

Focus Form

Book Title: I Put On My Clothes by: Cindy Nankee

Props: Dress up clothes, dolls and clothes, print book and bind. Print paper doll template, laminate and attach velcro or print on magnetic paper or cut out of flannel for use with a flannel board.

Socks	Jacket	Large button shirts
Shoes	Hats	Dolls
Boots	Mittens	Doll Clothes
Pants	Apron	Paper Dolls
Shorts	T-shirts	
Skirt		

Presentation Methods:

Book holder may be used to support the book. Use a flannel / Velcro board to model the story action. You may wish to adapted books with page fluffers and clothing props. The book may be presented on the computer using the PowerPoint version of *I Put My Clothes On*. Connect a switch interface to the computer; plug in a switch to the interface for simple single switch access to computer PowerPoint version of *I Put On My Clothes* book. Use magnetic dolls and clothing, Dolls made out of foam core and clothing. Create labels for drawers/boxes that the clothing items go into. So the children may sort them and put them away in categories.

Online Supportive Materials:

Getting Dressed Unit Materials

I Put On My Clothes book

PowerPoint Clickable version of *I Put On My Clothes* book

Go Talk overlay

Picture schedule of dressing

Picture communication board

Paper doll templates (Print, laminate and attach Velcro or print on magnetic paper)

Make your own book

Creating Adapted Books PowerPoint tutorial

Creating Adapted Books text tutorial

PowerPoint Blank book

General Information

Letter to Parent

Directions for using a communication board

Literacy Skill Sheet for 0-3

Extension/Curriculum area Activities:

Refer to Read With Me Parent page for reading activity ideas

Match clothing cutouts with pictures in book

Match clothing cutouts to communication board and picture schedule

Match real pieces of clothing to pictures

Fold & sort real pieces of clothing

Sort again by color of clothing

Play dress up - buy fun large clothing from resale shops

Dress up in outfit matching book character

Play doll dress up
Attach picture schedule to mirror or closet where child gets dressed
Review picture schedule prior to and after dressing
Magnetic picture schedule inside locker
Scavenger hunt: create a chart and have children go home and check off items they find in their drawers that match the items on the list.
Put together people puzzles, name clothing, and match clothing cutouts
Print paper doll & cutouts template and have child color
Use stamps of clothing to create pictures
Create sponge stamps of clothing pieces for a painting activity

Music:

Hap Palmer Record. Learning Basic Skills Through Music Vol.1

http://www.happalmer.com/lyr_act.htm

This Is The Way We Get Up In The Morning

What Are You Wearing?

Other examples of creating music activities using familiar tunes:

To the tune of Hokey Pokey ' I put my sock foot in, I put my shoe foot in, I put my shirt arm in,
I put my pant leg in. etc.

To the tune of "All around the mulberry bush"

This is the way we put on our socks

Put on our socks, put on our socks

This is the way we put on our socks

Early in the morning.

This is the way we put on our pants,

Put on our pants, put on our pants,

This is the way we put on our pants,

Early in the morning.

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.

Early in the morning.

This is the way we put on our shoes

Put on our shoes, put on our shoes.

This is the way we put on our shoes

Early in the morning.

This is the way we put on our clothes

Put on our clothes, put on our clothes.

This is the way we put on our clothes.

Let's go out and play.

Writing:

Shared Writing activities: Teacher writes a sentence from the book on chart paper. The students add sentences using the vocabulary from the book and expanding the dressing idea. Teacher writes the story, prints it out copies it and the children illustrate it.

Writing briefcase: using a plastic carrying case (clip case) that is filled with markers, paper, post-it notes, crayons, stamps, magnetic board and Really Big Magnetic Words, papers of different types, children take the brief case home along with the book and a "job" which is to write on sentence of their own about clothes or dressing, that the class will add to a new book they write together from each child's sentence. The teacher may have a story starter such as: "At night in my closet _____", or "In the washing machine my _____ said _____." Or, "I like to wear my _____" The child completes their story page using the enclosed materials. They return it to school. The teacher posts the child's page and sends the writing case home with another child.

Math concepts:

Matching, sorting, counting items, sizes (big, little)

- Perceptual counting (counting objects that are visible): estimation and charting "How many children are wearing tennis shoes, blue jeans, long sleeve shirts, etc." What color do you think is worn most in our class, of the colors mentioned in the book?"
- Figurative Counting: Have a model of several children who need (shoes, coats, socks, etc.) Ask children to guess how many (shoes, coats, socks, etc.) the model would need, to be dressed to go out and play. Have the items screened (covered on a tray) while they guess. Then uncover them look to see if they were correct.
- Diagrams/Graphs: Use a Venn to sort clothing items; outside clothing, inside clothing, clothing that could be worn inside or outside. Talk about how an item can be used in two ways. Use a bar graph to sort children in class by items they are wearing, colors, clothing type (long sleeves, short sleeves, blue pants, red socks, etc.)
- Estimation: Use the bar graphs to make estimates or predictions. Count to check if they are correct.
- Counting on: make two groups of like clothing items, cover each group. (ex. Shoes in one pile, pants in another) tell children we are going to count the two groups. Uncover one group have them count the items. Then uncover the next and encourage them to hold the number of items they counted in their head and count onto the next group. $4 + 2 = 6$. Early counters will count from 1-4 and then when the new group is added they will have start over from 1 rather than count on at 5,6.

Other Books:

Dressing George: With Magnetic Clothes

by Paul George ISBN: 0689827458

Froggy Gets Dressed

Jonathan London, Frank Remkiewicz ISBN: 067087616X

Extending Vocabulary:

Naming: socks, shoes, pants, shirt, coat, hat, scarf, boots, shorts, sweater, skirt

Colors: black, blue, red, pink, green, white, yellow, purple, brown, orange

Positional Concepts: on, off, front, back, before, after, left, right

Questions:

1. Which goes on your head, hands, feet (etc)?
2. What goes on before your shoes, after your socks, over your shirt (etc)?
3. Where do your mittens, socks, shirt, pants, shoes go (etc)?
4. What do you do with a scarf?

