can. Shake it fast, then shake it slow. Then we'll start again.</i></p> <p><i>Shake, shake, shake that bottle. Shake it if you can. Shake it high, then shake it low. Then we'll start again.</i></p>
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Planned Activity: Button Dance (YT & OT)

Materials: card stock buttons (3" in diameter, one for you and one for each child), basket, CD with dance music, CD player

How to begin:

- Have card stock buttons in a basket.
- Select a button from the basket, begin to play a lively song and say, "My button and I are going to dance to the music."
- Invite children who join you to select a button and join you in the button dance.
- Observe children as they dance. When you decide that the dancing should end, say, "My button and I are tired. Its time for the button dance to end."
- Return your button to the basket and invite children to do the same.

Transition Times

Corduroy Says

- Use a stuffed bear or a bear puppet to give children directions for a transition from one activity to another.

Whose Pocket Is This?

- Have available the pocket chart with each child's photo in their pocket.
- Say, "I wonder whose pocket this is?" as you pull a photo from a pocket.
- Transition children to the next activity as they recognize their photos.

Button, Button (OT)

- Provide cardstock buttons in different colors. Have at least three buttons of the same color; one button for you and two for children.
- Distribute a cardstock button to each child.
- Show a red button while saying the following: "Button, button, who has the red button?"
- Collect the red buttons from the two children and transition them to the next activity.
- Continue this activity, changing the color of buttons, until all children are transitioned to the next activity.

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

Family Connection and Engagement

Invite families to bring buttons to use for the Button Bottle experience. Suggest that they place the buttons in a small self-closing bag, for example, and give the bag directly to the caregiver. This will eliminate the possibility that children can put buttons in their mouth and possibly swallow them. Assure families that children will not be allowed to play with the buttons. The buttons will be in sealed bottles for an activity.