

# Circle Time

10  
LESSONS

# CLOTHING

## Preschool Unit

zip my coat buckle my belt tie my shoelaces button my shirt

**S-H-O-E-S**  
(to the tune of "Bingo")  
I cover feet and come in twos.  
Do you know what I am?  
**S-H-O-E-S**  
**S-H-O-E-S**  
**S-H-O-E-S**  
And shoes is my name-o!

purple sweater  
orange skirt  
blue shorts

**BINGO**  
shorts pink sweater blue skirt

**BINGO**  
skirt purple sweater blue shorts  
t-shirt green shorts orange blouse

stomp o e s



# Circle Time Lessons

## Unit overview

### Day 1 Introduction & Shoes

Introduce the new unit: **Clothes**

Take a poll and sing the S-H-O-E-S song.

**Introduction & Shoes**  
What We Wear

There are many different types of clothes to wear based on the weather, an occasion, or just personal preference. Explore different types of clothing, how to care for them, where they come from, and more in this exciting unit.

**Objectives:**

- The students will answer questions.
- The students will play with words, sounds, and rhymes.

**Activities:**

- Show the real-life pictures to the students. Discuss different clothing items found in each picture.
- Have students remove one shoe and sort them into different types – shoes, Vans, slippers, boots, etc. – or sort by color. Alternatively, picture cards are included to take a class poll. Students can use Post-It notes or name cards to respond on a pocket chart or bar graph.
- Sing the S-H-O-E-S song to the tune of "Bingo." Display the letters and sing the song. After singing the first verse, cover up the letter S with a picture of the child stomping. Sing the second verse as "stomp (stomp feet), H-O-E-S."

**Extension Idea:** Teach the ASL sign for clothes. Open up both hands, starting at your shoulders, shrug your hands down the chest below.

Day 1 lesson plans

### Day 2 Tops & Bottoms

Look at the real photos, then label the different parts of clothes and play Clothing Bingo.

**Tops & Bottoms**  
Clothing Outfits

Tops and bottoms make up the outfits we wear each day. Some outfits like dresses, jumpers, and overalls cover both the top and bottom of our bodies.

**Objectives:**

- The students will demonstrate an understanding of print concepts.
- The students will follow oral directions.

**Activities:**

- Show the real pictures of tops and bottoms. Have each student point out their own top and bottom.
- Label the different parts of an outfit on the colored page the back and white template and paste labels on their sheets.

**To Play the Clothing Bingo Game:**

- Students each receive 1 bingo card. Use counters or plastic chips as bingo markers.
- Make a pile of the show cards, shuffling them thoroughly. Pick a picture card and display it on a pocket chart in the front of the room.
- Students mark the item on their card if applicable. There is a row who?

Day 2 lesson plans

### Day 3 Fasteners

Examine the real photos, sing the "I Can" song, and play the "Zip Up!" carpet game.

**Fasteners**  
Holding It Together!

Clothing fasteners are used to hold two pieces of cloth or material together. Examples are: snaps, zippers, hooks, ties, self-grasping fasteners (Velcro®), and buttons with buttons.

**Objectives:**

- The students will recognize and identify numbers.
- The students will play with words, sounds, and rhymes.

**Activities:**

- Look at the real-life photographs. Discuss how each fastener works and what clothing items the students own with each.
- Sing the "I Can" song. As each verse is sung, have students make the motion of the fastening words. Use the picture cards to assist with each verse.
- Play the "Zip Up!" carpet game.

**Extension Idea:** Use a sewing center. At the end of class, place a bowl full of large, colorful buttons, sheets of plastic canvas, and plastic-encased lacing cards. Students practice lacing the cards through the canvas to obtain the buttons. <http://playtolearnpreschool.com/zip-up/>

**To Play the Game:**

- Line up the pictures of the cards. Hide the right number of cards for your students.
- Hide the zipper under one of the cards and recite the poem to that.
- Children guess where the card is hiding, identifying the number.

Day 3 lesson plans

### Day 4 Pockets

Find the pockets in the real photos, answer the pocket riddles, and play the "Coin In My Pocket" carpet game.

**Pockets**  
Treasure Holders

Pockets on clothing can hold small items. Pockets can also be found on purses, backpacks, and suitcases. There are many treasures that fit in pockets.

**Objectives:**

- The students will actively participate in conversations.
- The students will recognize shapes.

**Activities:**

- Ask the students if anyone has pockets on their outfit. Is there anything inside the pockets? Show the real pictures and have students find the pockets in the pictures.
- Create the riddle pockets. Attach the riddles to the outside of envelopes and place the coordinating small envelope. (Cards are provided as an idea, then students guess which is correct inside "riddle" carpet game).

**To Play the Game:**

- Line up the pictures of the pockets. Hide the right number of cards for your students. Identify the shapes together.
- Hide a coin under one of the pockets and recite the poem to that.
- Children guess where the coin is hiding by identifying the shape of the pocket.

Day 4 lesson plans

### Day 5 Seasonal Clothes

Find the differences in types of clothing by looking at photographs. Sort seasonal items and sing the "Raindrop Pokey" song.

**Seasonal Clothes**  
The Right Clothes for the Weather

The weather outside can influence our clothing choices. When it's cold, we add another layer. If it's hot, we might wear short sleeves. Rain hats and coats keep us dry during wet weather.

**Objectives:**

- The students will notice similarities and differences.
- The students will sort objects by property.
- The students will play with words, sounds, and rhymes.

**Activities:**

- Show the real pictures of seasonal clothing. Point out what each person is wearing in the pictures to keep them comfortable.
- Bring in a variety of clothes to sort into two groups: things to wear in the summer when it is hot and things to wear in the winter when it is cold. Picture cards are also included if needed.
- Sing the "Raindrop Pokey" song. Have students bring in rain clothes to use with each verse. Picture cards are also included to use as an alternative.

**Extension Idea:** Teach the ASL sign for sweater. Move the right hand. Move them down from the shoulders to the waist, as if putting on a sweater.

Day 5 lesson plans

# Circle Time Lessons

## Unit overview

### Day 6 Fabric & Washing

Look at the photographs of types of fabric. Play the "Time to Wash" chip clip poem and sing "Wash Your Clothes."

**Fabric & Washing** Day 6 lesson plans

How It's Made 4 How to Take Care of It

There are many different types of fabric - cotton, silk, leather, etc. Investigate fabric in the classroom while learning more about how to wash and take care of it.

**Objectives:**

- The students will count a set to 5 and make combinations of objects to create the set.
- The students will play with words, sounds, and rhymes.

**Activities:**

- Look at the real-life pictures. Discuss the fabrics of the clothes the students are wearing. Are they soft? Can you see the fibers? What do you notice about the fabric?
- Print Chip Clip Poem pieces on cardstock and cut apart. Assemble 2 poplite sticks and string to a piece of cardboard. Hang the five clothing cards using mini clothes pins and recite the "Time to Wash" chip clip poem. As you progress through each verse, remove a piece of laundry from the cardboard.
- Sing the "Wash Your Clothes" song. Invite students to pretend to scrub clothes on the repeating "wash and wash" line and spin around in a circle during the song.

**Extension Idea:** Practice washing using a plastic dish-organizing net and colored ribbon. Students remove the ribbon all through one hole and down through the rest.

### Day 7 Hats & Uniforms

Examine all the different hats in the photographs, then play a matching and grid game.

**Hats & Uniforms** Day 7 lesson plans

Distinctive Clothing

A uniform is a special set of clothing worn by a group to help protect or identify them to others. Students may have to wear a uniform to school. Some uniforms have a hat or head covering. Some hats have a purpose, like protecting the face from the sun. Other hats are just for decoration, like a birthday party hat.

**Objectives:**

- The students will share and take turns with others.
- The students will notice and extend simple patterns.

**Activities:**

- Show the real pictures of uniforms and hats. Ask students if their group wears a uniform to work and what it looks like. Discuss if the hats have a purpose or are just for show. Bring real hats for students to touch and discuss.
- Pages. Cut apart the cards, mat, and pieces of each hat as you pose the students. Recite the poem, then hold up a card with the matching hat bring it to the.

**Extension Idea:** Give template page on 5 different colors of paper. Create a grid with the same item in each column and the same color in each row. Discuss the pattern and relationship of the cards.

### Day 8 Where We Get Our Clothes

Sing the "Do You Know?" song and play the "Going Shopping" matching game.

**Where We Get Our Clothes** Day 8 lesson plans

From Store to Second Hand

Clothes are made in factories and then shipped to stores to sell to people. Some people make their clothes as well. Once people have outgrown their clothes, they can give the clothes to family or friends or donate them to thrift or charity stores to be used again. Buying clothes at a thrift store is a great way to help the Earth. Most thrift stores use the money from sales to help their community.

**Objectives:**

- The students will actively participate in conversation.
- The students will follow oral directions.

**Activities:**

- Ask the students to brainstorm all the places where they can get clothes. Explain that reading clothing is a great way to help the Earth by reusing materials and saving energy.
- Sing the "Do You Know?" song, alternating the underlined words of each verse using the picture cards.
- Print, mat, and laminate the clothing cards and play money. Bring a shopping bag to circle time. Pass one paper bill to each student. Recite the poem and show a clothing card. The student with the coordinating bill comes up and places it and the matching clothing card in the shopping bag.

**Extension Idea:** Organize a clothing drive. Ask families to bring in gently used clothing to donate. Assemble the clothing and take the donations to local thrift shops.

### Day 9 Special Clothes

Act out the motions in the "Flowing Obi" dice game and match the "Special Clothing" puzzle pieces.

**Special Clothes** Day 9 lesson plans

Our Culture and Heritage

Clothes can tell stories of our culture and heritage. Some people wear certain clothing to honor who they are and where they come from. Traditions are passed down in the creation and construction of our clothing, as well as the fabrics and techniques used to create them.

**Objectives:**

- The students will follow oral directions.
- The students will share and take turns with others.

**Activities:**

- Invite children to bring in pictures of clothing they wear for special occasions. Share these pictures during circle time.
- Play the "Flowing Obi" game. An obi is a long, broad sash tied around a Japanese kimono. Gather copies of long swaths of fabric and take turns rolling the action dice. Students to the directions on the dice.

**Extension Idea:** Create a puzzle matching game. Print, mat, pieces and cards. Pass a puzzle mat. Hold up a card, read the who has the matching pieces. Put the pieces together. Securely tack the puzzle pieces to make this cybernetic board.

### Day 10 Pajamas & Conclusion

Look at the photographs of pajamas, then recite the "Pajama Time!" action poem. Find out what students liked best about what they've learned using a pre-writing activity.

**Pajamas Conclusion** Day 10 lesson plans

Pajamas are loose clothing worn to bed. They usually consist of a top and bottom, but can also be a dress or long shirt. Consider having a pajama day with these activities as the unit wraps up.

**Objectives:**

- The students will play with words, sounds, and rhymes.
- The students will draw and imitate the act of writing.

**Activities:**

- Show the real pictures of pajamas and slippers. Point out that people also wear shorts and sleep gowns. Ask students what they wear to bed.
- Students help recite the "Pajama Time!" poem, then the teacher shows a picture card, and students perform the action.
- Ask the students what they learned about clothing. Students can draw a picture, or teacher's can transcribe their responses on the attached recording sheet.

**Extension Idea:** Teach the ASL sign for pajamas or sleep clothes. Start with the open hand on the forehead and move down the face to make a cupped hand by the chin. Then, sign "bottom" by rolling both open hands and bringing them below the shoulders.

# Introduction & Shoes

Day 1  
Lesson  
Plans

## What We Wear

There are many different types of clothes to wear based on the weather, an occasion, or just personal preference. Explore different types of clothing, how to care for them, where they come from, and more in this clothing unit.

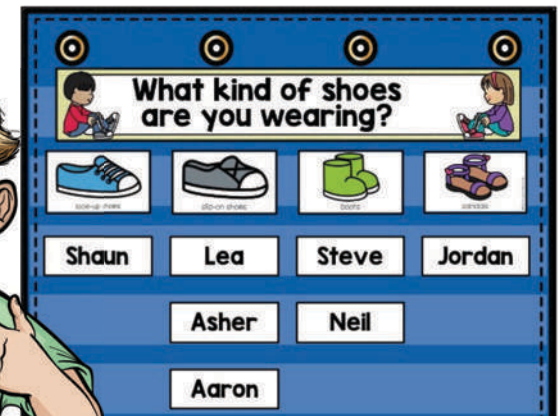
### Objectives:

- The students will answer questions.
- The students will play with words, sounds, and rhymes.

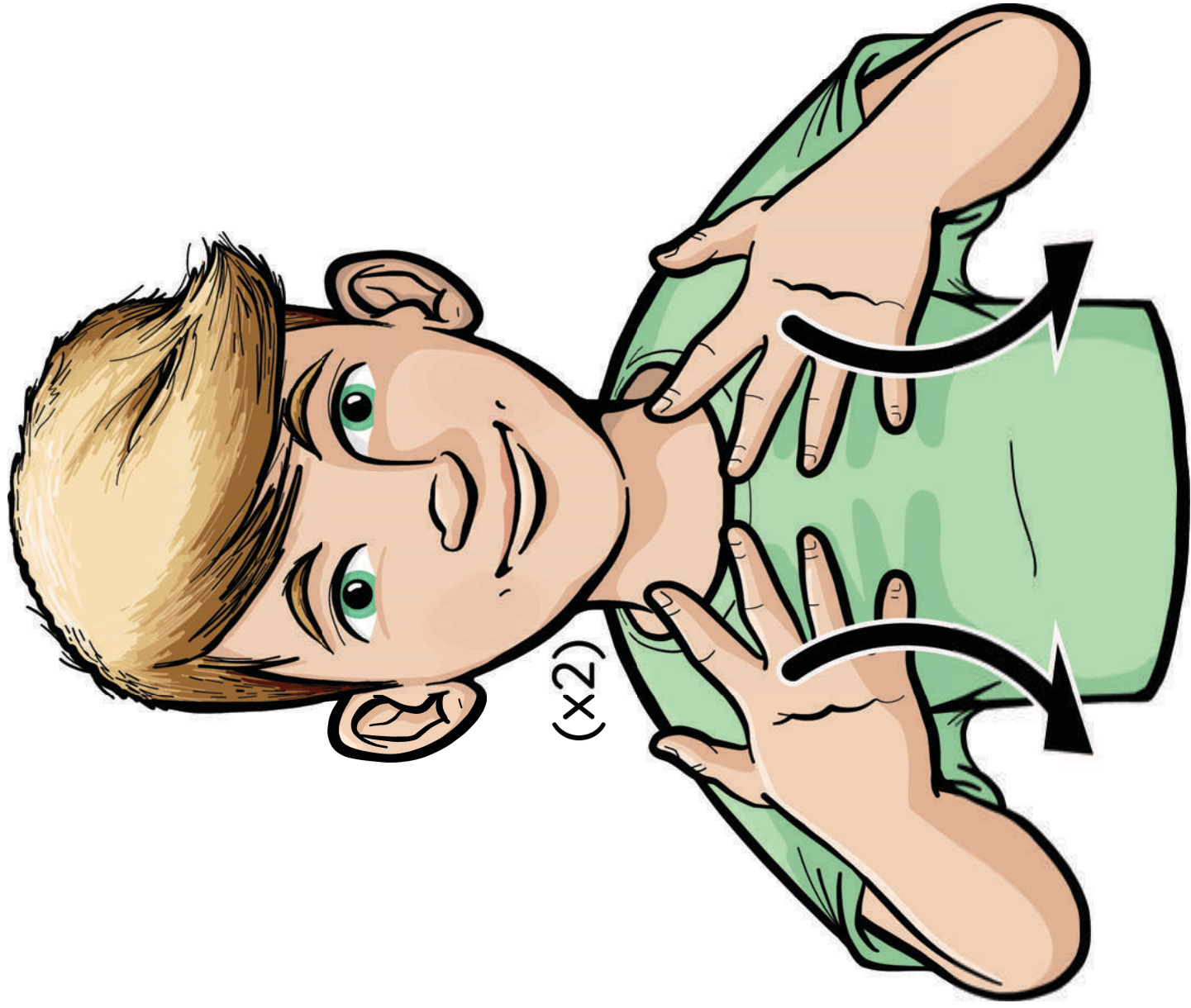
### Activities:

1. Show the real-life pictures to the students. Discuss different clothing items found in each picture.
2. Have students remove one shoe and sort them into different types – laces, Velcro, slip-on, boots, etc. – or sort by color. Alternatively, picture cards are included to take a class poll. Students can use Post-it notes or name cards to respond on a pocket chart or bar graph.
3. Sing the S-H-O-E-S song to the tune of “Bingo.” Display the letters and sing the song. After singing the first verse, cover up the letter S with a picture of the child stomping. Sing the second verse as “stomp (stomp feet), H-O-E-S.”

**Extension Idea:** Teach the ASL sign for **clothes**. Open up both hands, starting at your shoulders, brush your hands down the chest twice.



# Clothes



Open up both hands, and starting at your shoulders, brush your hands down the chest two times.





**Clothes come in many different colors.**



**Shoes are worn to protect the feet.**

# What kind of shoes are you wearing?

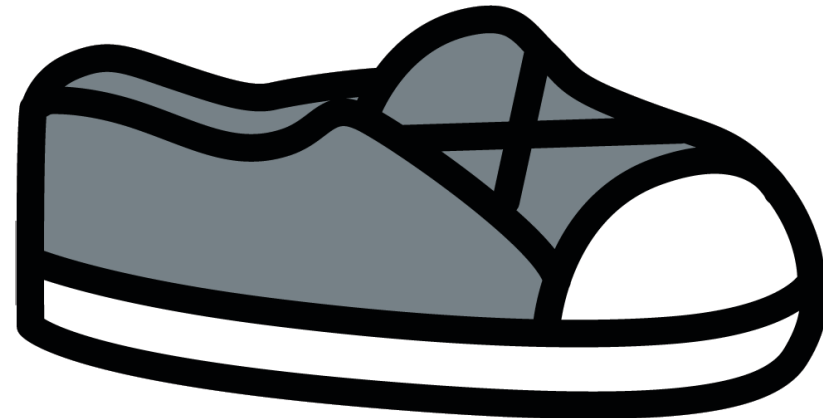


Type of Shoe Poll



lace-up shoes

Type of Shoe Poll



slip-on shoes

Type of Shoe Poll



boots

Type of Shoe Poll



sandals



# What color are your shoes?



Color of Shoe Poll



brown

Color of Shoe Poll



blue

Color of Shoe Poll



grey

color of Shoe Poll



green

Color of Shoe Poll



red

Color of Shoe Poll



white

Color of Shoe Poll



black

color of Shoe Poll



multi-colored

Color of Shoe Poil



pink

Color of Shoe Poil



purple

Color of Shoe Poil



yellow

color of Shoe Poil



orange

# S-H-O-E-S

(To the Tune of "Bingo")

I cover feet and come in twos.  
Do you know what I am?

**S-H-O-E-S**

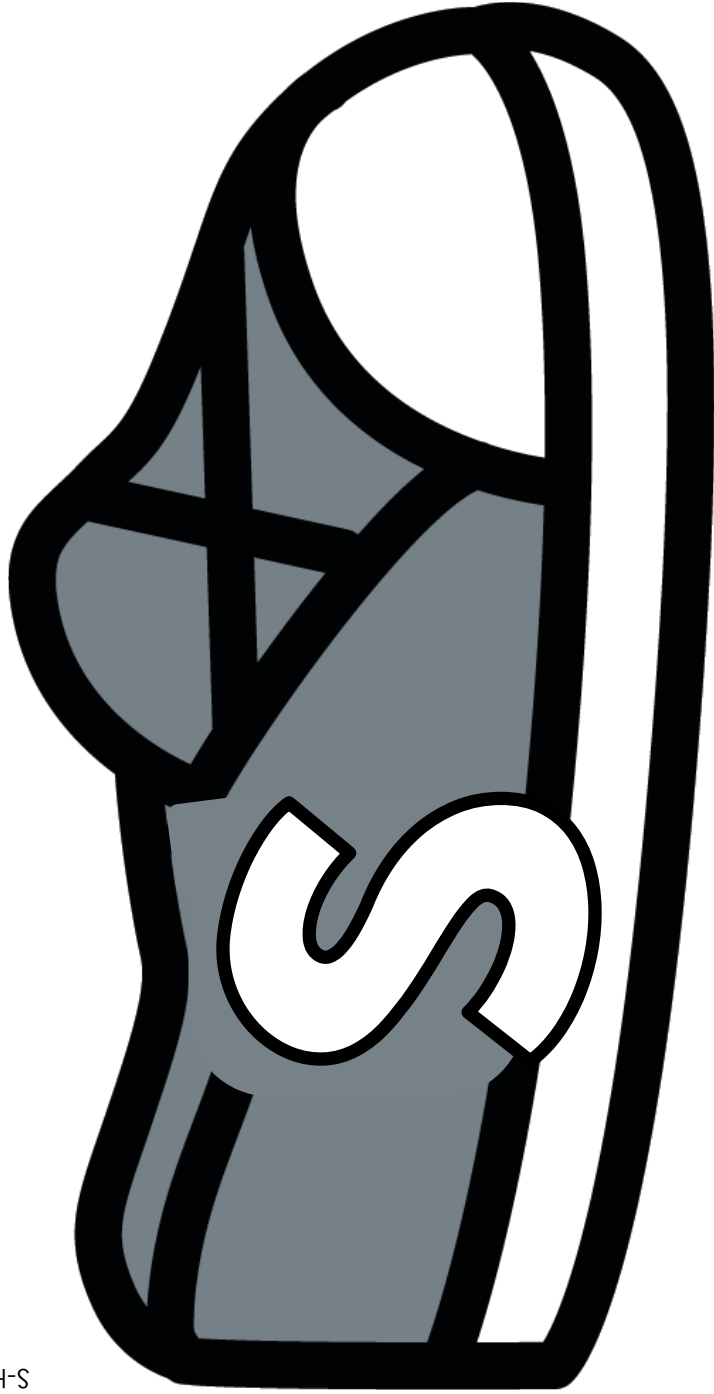
**S-H-O-E-S**

**S-H-O-E-S**

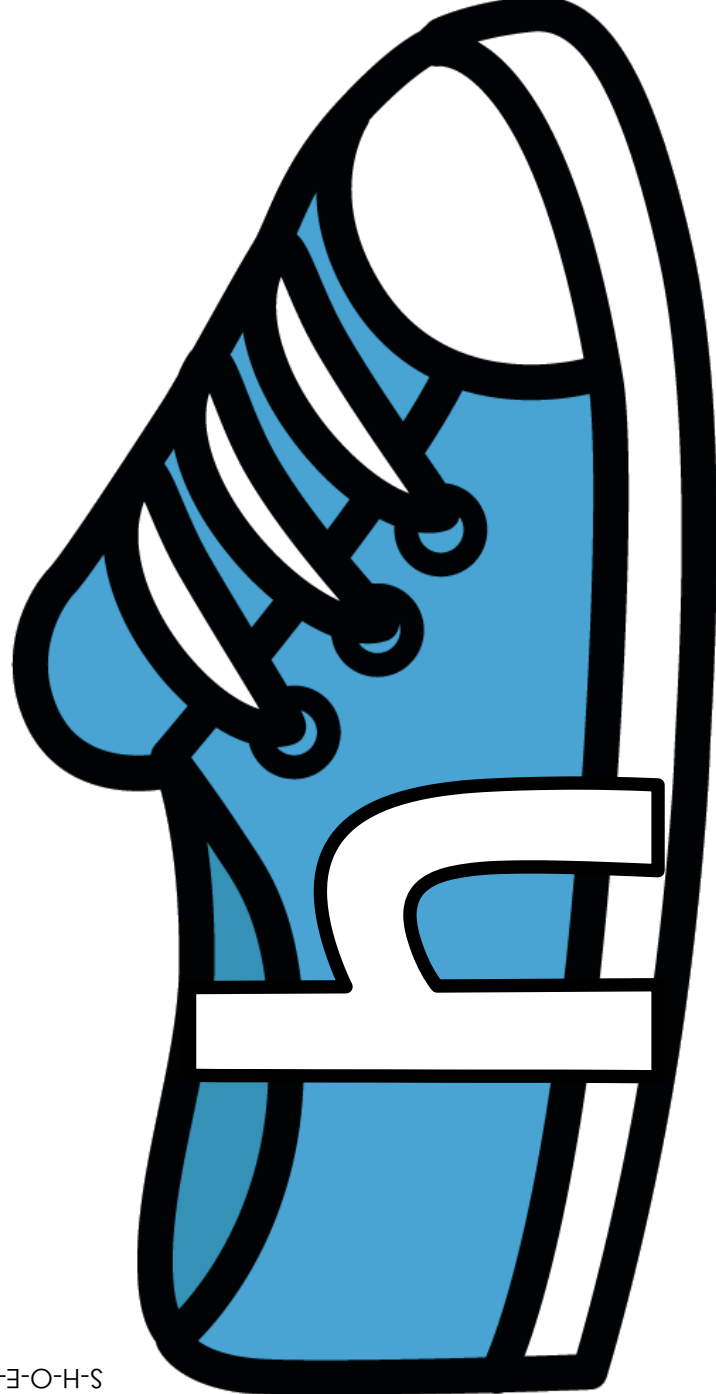
And shoes is my name-o!



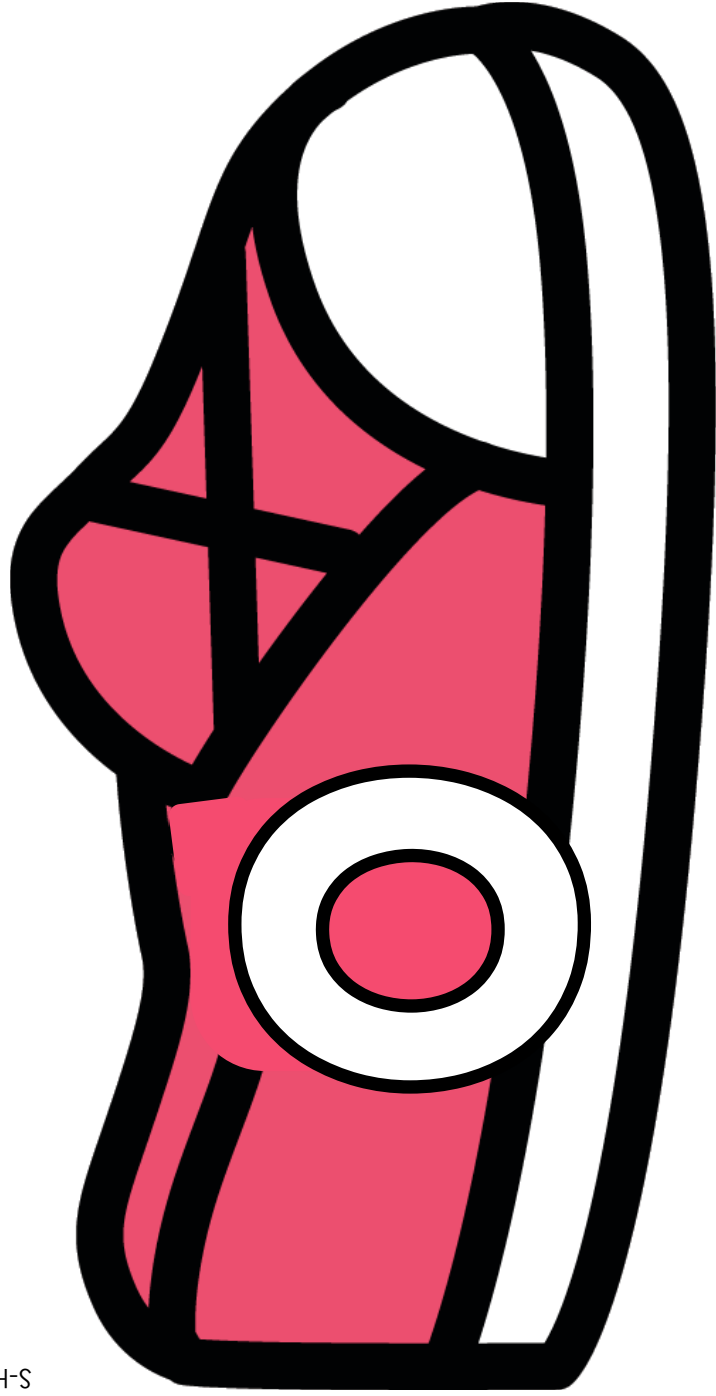
S-H-O-E-S



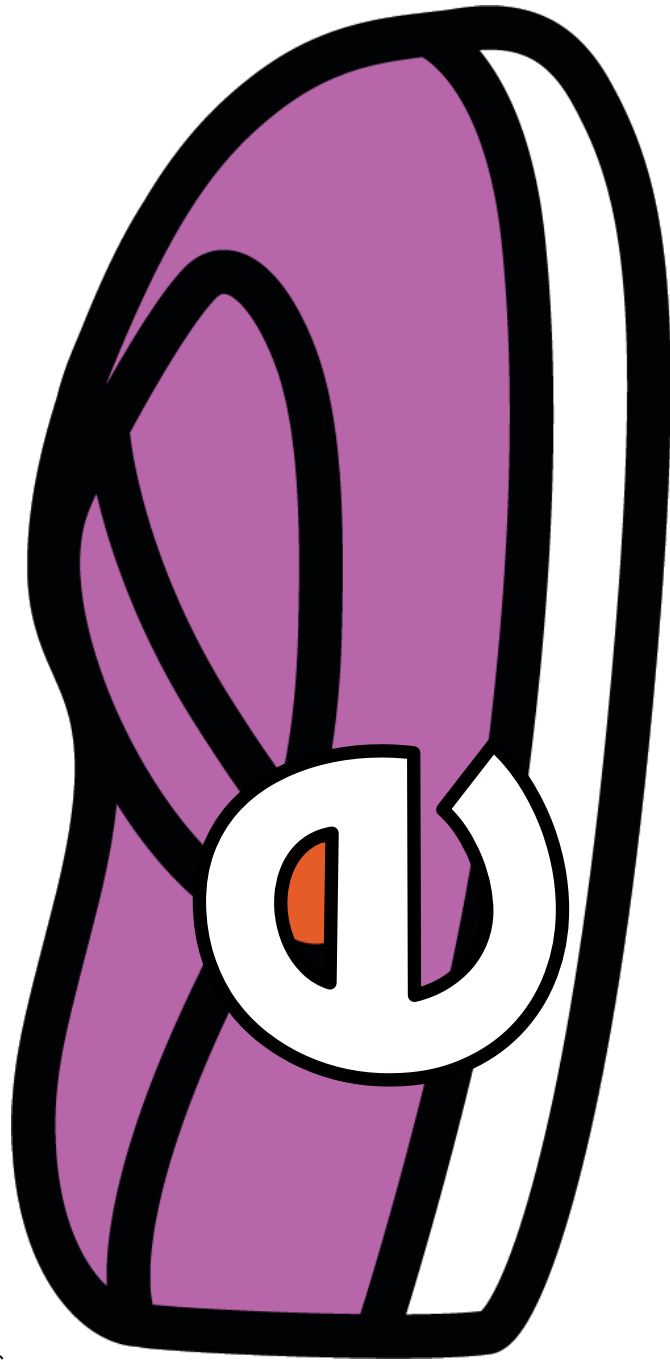
S-H-O-E-S

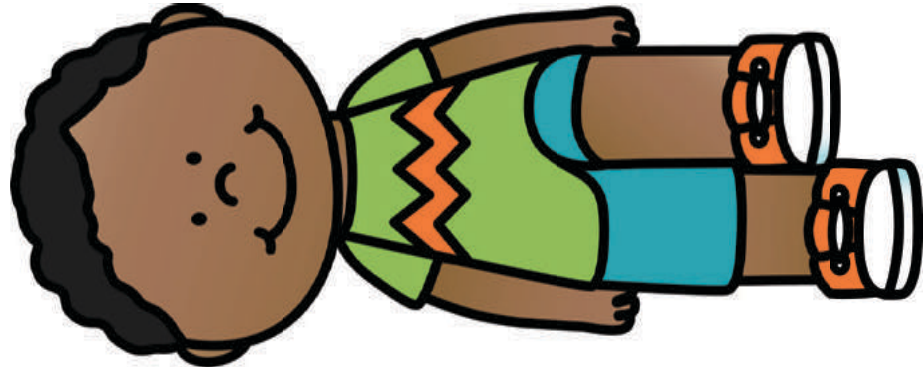
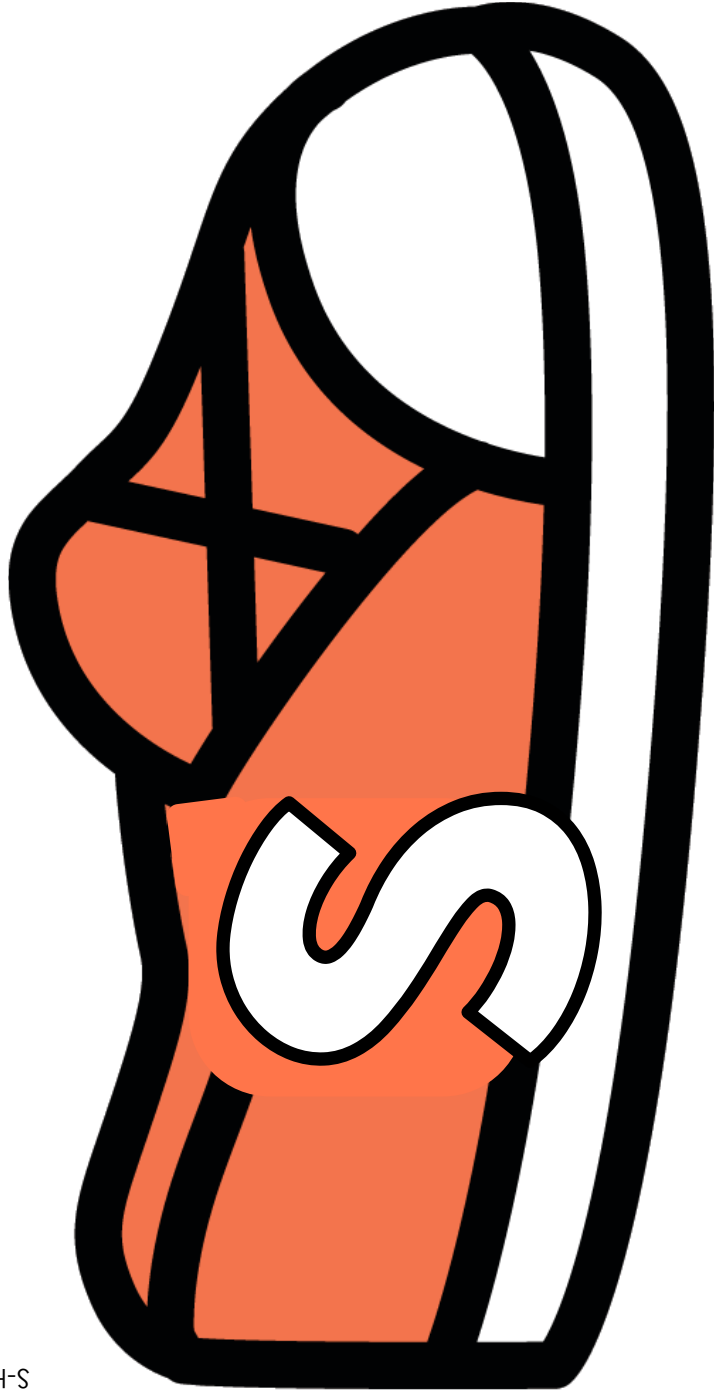


S-H-O-E-S

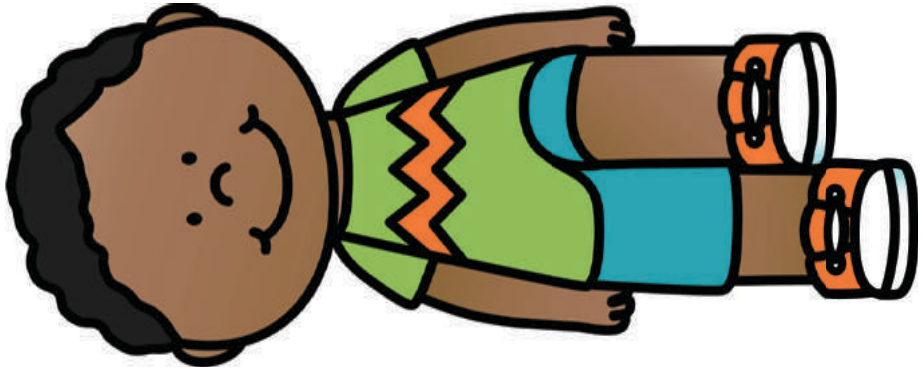


S-H-O-E-S

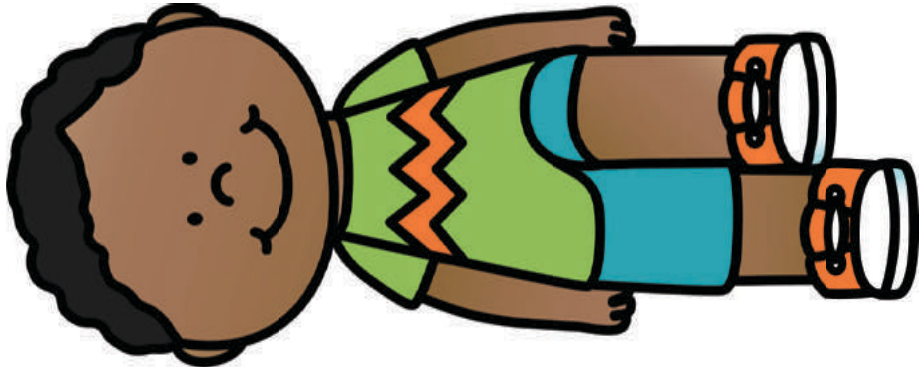




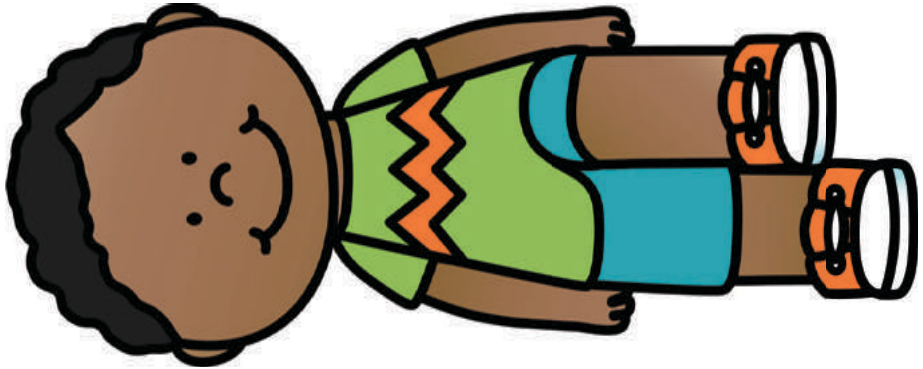
stompi



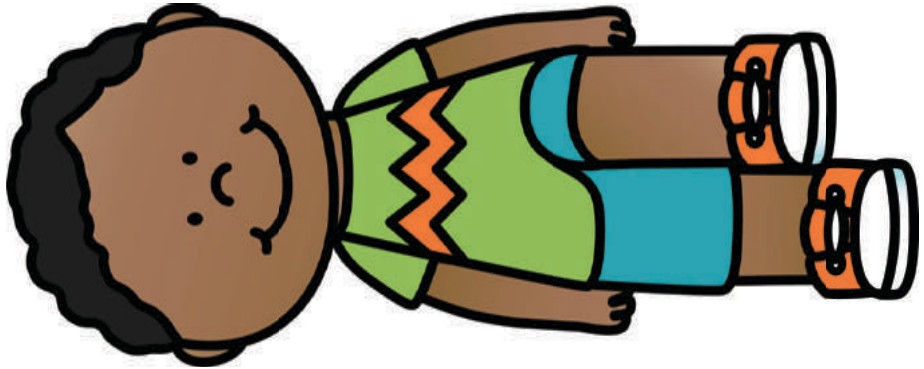
stomp  
stomp  
stomp



stomp  
stomp  
stomp



stomp  
stomp  
stomp



stomp  
stomp  
stomp

# Tops & Bottoms

## Clothing Options

Day 2  
lesson  
plans

Tops and bottoms make up the outfits we wear each day. Some outfits like dresses, jumpers, and overalls cover both the top and bottom of our bodies.

### Objectives:

- The students will demonstrate an understanding of print concepts.
- The students will follow oral directions.

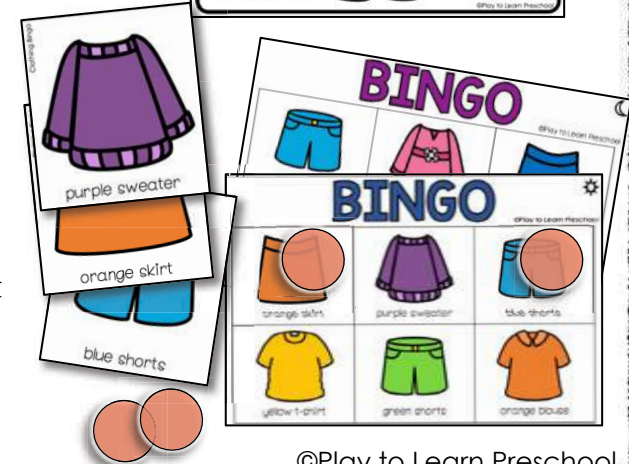
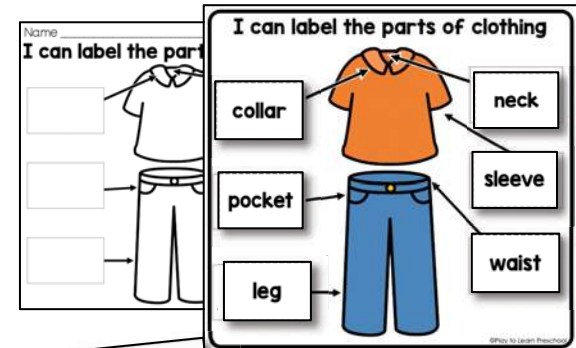
### Activities:

1. Show the real pictures of tops and bottoms. Have each student point out their own top and bottom.
2. Label the different parts of an outfit on the colored page as a class. Then, copy the black and white template and have students cut and paste labels on their sheets.
3. Play Clothing Bingo.

**Extension Idea:** Get students moving by using the Clothing Bingo cards to play another game. Read and show the cards while distinguishing between tops and bottom. Next, flash the cards one by one. If the item is a top, the students stand up. If the item is a bottom, students sit down.

### To Play the Clothing Bingo Game:

1. Students each receive 1 bingo card. Use counters or plastic chips as bingo markers.
2. Make a pile of the draw cards, placing them facedown. Pull a picture card and display it on a pocket chart in the front of the room.
3. Students mark the item on their card if applicable. Three in a row wins.



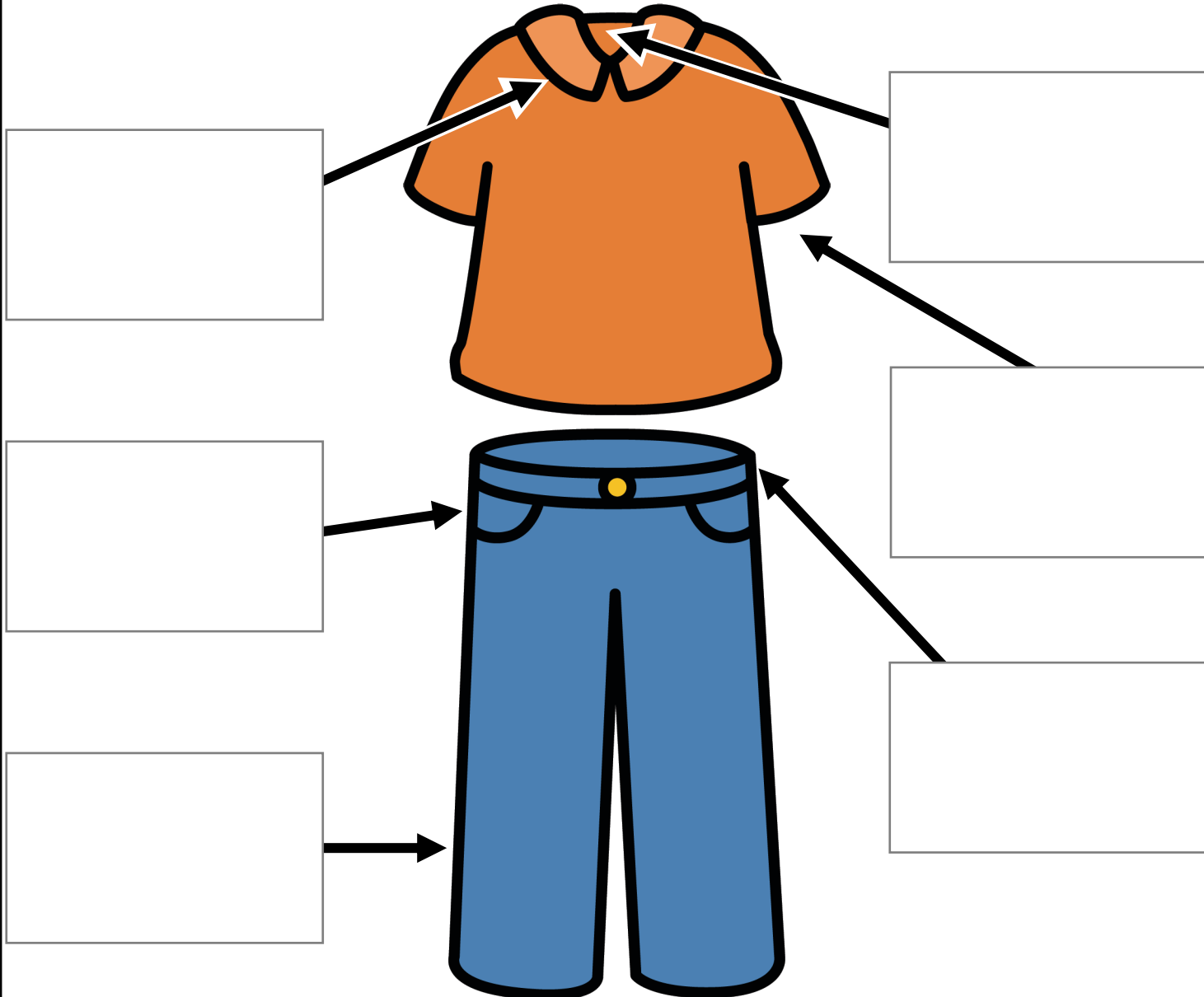


**A top is a piece of clothing worn above the waist.**

**A bottom is a piece of clothing worn below the waist.**



I can label the parts of clothing.



collar



waist



leg



neck



sleeve

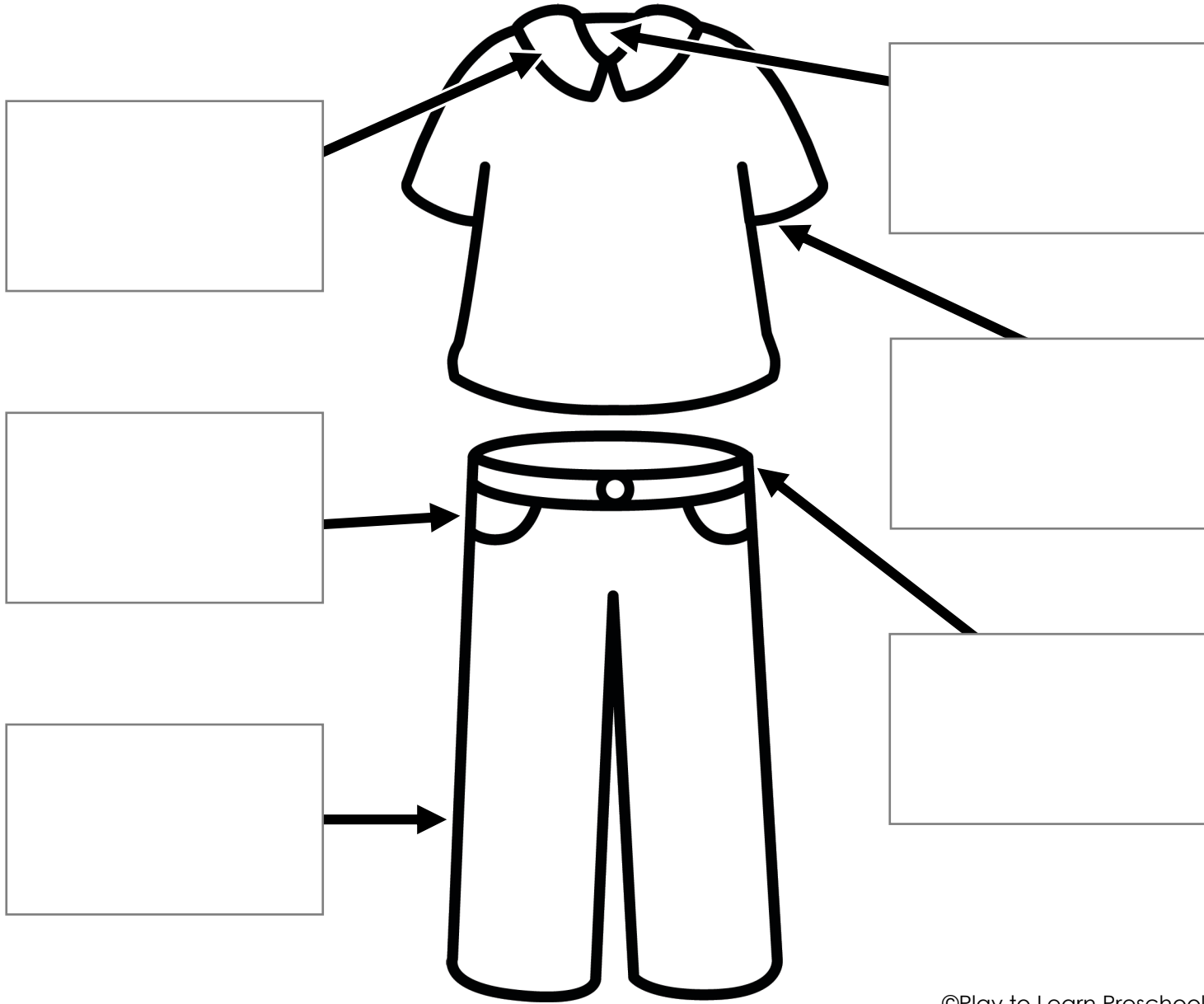


pocket



Name \_\_\_\_\_

# I can label the parts of clothing.



**collar** 

**waist** 

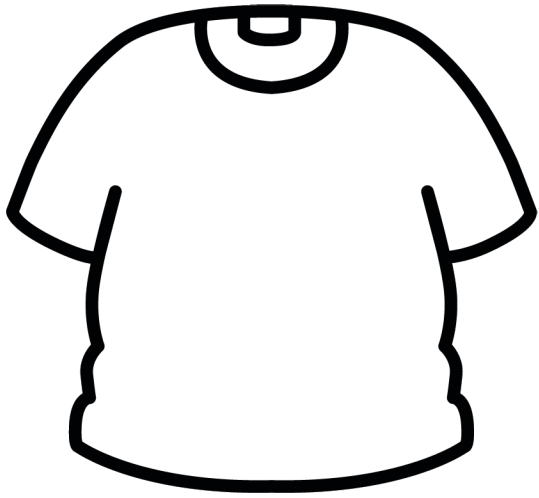
**leg** 

**neck** 

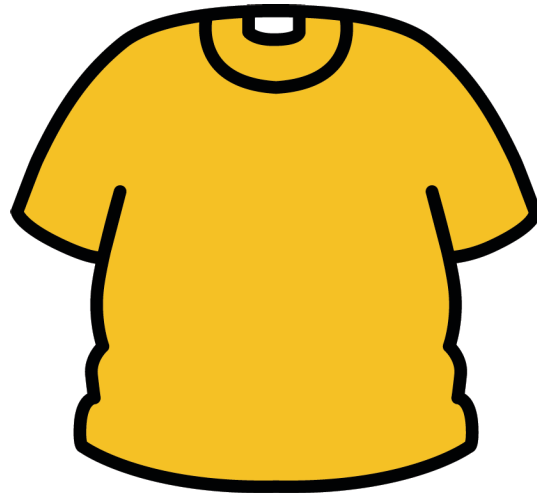
**sleeve** 

**pocket** 

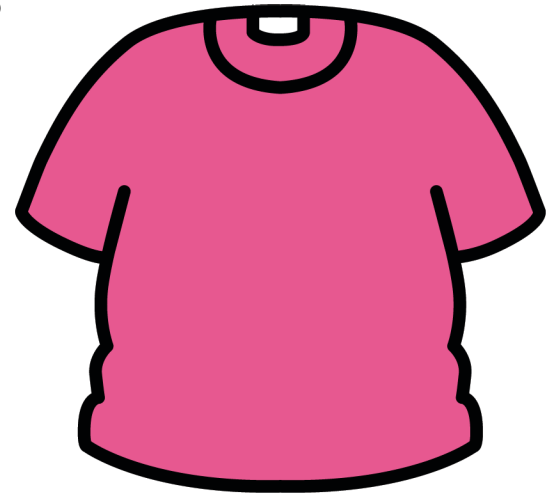




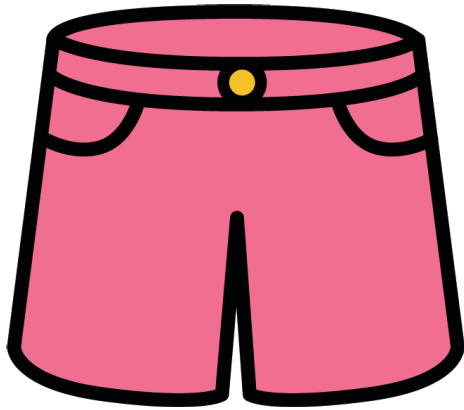
white t-shirt



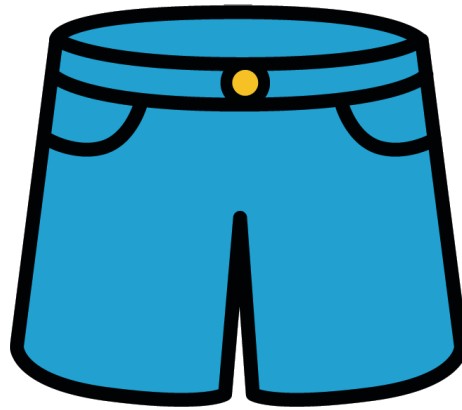
yellow t-shirt



pink t-shirt



pink shorts



blue shorts



green shorts



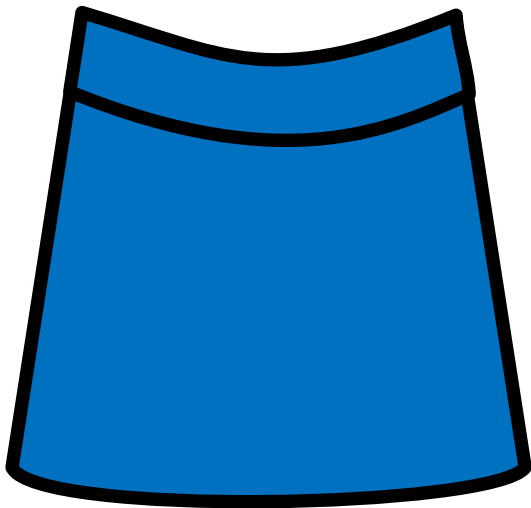
purple blouse



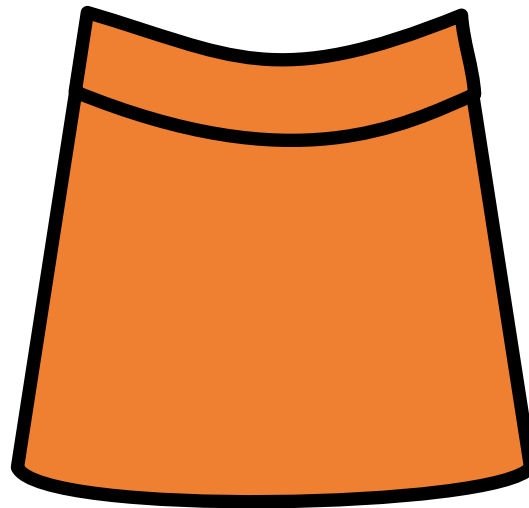
blue blouse



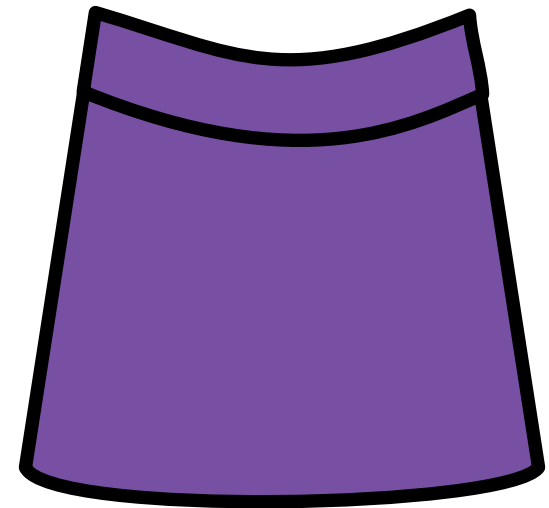
orange blouse



blue skirt



orange skirt



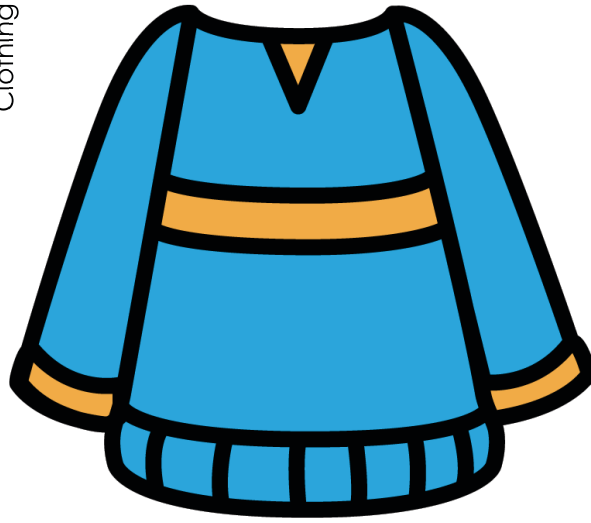
purple skirt

Clothing Bingo



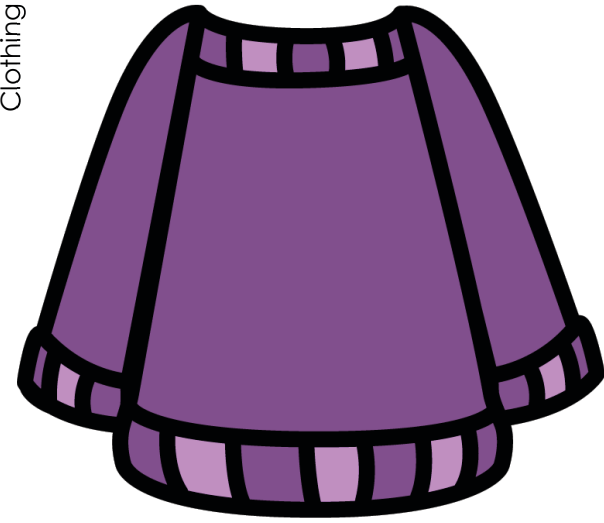
pink sweater

Clothing Bingo



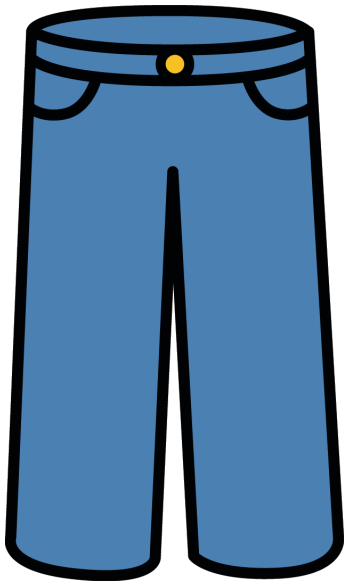
blue sweater

Clothing Bingo



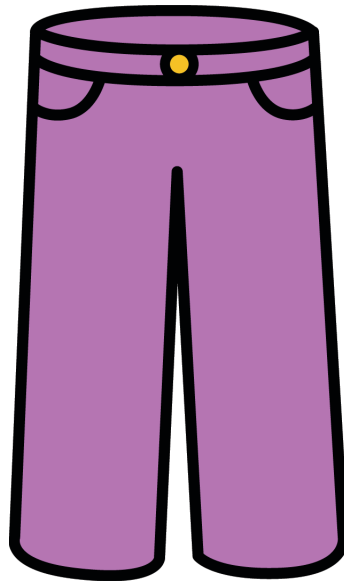
purple sweater

Clothing Bingo



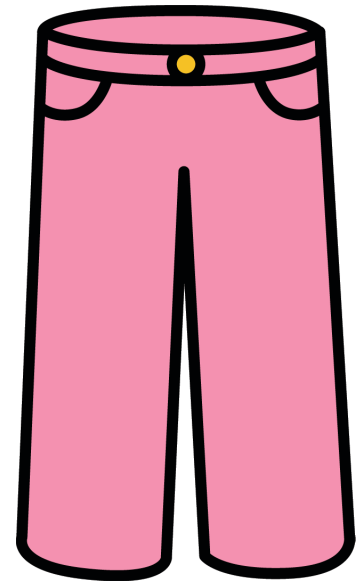
blue pants

Clothing Bingo



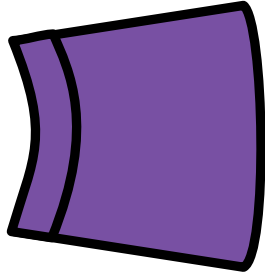
purple pants

Clothing Bingo

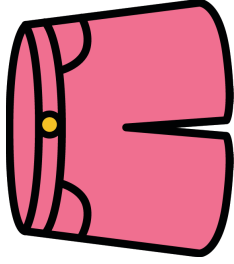


pink pants

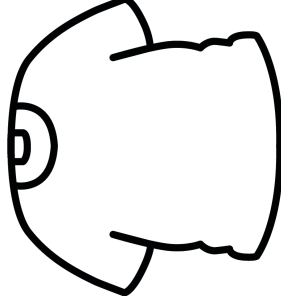
# BINGO



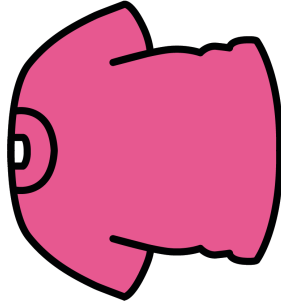
purple skirt



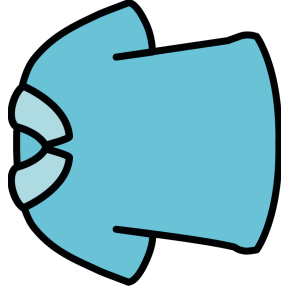
pink shorts



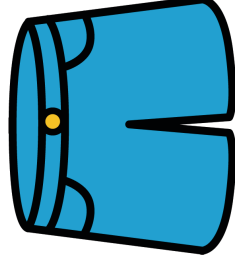
white t-shirt



pink t-shirt



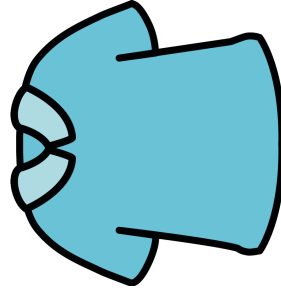
blue blouse



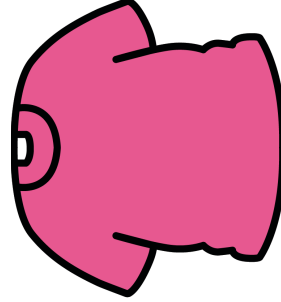
blue shorts

©Play to Learn Preschool

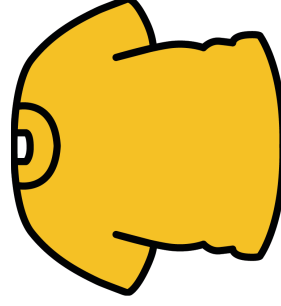
# BINGO



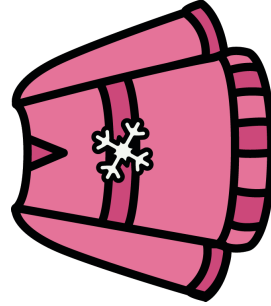
blue blouse



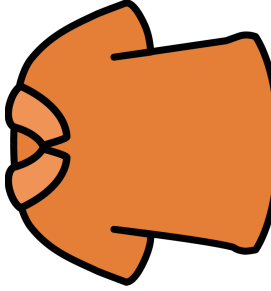
pink t-shirt



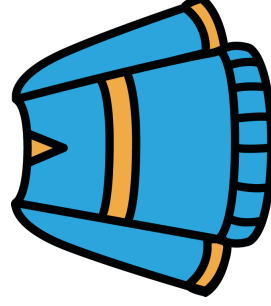
yellow t-shirt



pink sweater



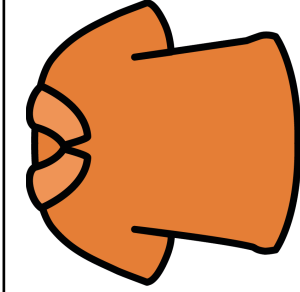
orange blouse



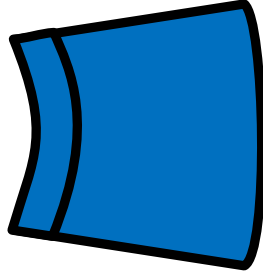
blue sweater

©Play to Learn Preschool

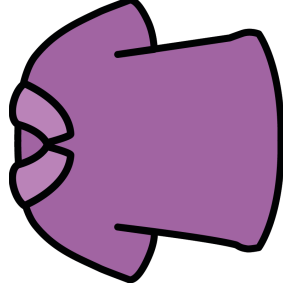
# BINGO



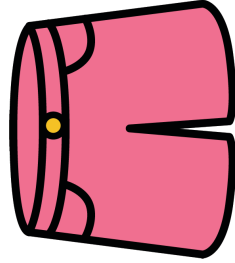
orange blouse



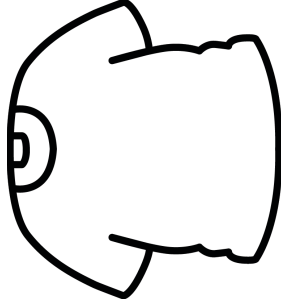
blue skirt



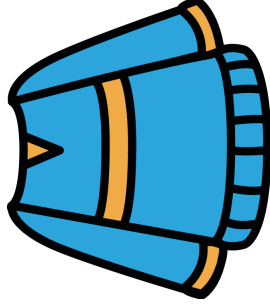
purple blouse



pink shorts



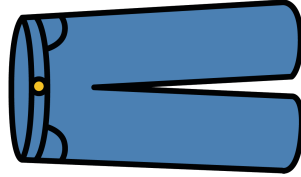
white t-shirt



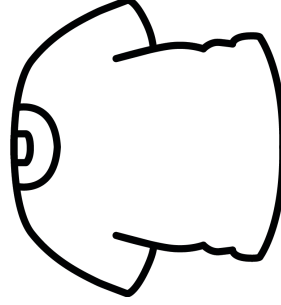
blue sweater

©Play to Learn Preschool

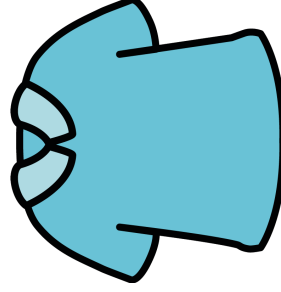
# BINGO



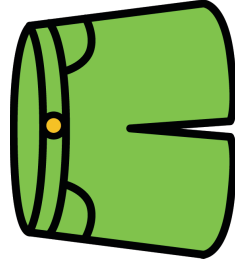
blue pants



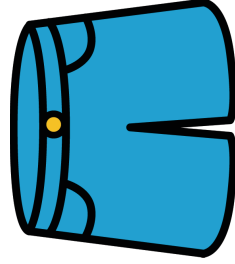
white t-shirt



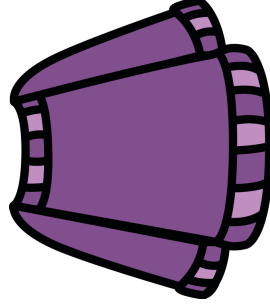
blue blouse



green shorts



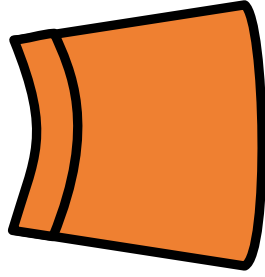
blue shorts



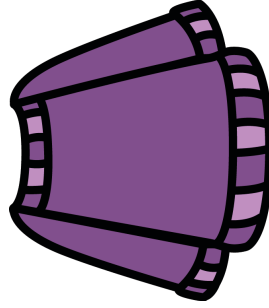
purple sweater

©Play to Learn Preschool

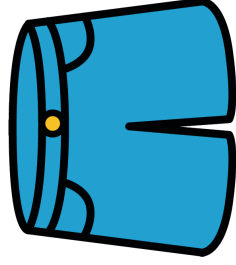
# BINGO



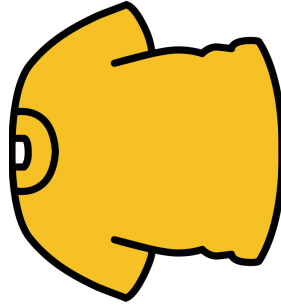
orange skirt



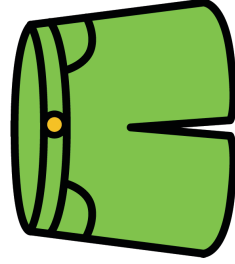
purple sweater



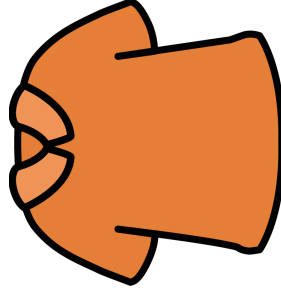
blue shorts



yellow t-shirt



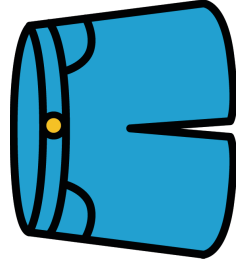
green shorts



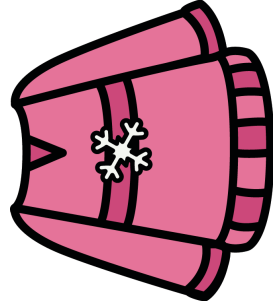
orange blouse

©Play to Learn Preschool

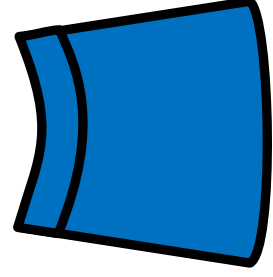
# BINGO



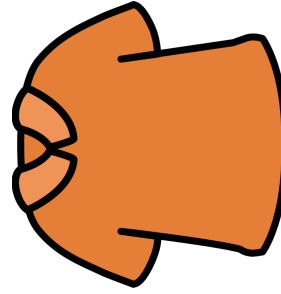
blue shorts



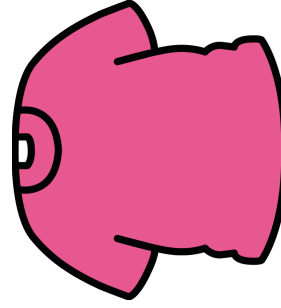
pink sweater



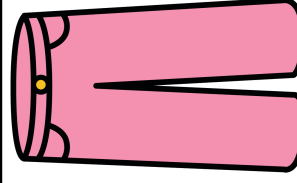
blue skirt



orange blouse



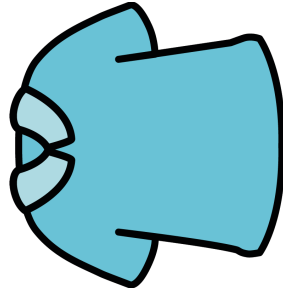
pink t-shirt



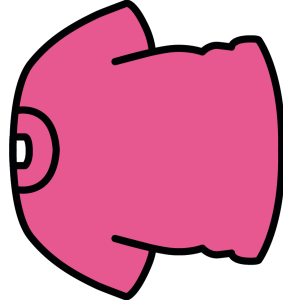
pink pants

©Play to Learn Preschool

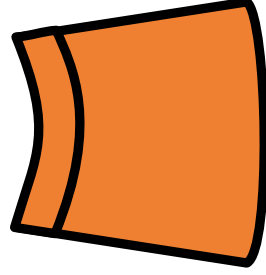
# BINGO



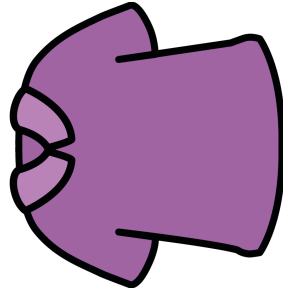
blue blouse



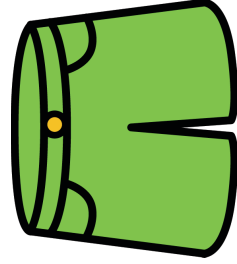
pink t-shirt



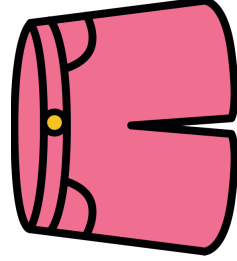
orange skirt



purple blouse



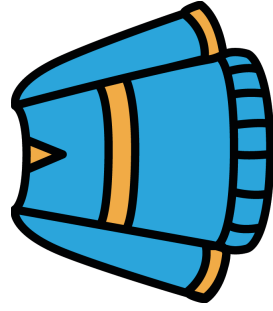
green shorts



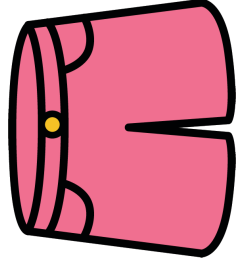
pink shorts

©Play to Learn Preschool

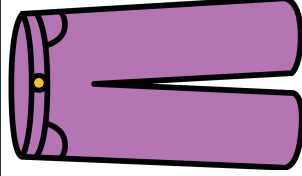
# BINGO



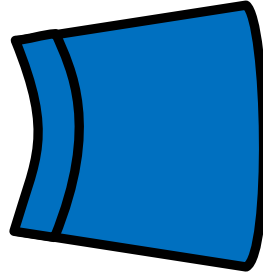
blue sweater



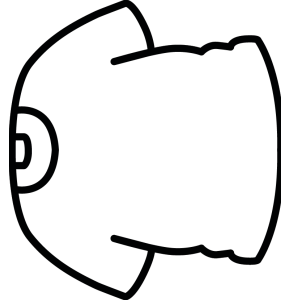
pink shorts



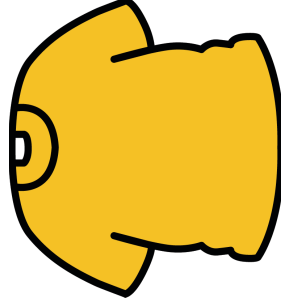
purple pants



blue skirt



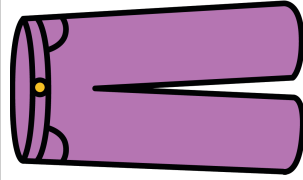
white t-shirt



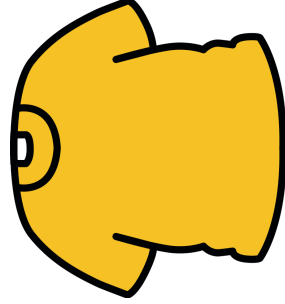
yellow t-shirt

©Play to Learn Preschool

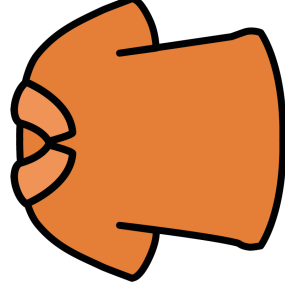
# BINGO



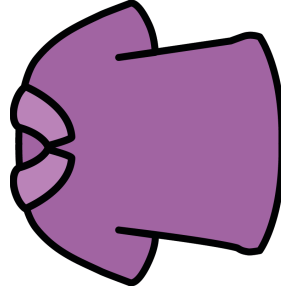
purple pants



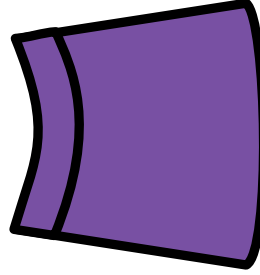
yellow t-shirt



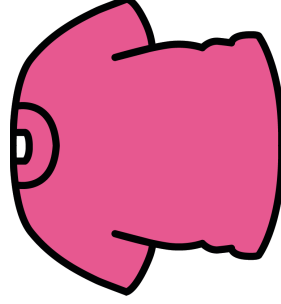
orange blouse



purple blouse

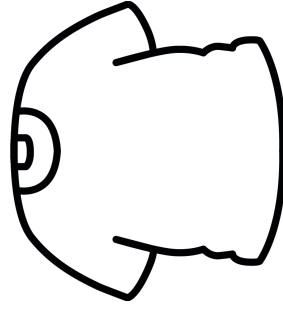


purple skirt

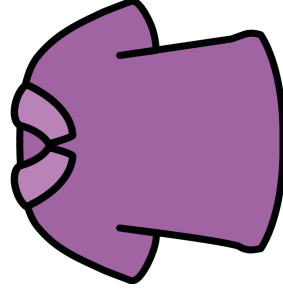


pink t-shirt

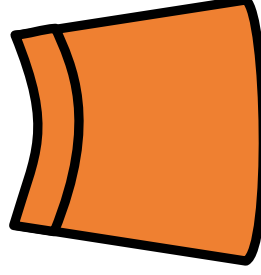
# BINGO



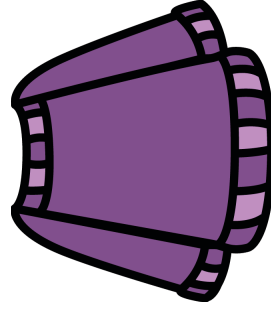
white t-shirt



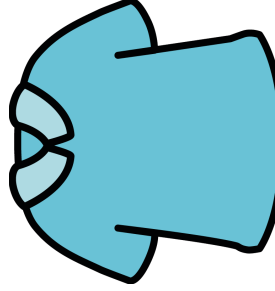
purple blouse



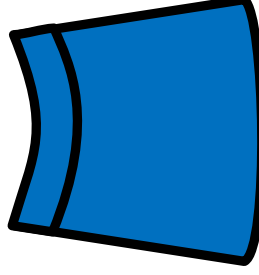
orange skirt



purple sweater

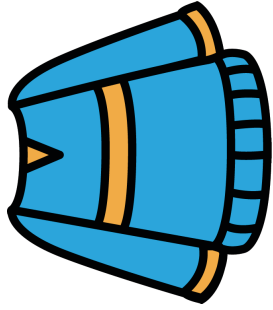


blue blouse

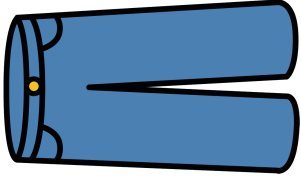


blue skirt

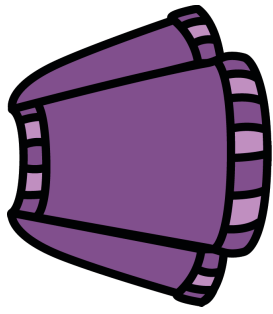
# BINGO



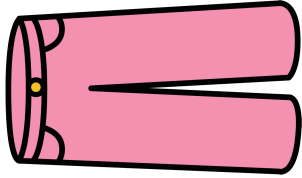
blue sweater



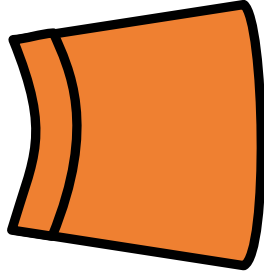
blue pants



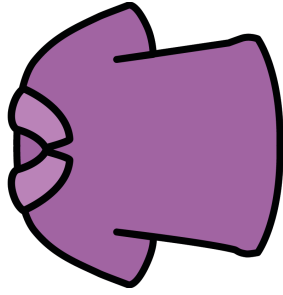
purple sweater



pink pants

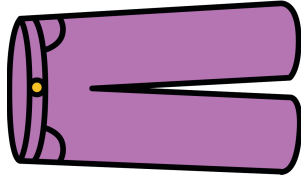


orange skirt

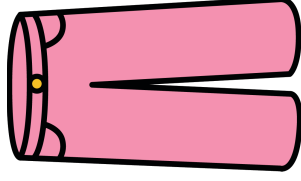


purple blouse

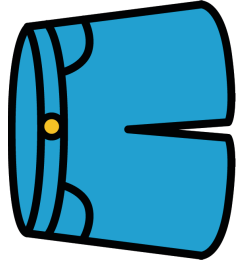
# BINGO



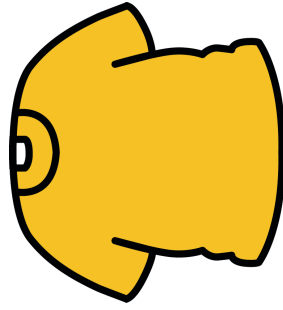
purple pants



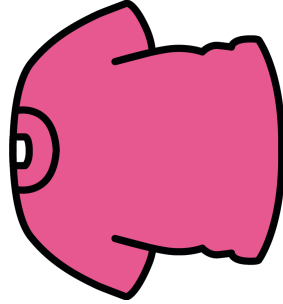
pink pants



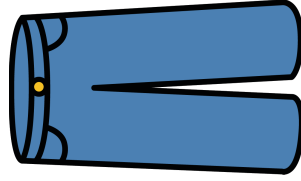
blue shorts



yellow t-shirt



pink t-shirt



blue pants

# Fasteners

## Holding It Together!

Day 3  
lesson  
plans

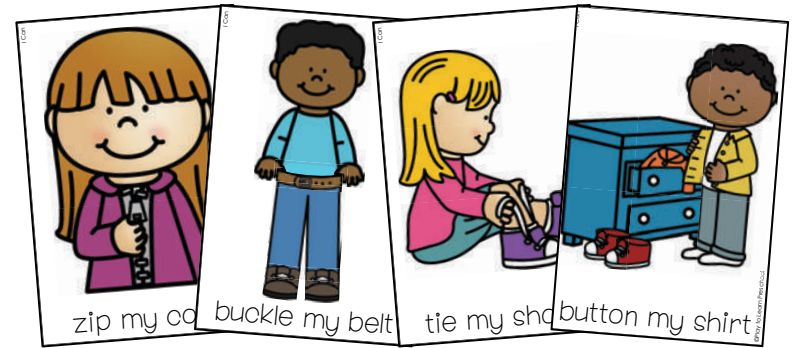
Clothing fasteners are used to hold two pieces of cloth or material together. Examples are: snaps, zippers, hooks, ties, self-gripping tape (Velcro®), and buttons with buttonholes.

### Objectives:

- The students will recognize and identify numbers.
- The students will play with words, sounds, and rhymes.

### Activities:

1. Look at the real-life photographs. Discuss how each fastener works and what clothing items the students own with each.
2. Sing the “I Can” song. As each verse is sung, have students make the motion of the fastening words. Use the picture cards to assist with each verse.
3. Play the “Zip Up!” carpet game.



**Extension Idea:** Set up a sewing center. At the art station, place a bowl full of large, colorful buttons, sheets of plastic canvas, and plastic-ended lacing cords. Students practice lacing the cords through the canvas to attach the buttons.



<https://playtolearnpreschool.us/sewing-buttons/>

### To Play the Game:

- Line up the pictures of the coats. Pick the right number of cards for your students. Identify the numbers together.
- Hide the zipper under one of the coats and recite the poem to find it.
- Children guess where the coat is hiding by identifying the number.





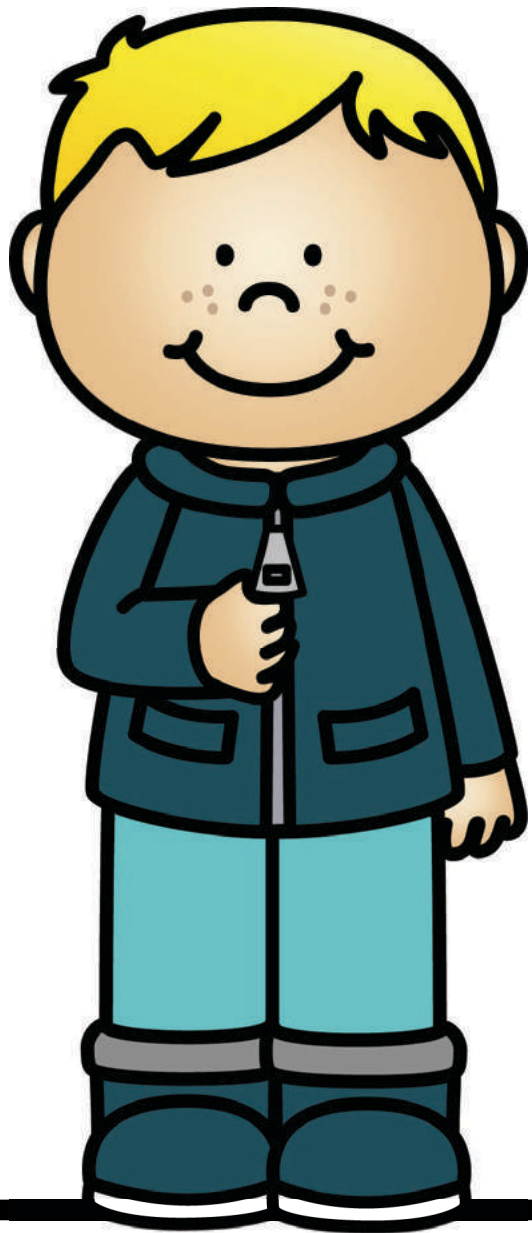
**A zipper is a type of fastener.**



**Buttons help fasten two pieces of fabric.**



**Some shoes have a strap of hook and loop tape that fastens to itself.**



# I Can

To the Tune of "Farmer in the Dell"

I can zip my coat!

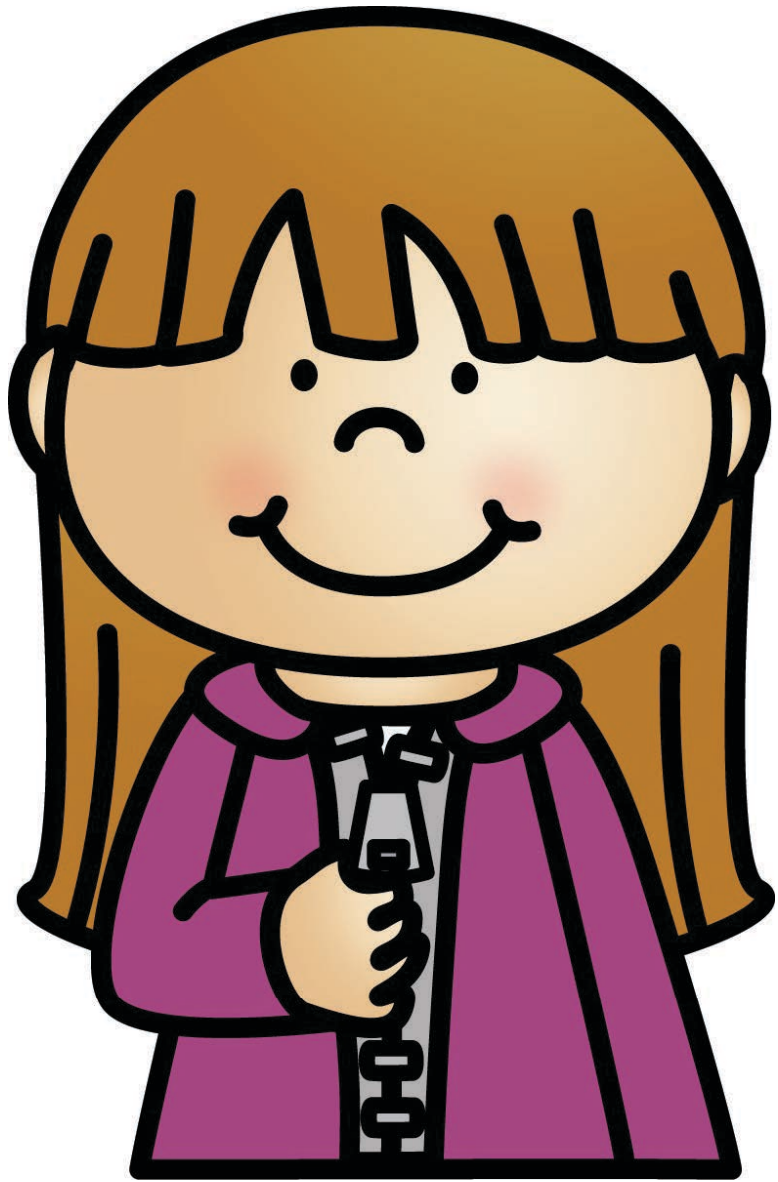
I can zip my coat!

Put it on and zip it up,

I can zip my coat!

Repeat verses with:

- button my shirt
- tie my shoes
- buckle my belt



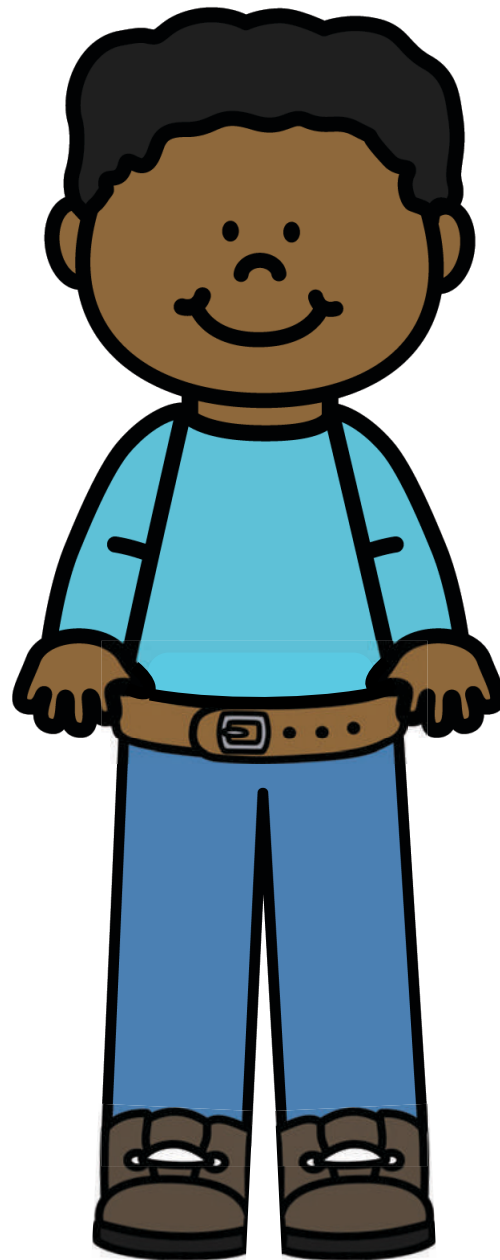
zip my coat



button my shirt



tie my shoes



buckle my belt

# Zip Up!

Carpet Game

It's cold outside,  
Where could the zipper be?



Pick a coat.  
Let's look and see.

Zip Up!



Zip Up!



Zip Up!



Zip Up!



Zip Up!



Zip Up!



Zip Up!



Zip Up!



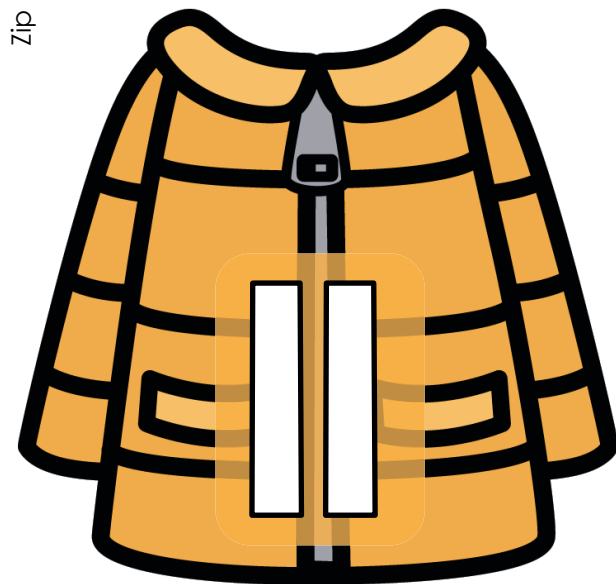
Zip Up!



Zip Up!



Zip Up!



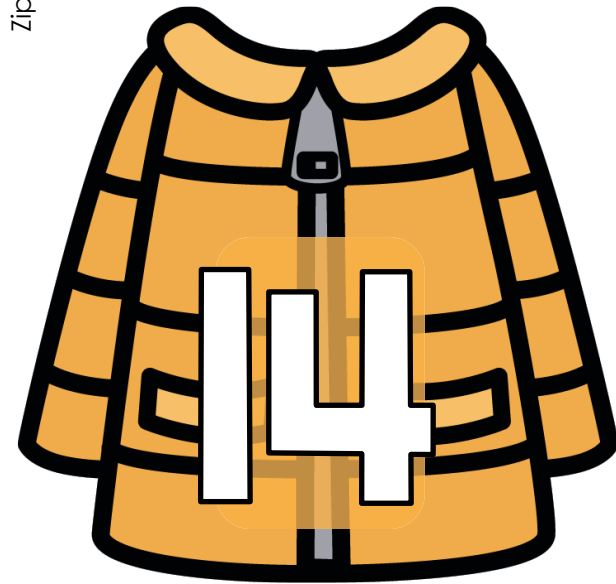
Zip Up!



Zip Up!



Zip Up!



Zip Up!



Zip Up!



Zip Up!



Zip Up!



Zip Up!

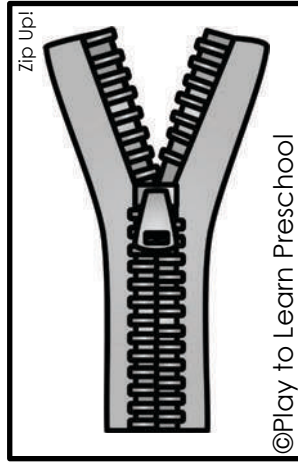


Zip Up!



©Play to Learn Preschool

Cut out the zipper.



Zip Up!

©Play to Learn Preschool

# Pockets

## Treasure Holders

Day 4  
lesson  
plans

Pockets on clothing can hold small items. Pockets can also be found on purses, backpacks, and suitcases. There are many treasures that fit in pockets.

### Objectives:

- The students will actively participate in conversations.
- The students will recognize shapes.

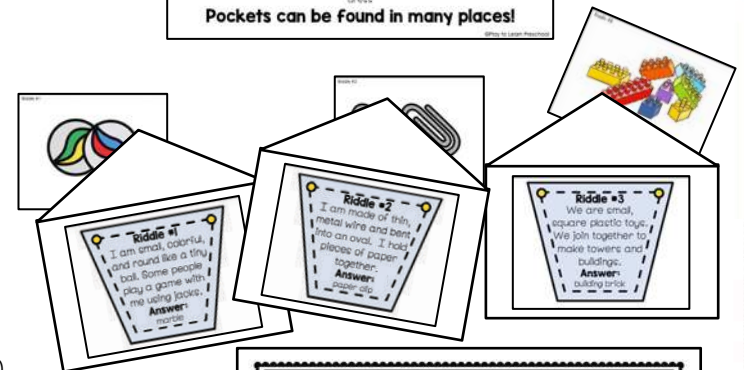
### Activities:

1. Ask the students if anyone has pockets on their outfit. Is there anything inside the pockets? Show the real pictures and have students find the pockets in the pictures.
2. Create the riddle pockets. Attach the riddles to the outside of envelopes and place the coordinating small plastic toy inside each envelope. (Cards are provided as an alternative.) Read the riddle, then students guess which item is in the pocket and check inside.
3. Play the "Coin In My Pocket" carpet game.

**Extension Idea:** Use the items from the riddle game to create a memory tray. Place the items on a tray and cover them with a bandana. Ask the students to hide their eyes while one item is removed. Students take turns guessing which item is missing.

### To Play the Game:

- Line up the pictures of the pockets. Pick the right number of cards for your students. Identify the shapes together.
- Hide a coin under one of the pockets and recite the poem to find it.
- Children guess where the coin is hiding by identifying the shape of the pocket.





shirt



dress



hat



shorts



bag

**Pockets are pouches that can hold small things like coins, tissues, and hands!**



**Can you find all the pockets in this picture?**

At least 8 pockets!

©Play to Learn Preschool

### Riddle #1

I am small, colorful,  
and round like a tiny  
ball. I am made  
from glass  
or plastic.

**Answer:**  
marbles

### Riddle #2

I am a thin, metal  
wire that is bent to  
hold paper  
together.

**Answer:**  
paper clips

### Riddle #3

We are small,  
square plastic toys.  
We join together to  
make towers  
and buildings.

**Answer:**  
blocks

### Riddle #4

I am round with  
holes in the middle.  
I am sewn on  
clothing to keep  
edges together.

**Answer:**  
button

### Riddle #5

I am round, flat,  
and made of metal.  
I am used with  
paper money to  
buy things.

**Answer:**

coin

### Riddle #6

I am a long, thin  
piece of wood.

**Answer:**

stick

### Riddle #7

I am worn in the  
hair to keep the  
hair pulled back.

**Answer:**

hair clip

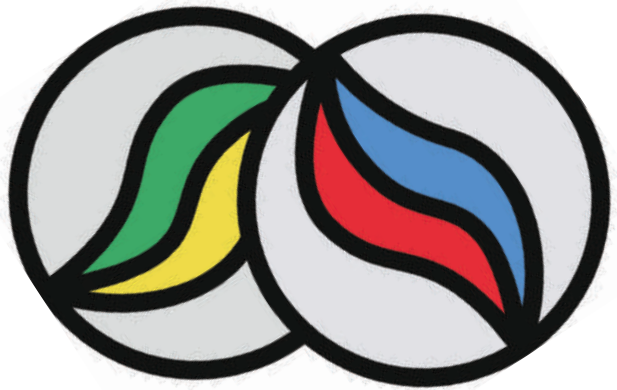
### Riddle #8

I am a soft paper  
rectangle used to  
wipe a person's  
eyes or nose.

**Answer:**

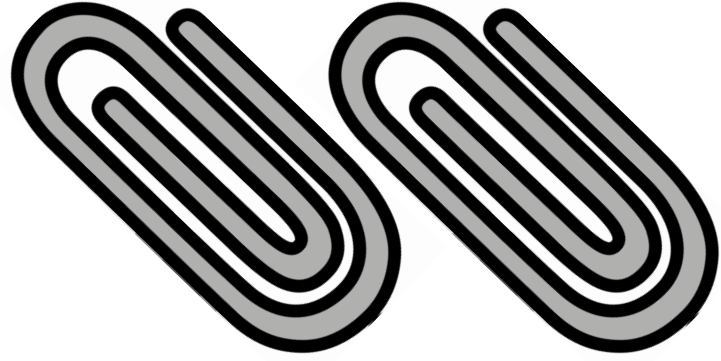
tissue

Riddle #1



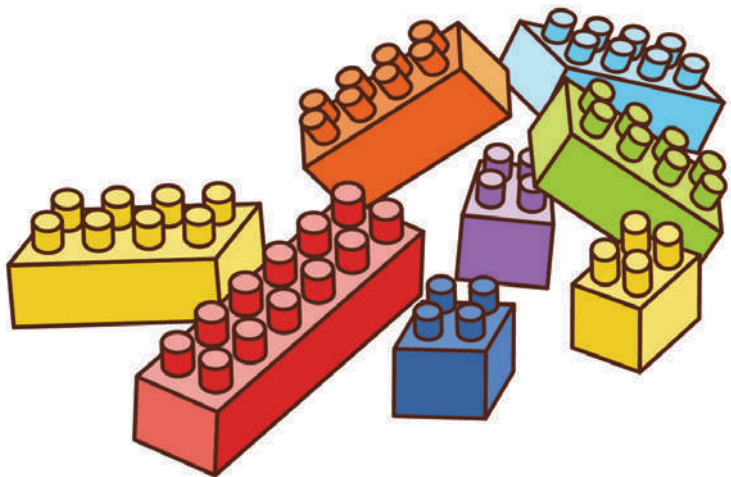
marbles

Riddle #2



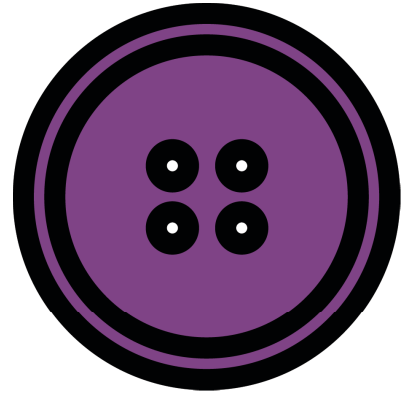
paper clips

Riddle #3



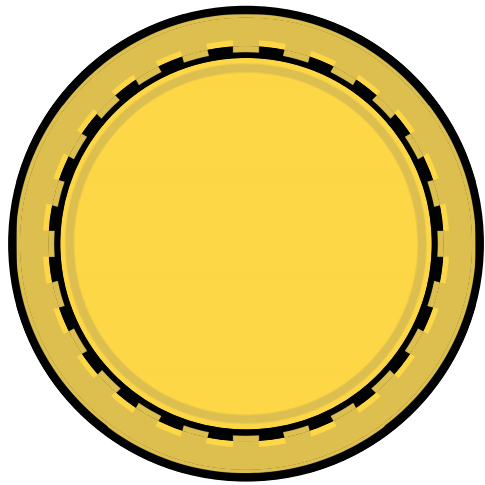
blocks

Riddle #4



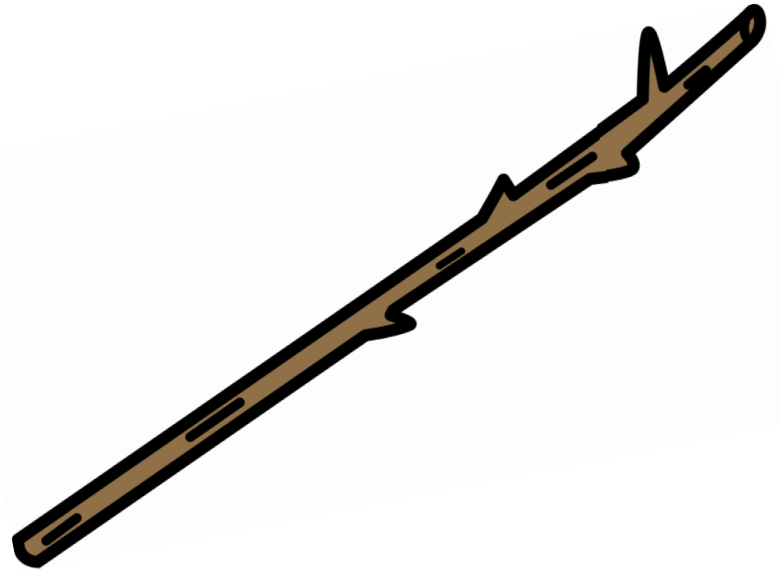
button

Riddle #5



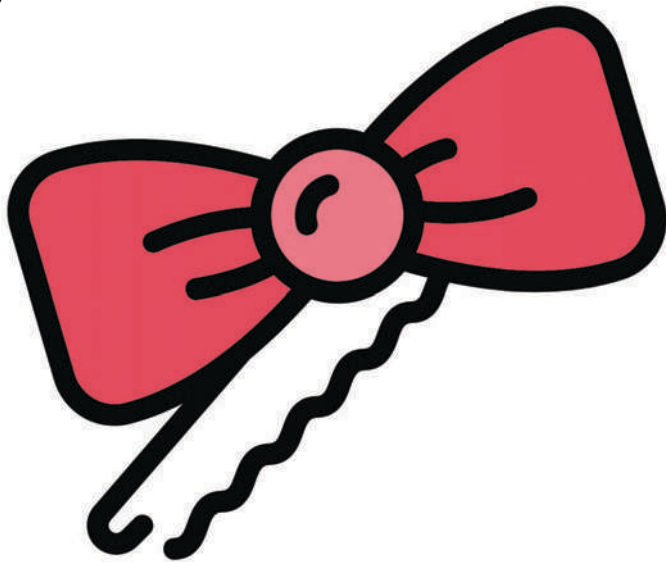
coin

Riddle #6



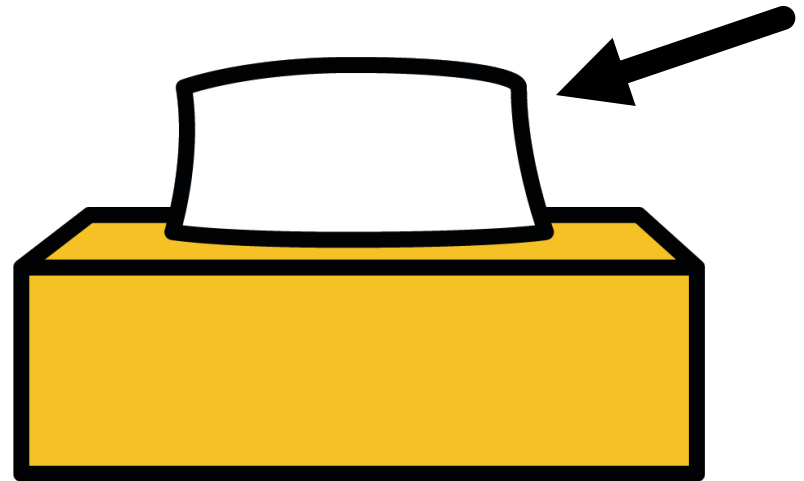
stick

Riddle #7



hair clip

Riddle #8



tissue

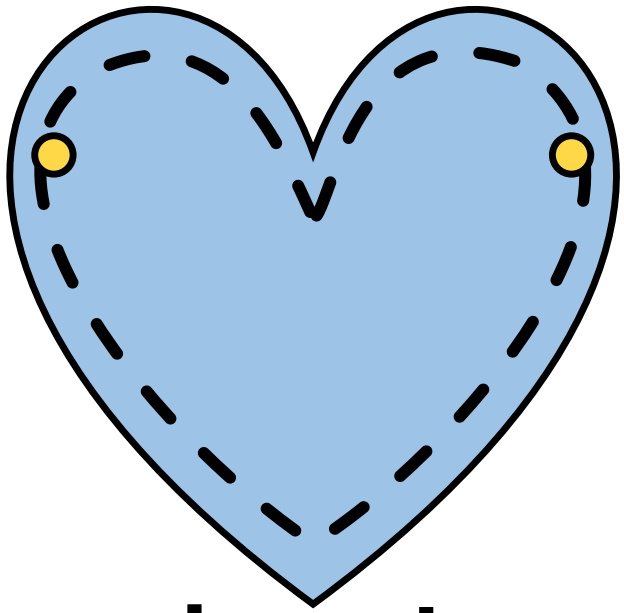
# Coin In My Pocket

Poem

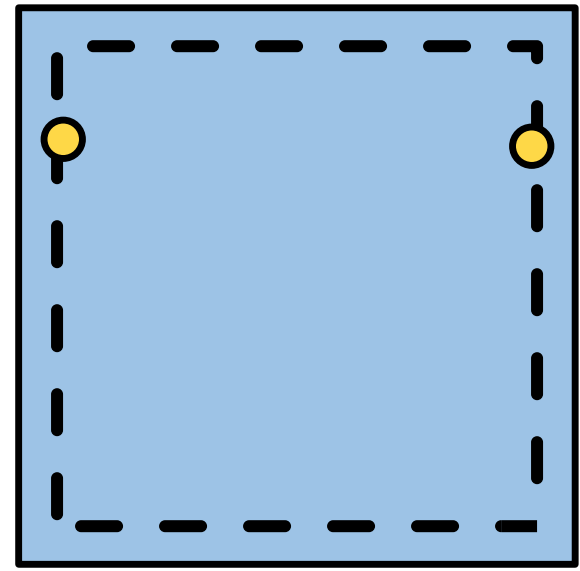
I put the coin in a pocket,  
But which one could it be?

Pick a shape  
Let's look and see!

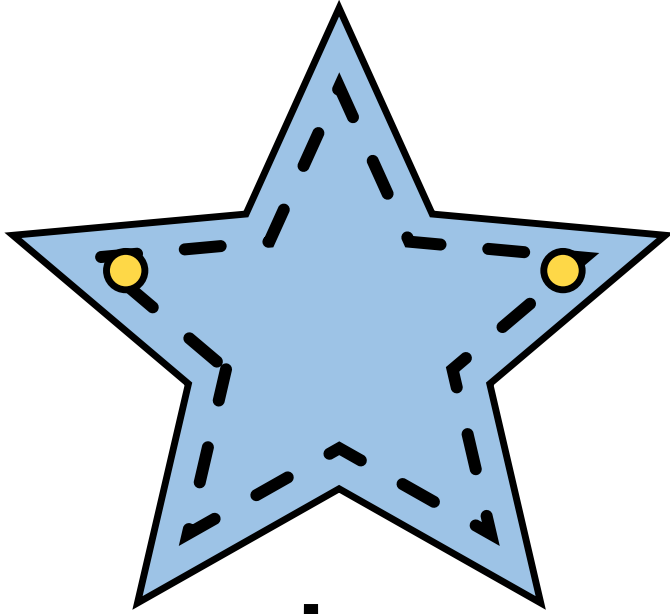




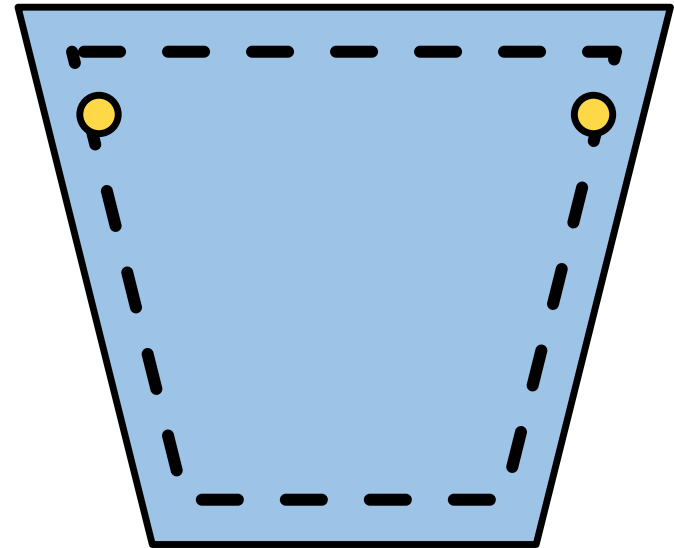
**heart**



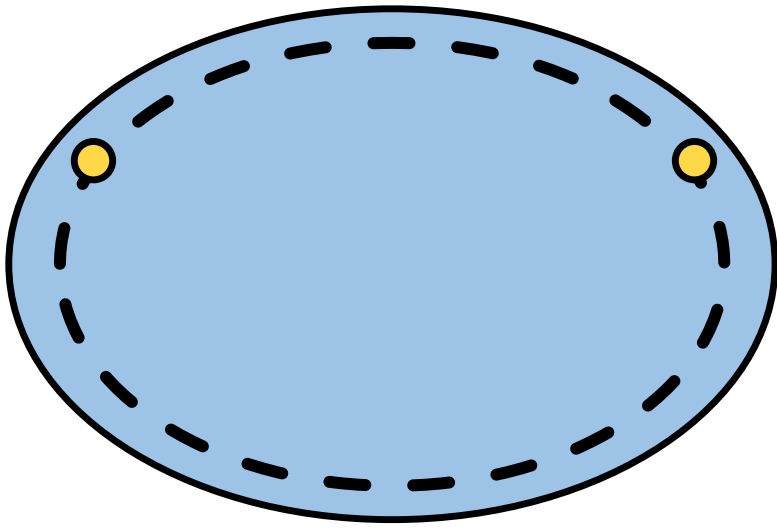
**square**



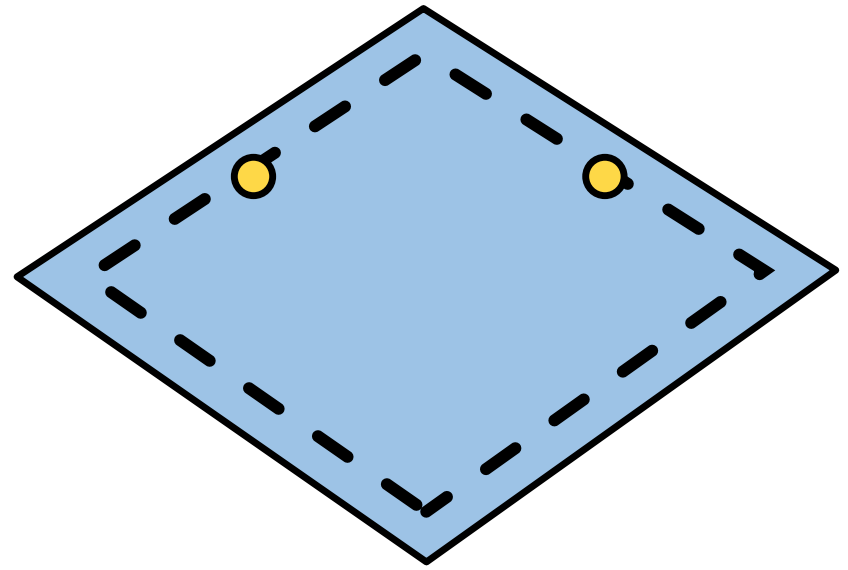
**star**



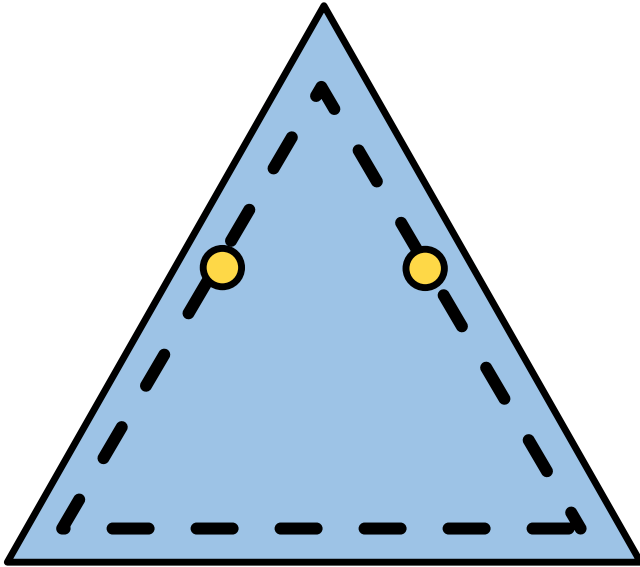
**trapezoid**



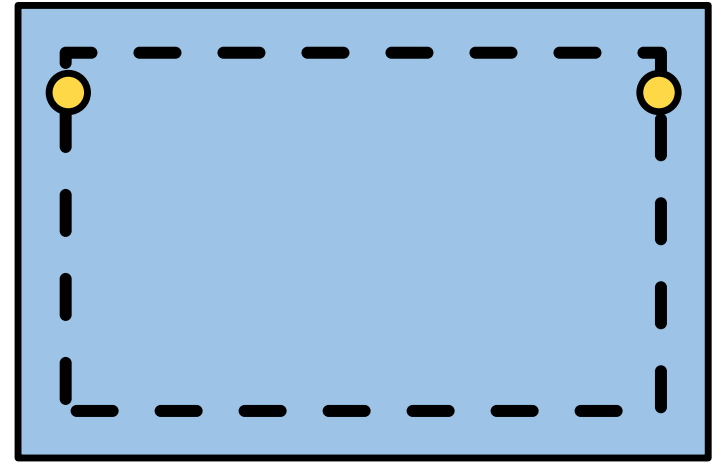
**oval**



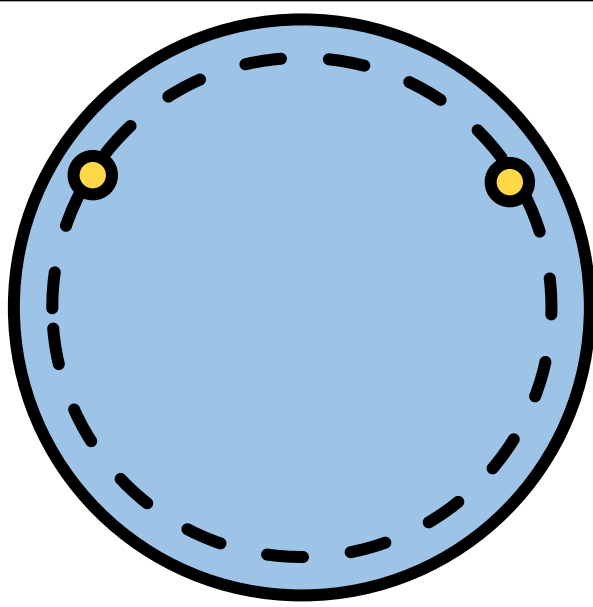
**diamond**



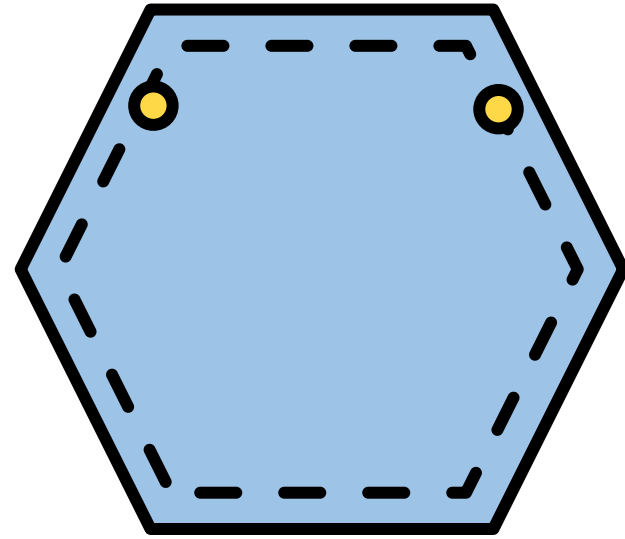
**triangle**



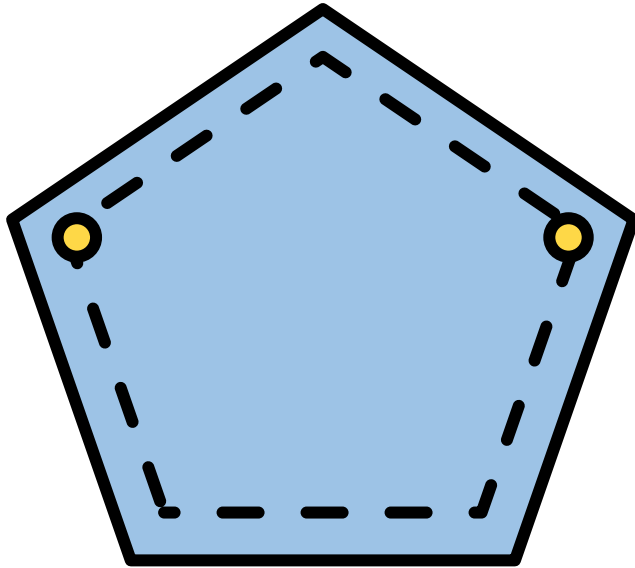
**rectangle**



**circle**

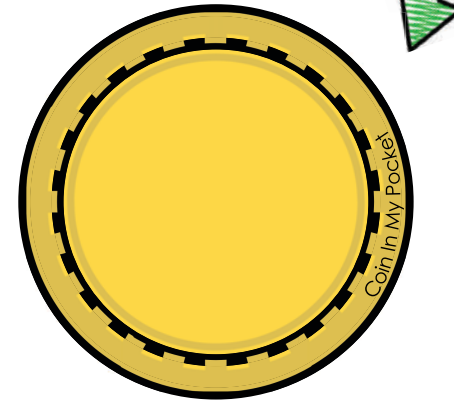


**hexagon**



**pentagon**

Use a real coin or  
cut out this coin.



# Seasonal Clothes

## The Right Clothes for the Weather

Day 5  
lesson  
plans

The weather outside can influence our clothing choices. When it's cold, we add another layer. When it's hot, we might wear short sleeves. Rain hats and coats keep us dry during wet weather.

### Objectives:

- The students will notice similarities and differences.
- The students will sort objects by property.
- The students will play with words, sounds, and rhymes.

### Activities:

1. Show the real pictures of seasonal clothing. Point out what each person is wearing in the pictures to keep them comfortable.
2. Bring in a variety of clothes to sort into two groups: things to wear in the summer when it is hot and things to wear in the winter when it is cold. Picture cards are also included if needed.
3. Sing the "Raindrop Pokey" song. Have students bring in rain clothes to use with each verse. Picture cards are also included to use as an alternative.

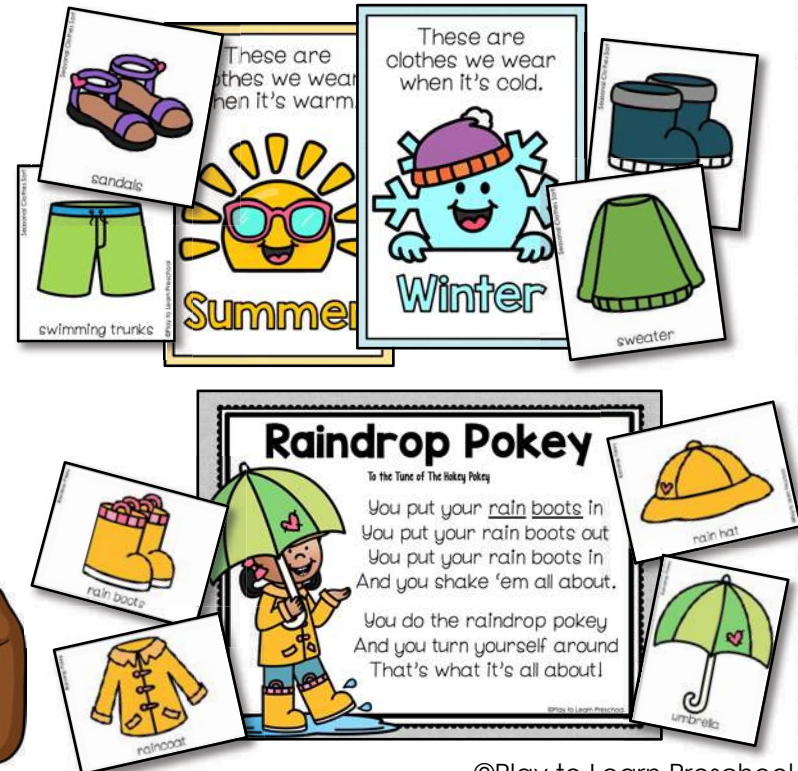
**Extension Idea:** Teach the ASL sign for **sweater**. Make fists with both hands. Move them down from the shoulders to the waist, as if putting on a sweater.



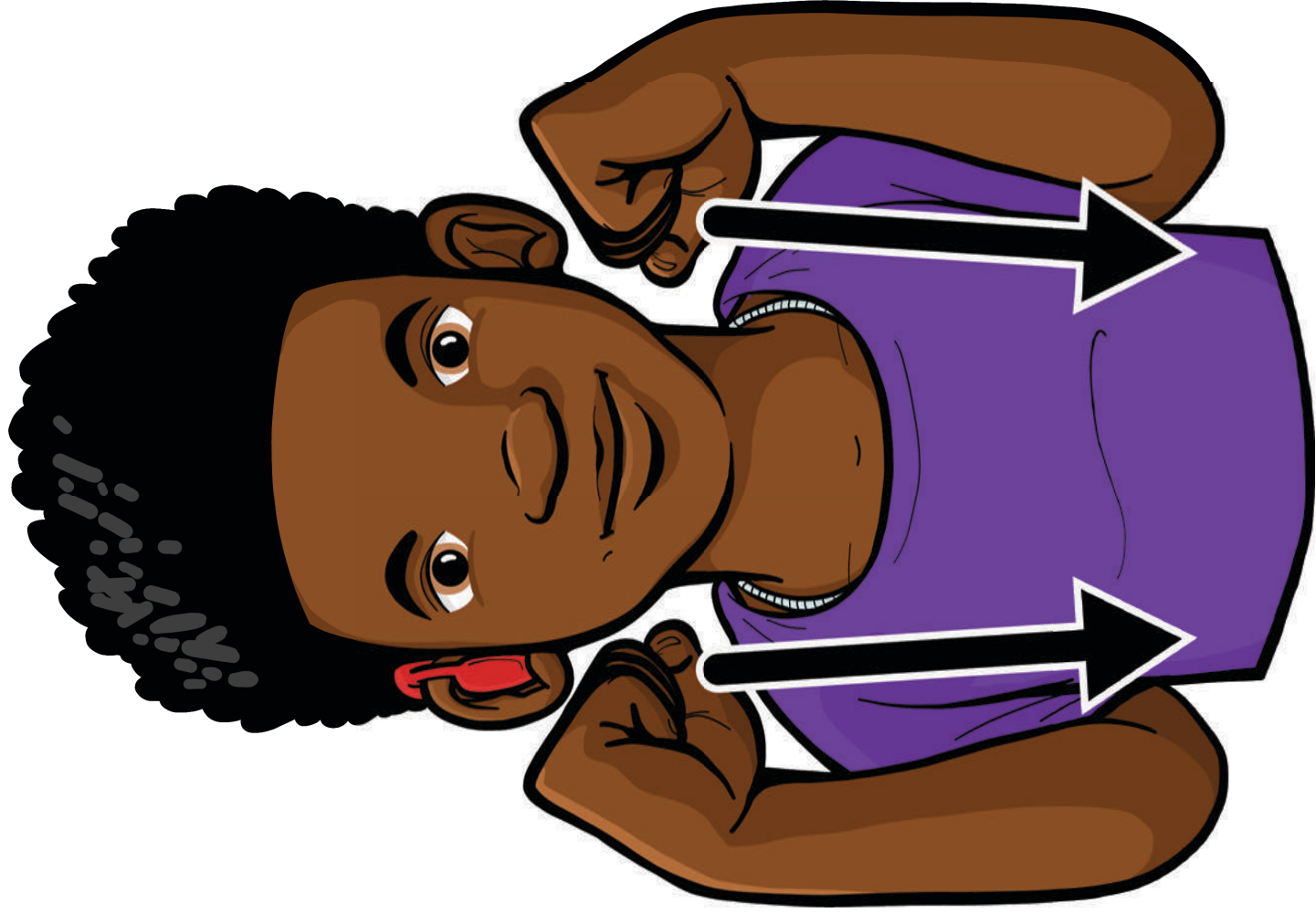
Some clothes are good for warm weather.



Some clothes are good for cold weather.



# Sweater



Make fists with both hands. Move them down from the shoulders to the waist, as if putting on a sweater.

**Some clothes are good for warm weather.**



**Some clothes are good for cold weather.**



**Some clothes are good for rainy weather.**

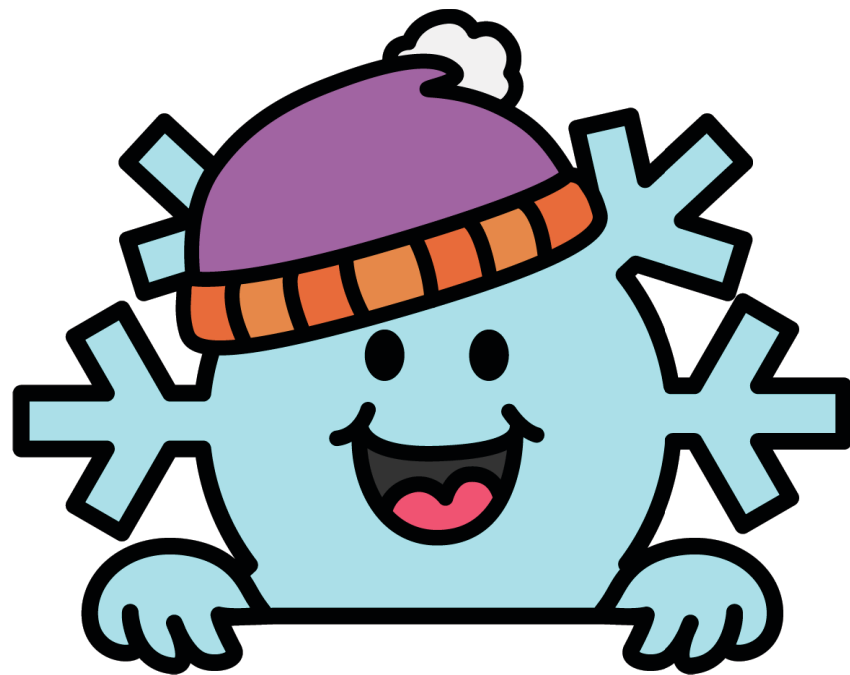


These are  
clothes we wear  
when it's warm.

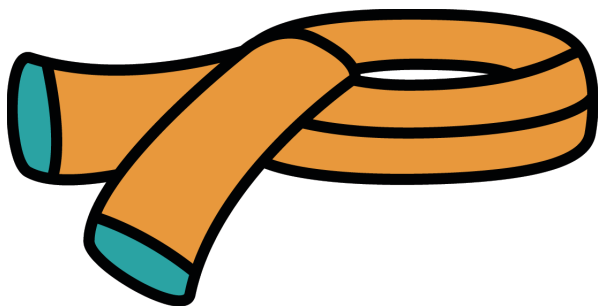


Summer

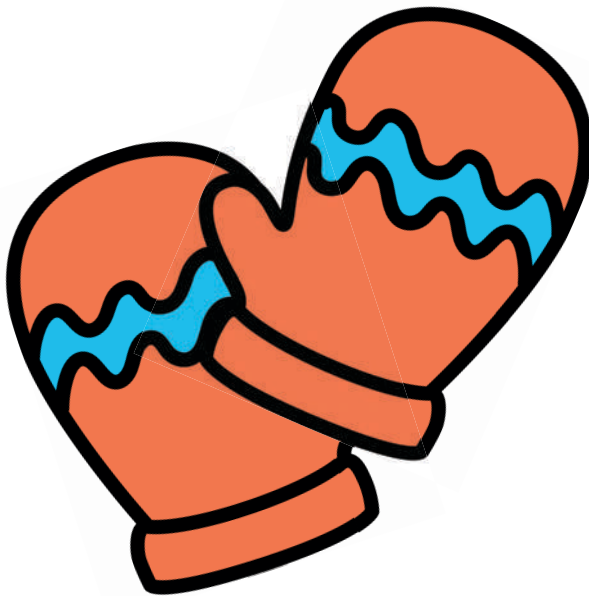
These are  
clothes we wear  
when it's cold.



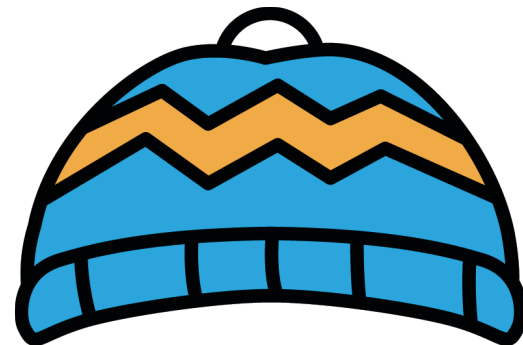
Winter



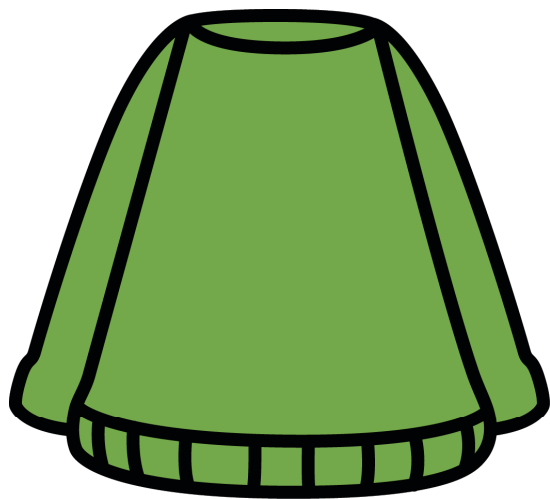
scarf



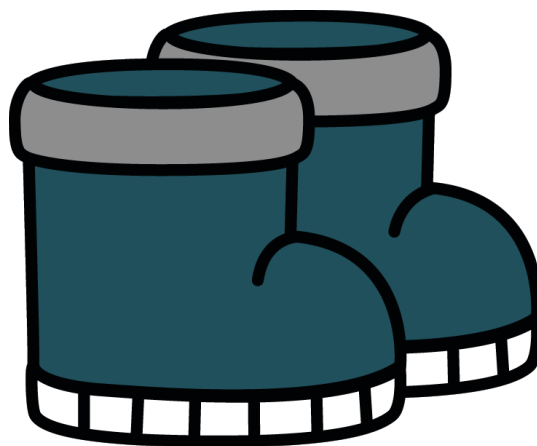
mittens



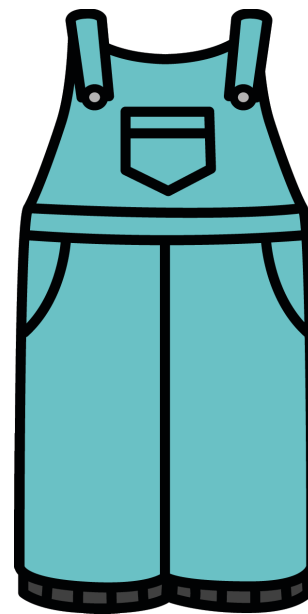
knit hat



sweater



boots



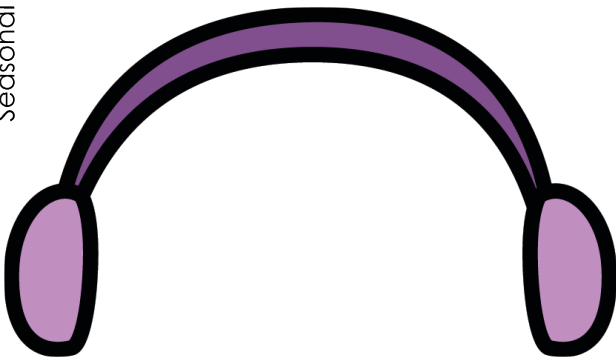
snow pants



jacket



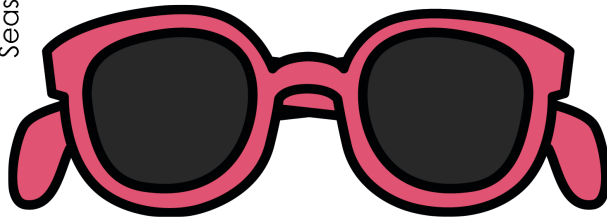
socks



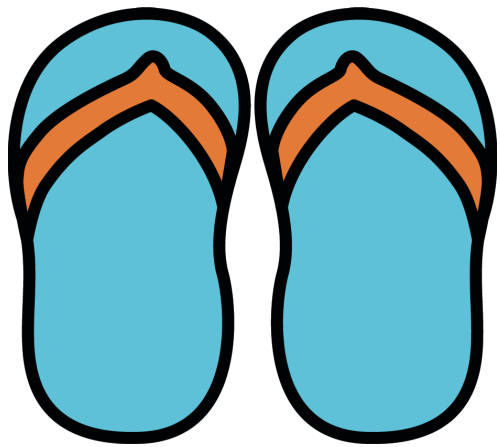
earmuffs



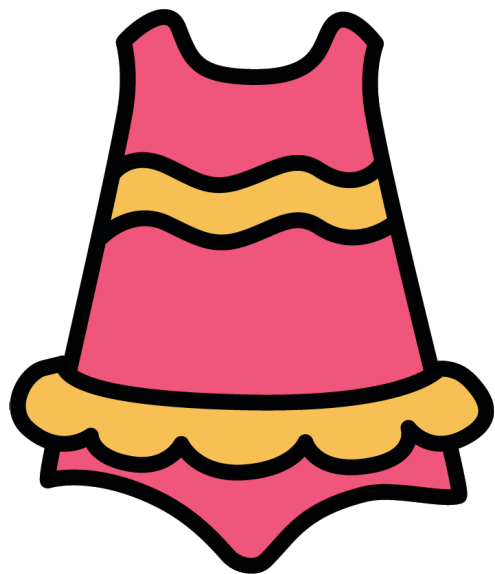
shorts



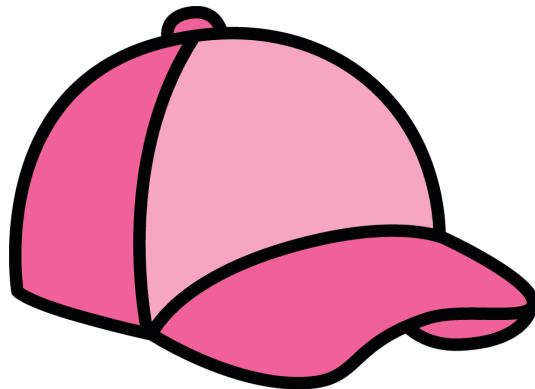
sunglasses



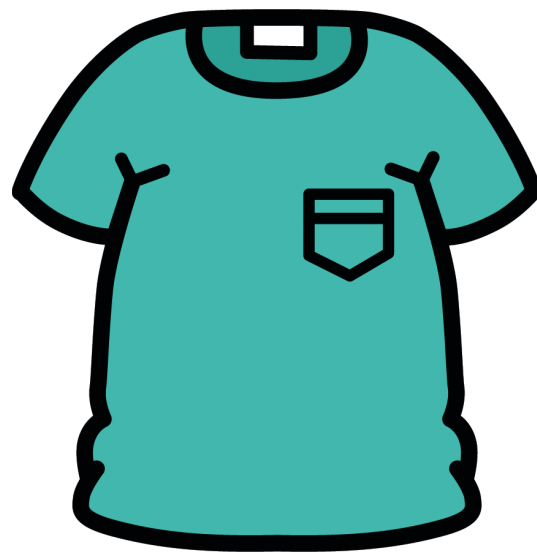
flip flops



swimsuit



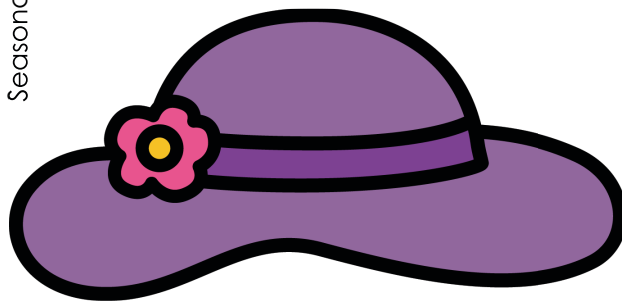
baseball hat



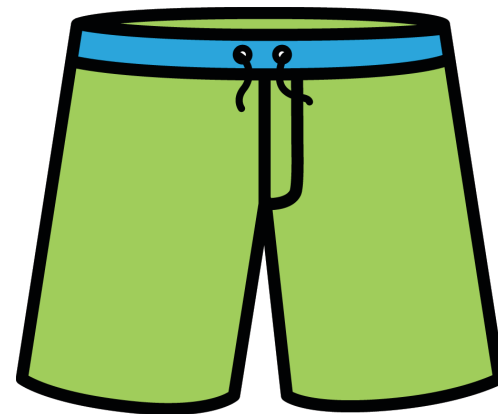
t-shirt



sandals



sun hat



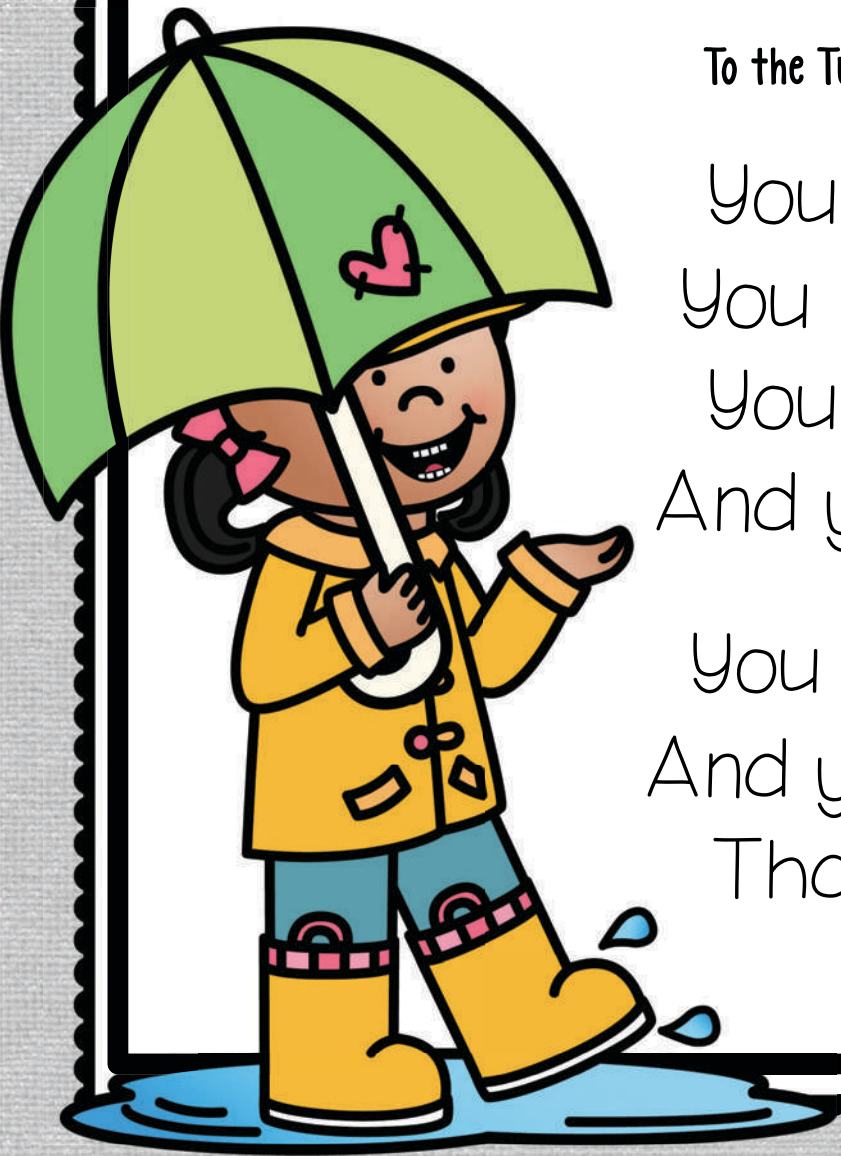
swimming trunks

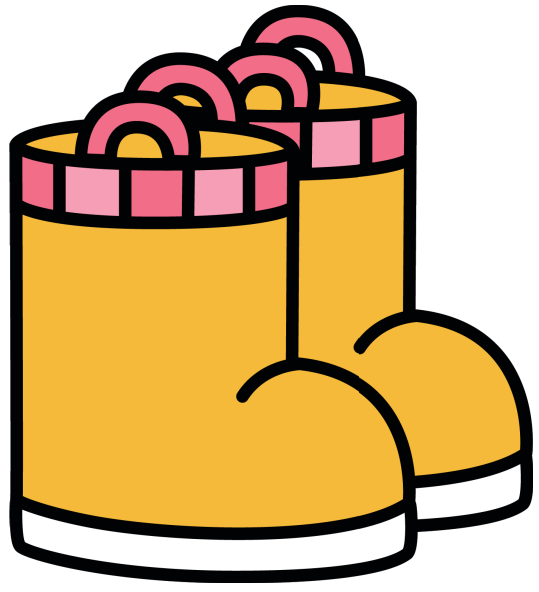
# Raindrop Pokey

To the Tune of The Hokey Pokey

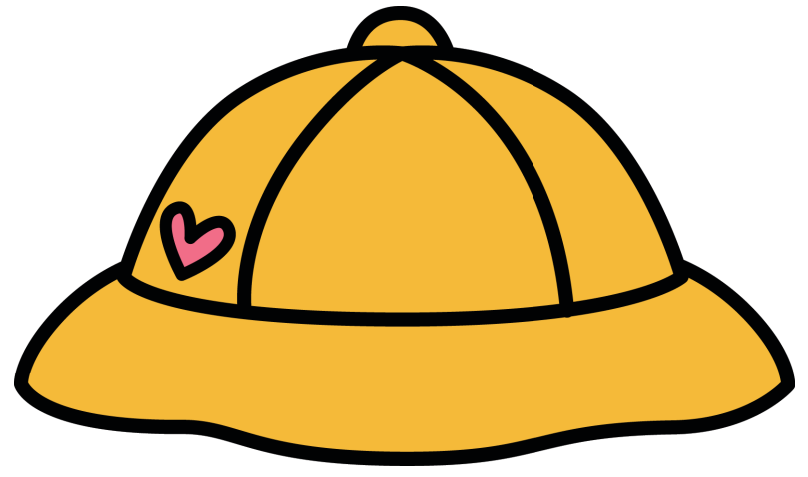
You put your rain boots in  
You put your rain boots out  
You put your rain boots in  
And you shake 'em all about.

You do the raindrop pokey  
And you turn yourself around  
That's what it's all about!





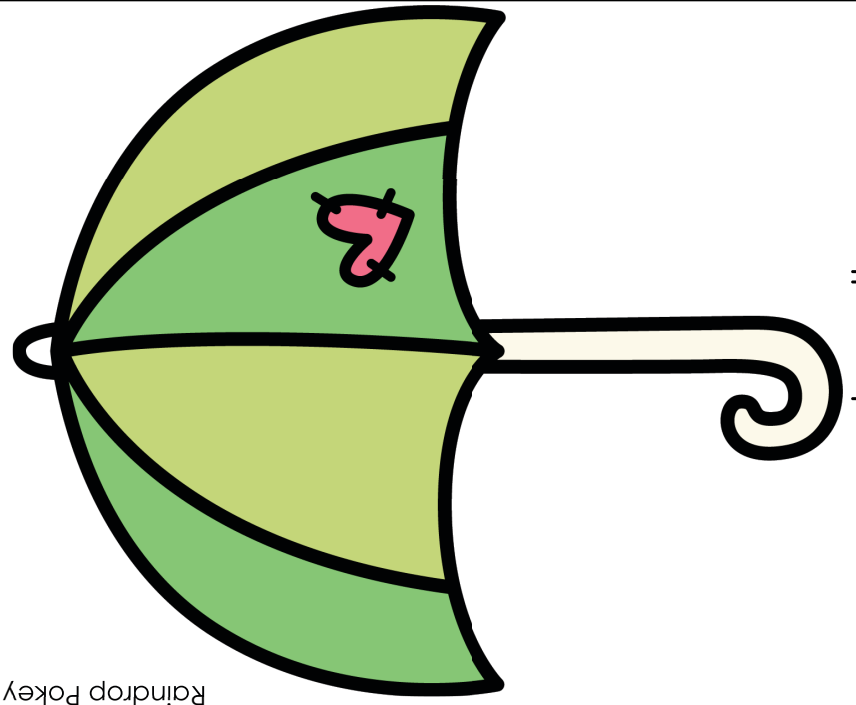
rain boots



rain hat



raincoat



umbrella

# Fabric & Washing

## How It's Made & How to Take Care of It

Day 6  
lesson  
plans

There are many different types of fabric – cotton, silk, leather, etc. Investigate fabrics in the classroom while learning more about how to wash and take care of it.

### Objectives:

- The students will count a set to 5 and make combinations of objects to create the set.
- The students will play with words, sounds, and rhymes.

### Activities:

1. Look at the real-life pictures. Discuss the fabrics of the clothes the students are wearing. Are they soft? Can you see the fibers? What do you notice about the fabric?
2. Print Chip Clip Poem pieces on cardstock and cut apart. Assemble 2 popsicle sticks and string to a piece of cardboard. Hang the five clothing cards using mini clothes pins and recite the “Time to Wash” chip clip poem. As you progress through each verse, remove a piece of laundry from the clothesline.
3. Sing the “Wash Your Clothes” song. Invite students to pretend to scrub clothes on the repeating “wash and wash” line and spin around in a circle during the song.



A loom is a tool used to weave cloth.



Sheep's wool can be turned into yarn and then woven into sweaters and blankets.

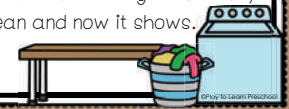


A laundromat is a place where people can pay to use machines to wash and dry clothes.

### Wash Your Clothes

To the Tune of Twinkle, Twinkle Little Star

Wash and wash and wash your clothes,  
They are clean and now it shows.  
In the washer, spin around,  
When it's done, clean clothes are found.  
Wash and wash and wash your clothes,  
They are clean and now it shows.



**Extension Idea:** Practice weaving using a plastic dish-draining mat and colored ribbon. Students weave the ribbon up through one hole and down through the next.  
<https://playtolearnpreschool.us/valentines-centers/>



scan to learn more





**A loom is a tool used to weave cloth.**



**Sheep's wool can be turned into yarn and then woven into sweaters and blankets.**




**A laundromat is a place where people can pay to use machines to wash and dry clothes.**



**Hanging clothes on a line helps them to dry.**

# Time to Wash

Chip Clip Poem



Five pieces of laundry,  
Hanging outside to dry.  
We take one down,  
Now how many do you spy?

Continue counting backwards.

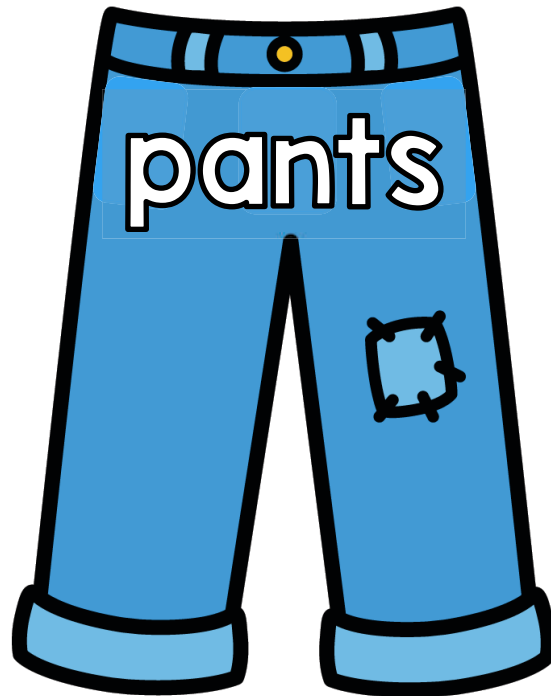
No more laundry  
Hanging up today.  
We took it all down  
To fold and put away!



Time to Wash



Time to Wash



Time to Wash



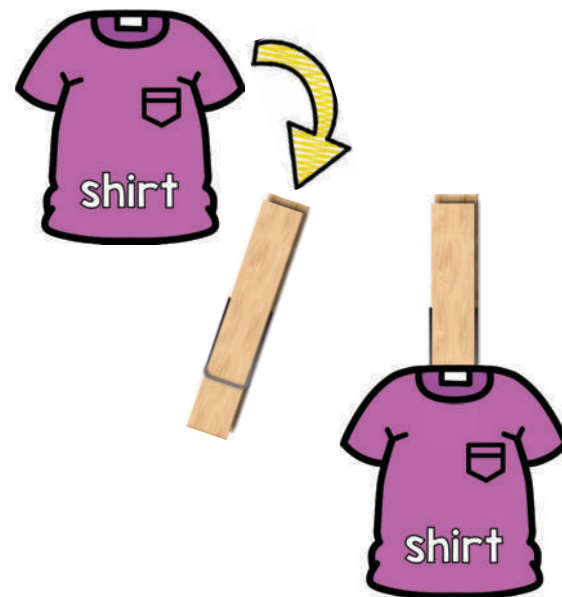
Time to Wash



Time to Wash



Time to Wash



# Wash Your Clothes

To the Tune of Twinkle, Twinkle Little Star

Wash and wash and wash your clothes,  
They are clean, and now it shows.

In the washer, spin around,

When it's done, clean clothes are found.

Wash and wash and wash your clothes,

They are clean, and now it shows.



# Hats & Uniforms

## Distinctive Clothing

Day 7  
lesson  
plans

A uniform is a special set of clothing worn by a group to help protect or identify them to others. Students may have to wear a uniform to school. Some uniforms have a hat or head covering. Some hats have a purpose, like protecting the face from the sun. Other hats are just for decoration, like a birthday party hat.

### Objectives:

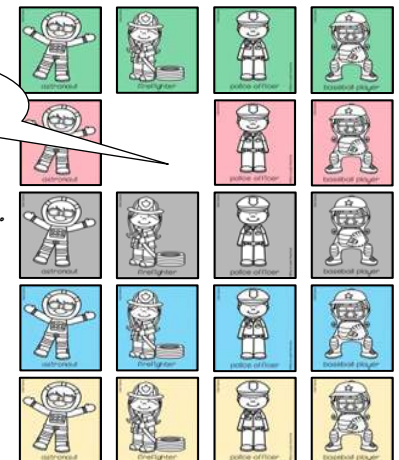
- The students will share and take turns with others.
- The students will notice and extend simple patterns.

### Activities:

1. Bring real hats for students to touch and discuss. Show the real pictures of uniforms and hats. Ask students if their grown-up wears a uniform to work and what it looks like. Discuss if the hats have a purpose or are just for show.
2. Print the "So Many Hats" pages. Cut apart the cards, mat, and laminate. Discuss the purpose of each hat as you pass the "hat" cards out to the students. Recite the poem, then hold up a "person" card. The student with the matching hat brings it forward to create a pair.
3. Play the uniforms grid game.



Which one is missing?



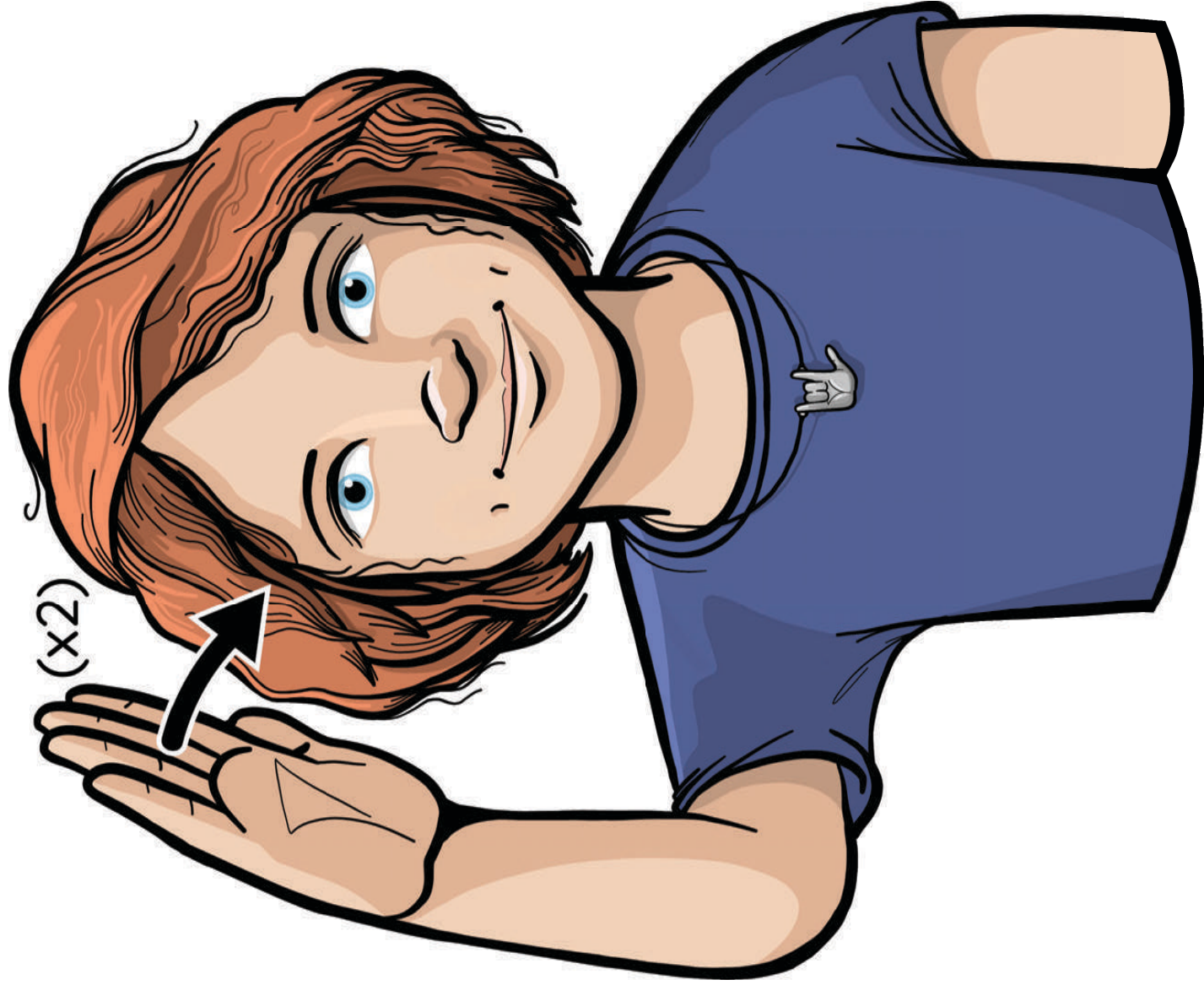
**Extension Idea:** Teach the ASL sign for **hat**. Tap the top of the head twice with an open hand.



### To Play:

1. Copy template page on 5 different colors of paper.
2. Create a grid with the same item in each column and the same color in each row. Discuss the pattern and relationship of the cards.
3. Students close their eyes while the teacher removes 1 card.
4. Students use their knowledge of patterns to determine which card (color and picture) is missing.

# Hat



Tap the top of the head, like putting on a hat.



**Some people wear special clothes, or uniforms, to help with their jobs.**



chef's hat



beret



graduation  
hat



baseball cap



ski cap



top hat



party hat



cowboy hat



police hat



bucket hat



sun hat



hard hat

**Hats come in many shapes and colors.**

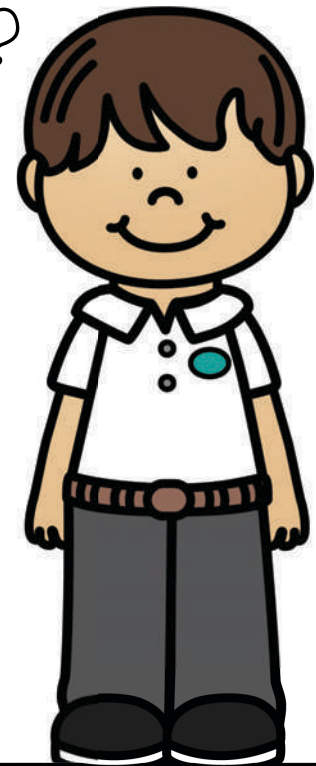
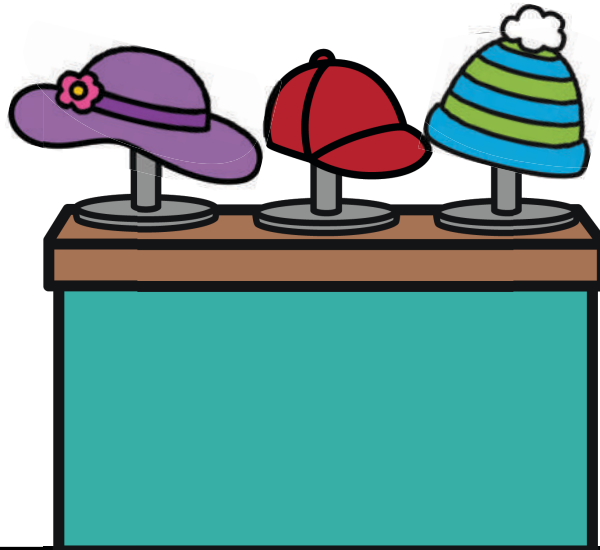


**Athletes wear special uniforms  
to help protect their bodies.**

# So Many Hats

## Matching Game

There are so many hats!  
Which one should I wear?  
Do you have the match?  
Let's make a pair!



So Many Hats



police hat

So Many Hats



police hat

So Many Hats



firefighter hat

So Many Hats



firefighter hat

So Many Hats



police officer

So Many Hats



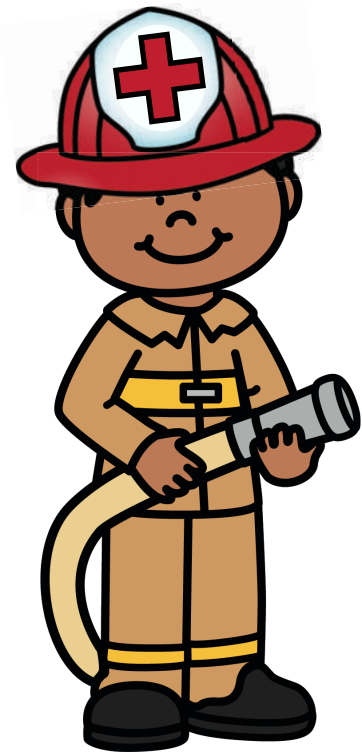
police officer

So Many Hats



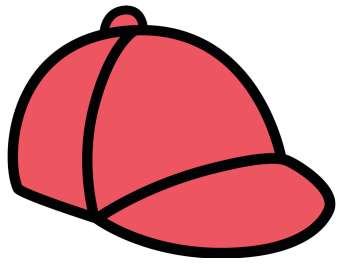
firefighter

So Many Hats



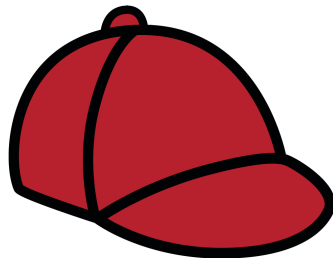
firefighter

So Many Hats



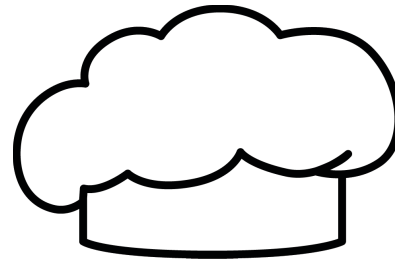
baseball hat

So Many Hats



baseball hat

So Many Hats



chef hat

So Many Hats



chef hat

So Many Hats



baseball player

So Many Hats



baseball player

So Many Hats



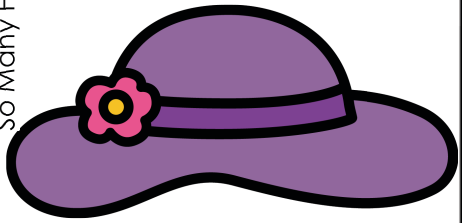
chef

So Many Hats



chef

So Many Hats



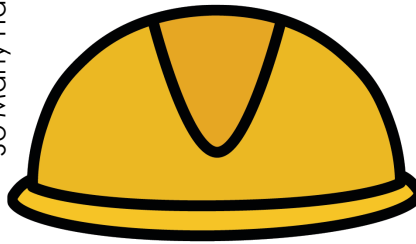
sun hat

So Many Hats



bucket hat

So Many Hats



hard hat

So Many Hats



hard hat

So Many Hats



beach goer

So Many Hats



beach goer

So Many Hats



construction worker

So Many Hats



construction worker

So Many Hats



magic hat

So Many Hats



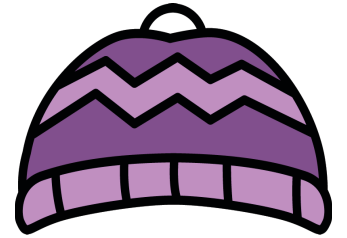
magic hat

So Many Hats



ski hat

So Many Hats



ski hat

So Many Hats



magician

So Many Hats



magician

So Many Hats



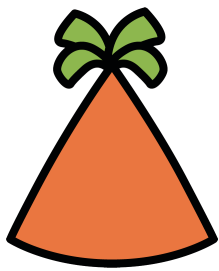
skier

So Many Hats



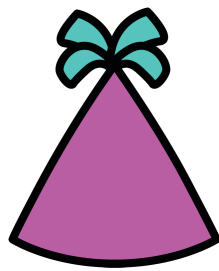
skier

So Many Hats



party hat

So Many Hats



party hat

So Many Hats



cowboy hat

So Many Hats



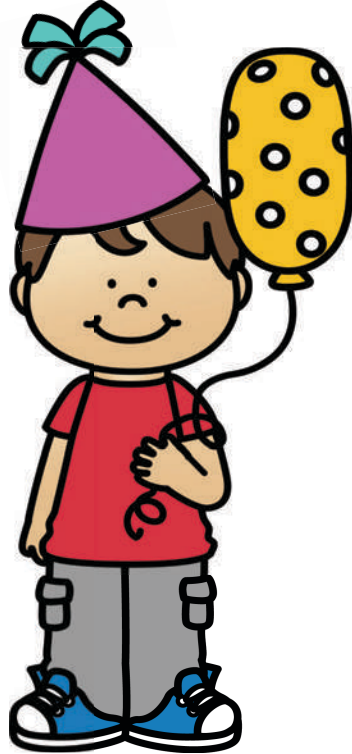
cowgirl hat

So Many Hats



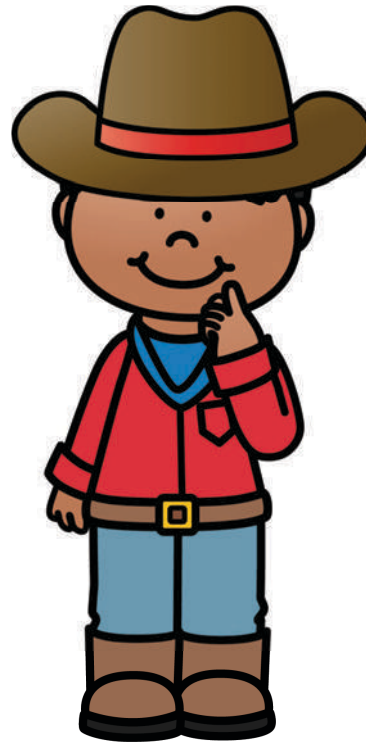
party guest

So Many Hats



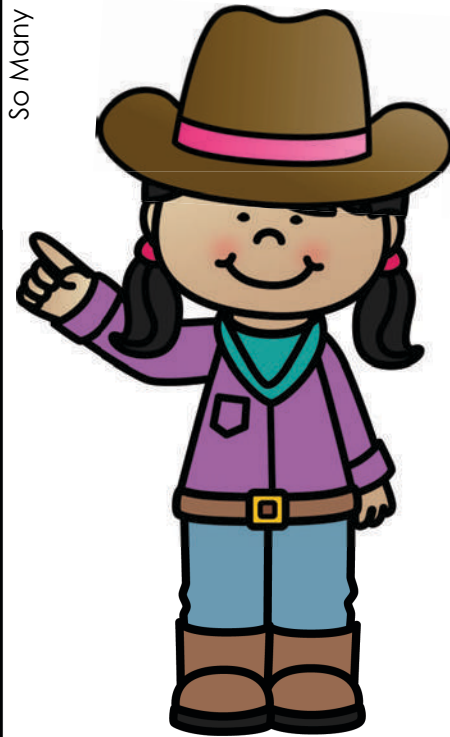
party guest

So Many Hats

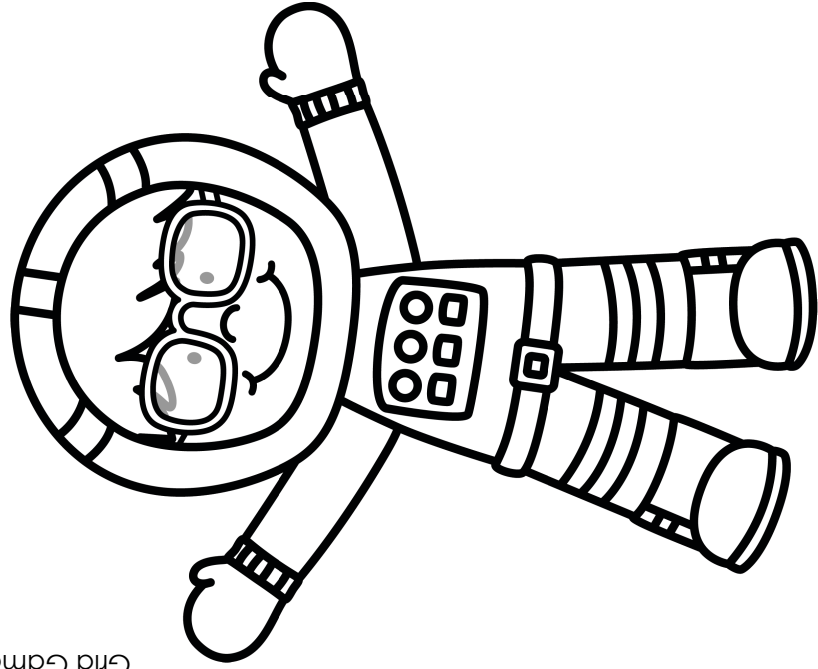


cowboy

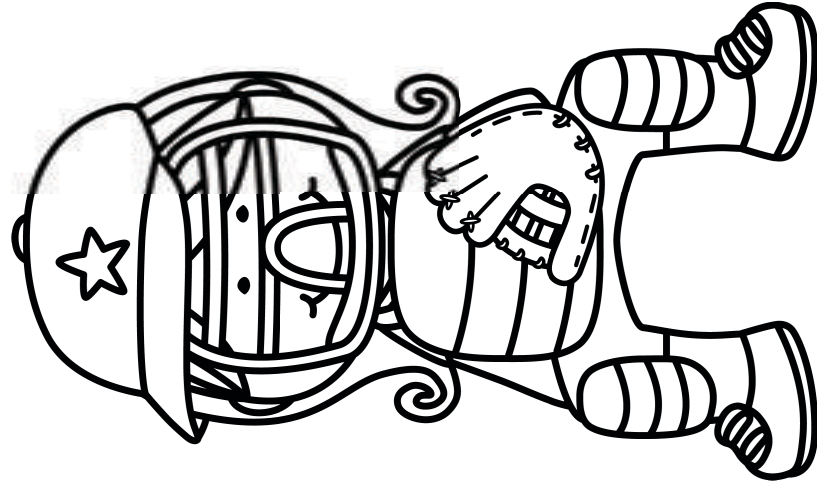
So Many Hats



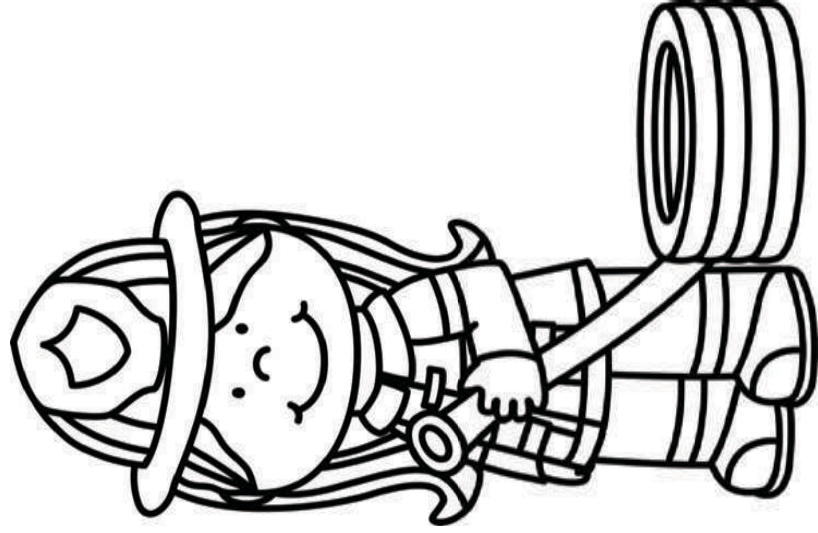
cowgirl



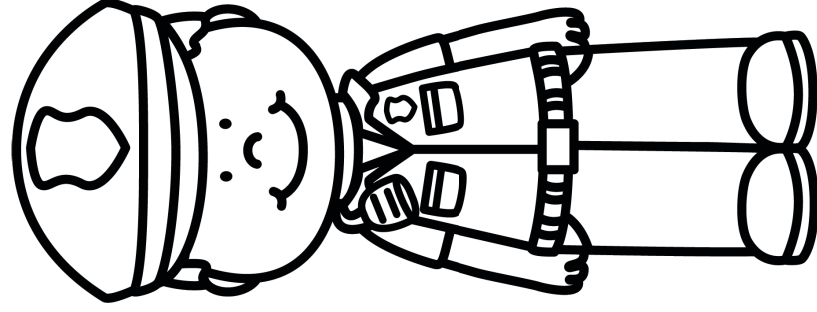
astronaut



baseball player



firefighter



police officer

# Where We Get Our Clothes

## From Store to Second Hand

Day 8  
lesson  
plans

Clothes are made in factories and then shipped to stores to sell to people. Some people make their clothes as well. Once people have outgrown their clothes, they can give the clothes to family or friends or donate them to thrift or charity stores to be used again. Buying clothes at a thrift store is a great way to help the Earth. Most thrift stores use the money from sales to help their community.

### Objectives:

- The students will actively participate in conversation.
- The students will follow oral directions.

### Activities:

1. Ask the students to brainstorm all the places where they can get clothes. Explain that reusing clothing is a great way to help the Earth by reusing materials and saving energy.
2. Sing the "Do You Know?" song, alternating the underlined words of each verse using the picture cards.
3. Print, mat, and laminate the clothing cards and play money. Bring a shopping bag to circle time. Pass one paper bill to each student. Recite the poem and show a clothing card. The student with the coordinating bill comes up and places it and the matching clothing card in the shopping bag.

**Extension Idea:** Organize a clothing drive. Ask families to bring in gently used clothing to donate. Assemble the clothing and take the donations to a local thrift shop.

Retail stores sell certain styles of clothing in many sizes.



Thrift stores, or "New to Me" shops, sell many styles of used clothing, but there is only one of each item.



**Retail stores sell certain styles of clothing in many sizes.**



**Thrift stores, or “New to Me” shops, sell many styles of used clothing, but there is only one of each item.**



# Do You Know?

To the Tune of "Do You Know the Muffin Man?"

Do you know where I get clothes?

Where I get clothes,

Where I get clothes.

Do you know where I get clothes?

I can tell you now.

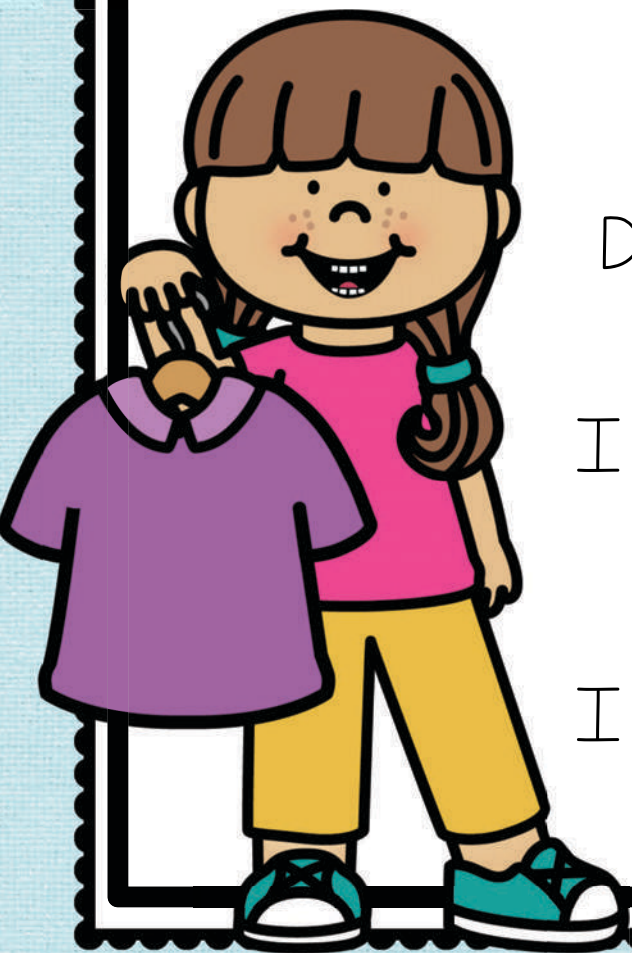
I get clothes from hand-me-downs,

From hand-me-downs,

From hand-me-downs.

I get clothes from hand-me-downs.

That's where I get clothes!



Do You Know?



hand-me downs

Do You Know?



shopping malls

Do You Know?



garage sales

Do You Know?



thrift shops

# Going Shopping

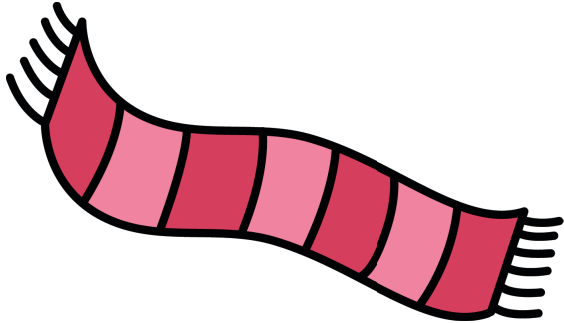
Poem

Let's go clothes shopping.  
Let's look at the tag.  
Do you have the match?  
Put it in the bag.

(The student with the matching dollar  
bill places the cards in the bag.)



\$ 1



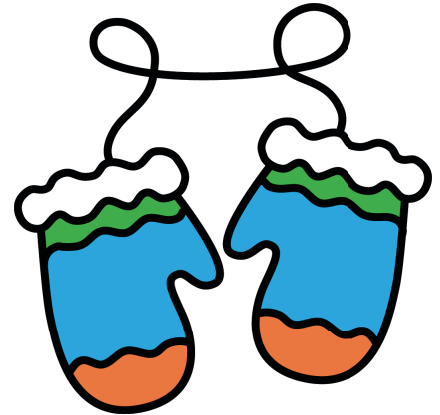
scarf

\$ 2



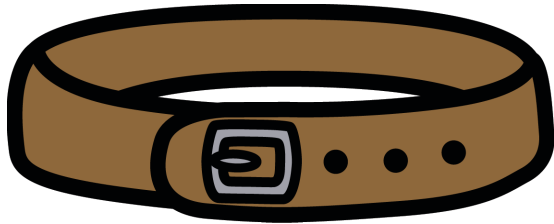
socks

\$ 3



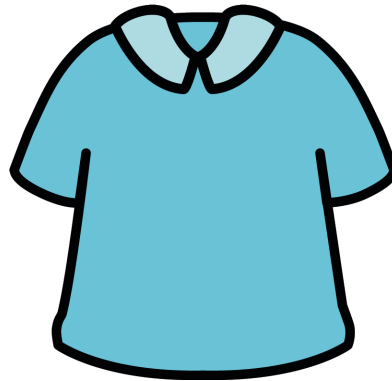
mittens

\$ 4



belt

\$ 5



shirt

\$ 6



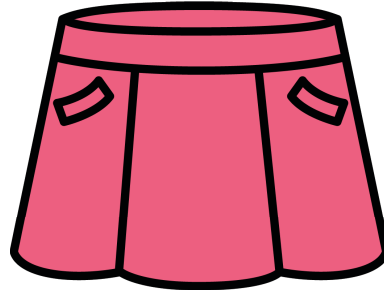
tie

\$7



sandals

\$8



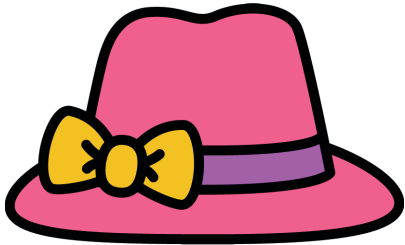
skirt

\$9



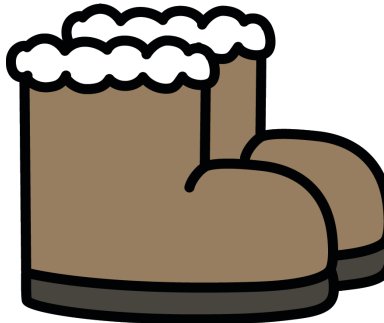
shorts

\$10



hat

\$11



boots

\$12



pajamas

\$13



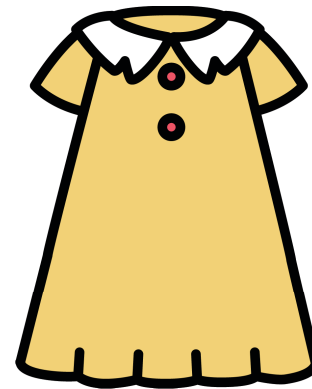
vest

\$14



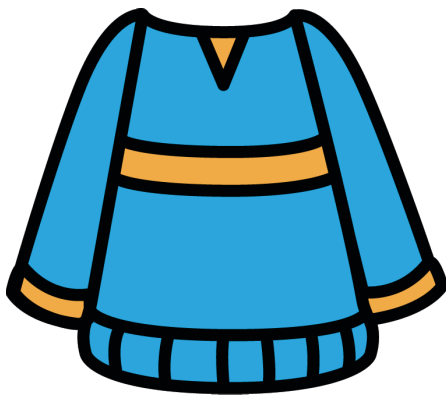
purse

\$15



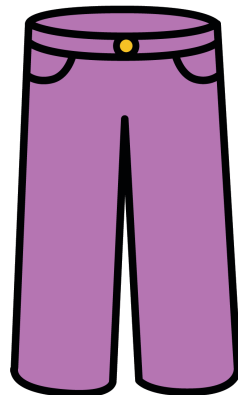
dress

\$16



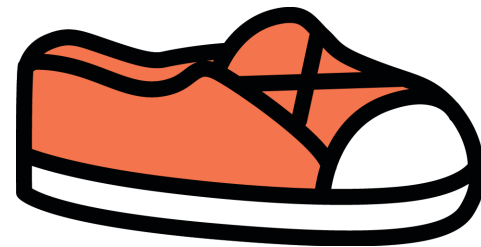
sweater

\$17



pants

\$18



shoes

\$19



jacket

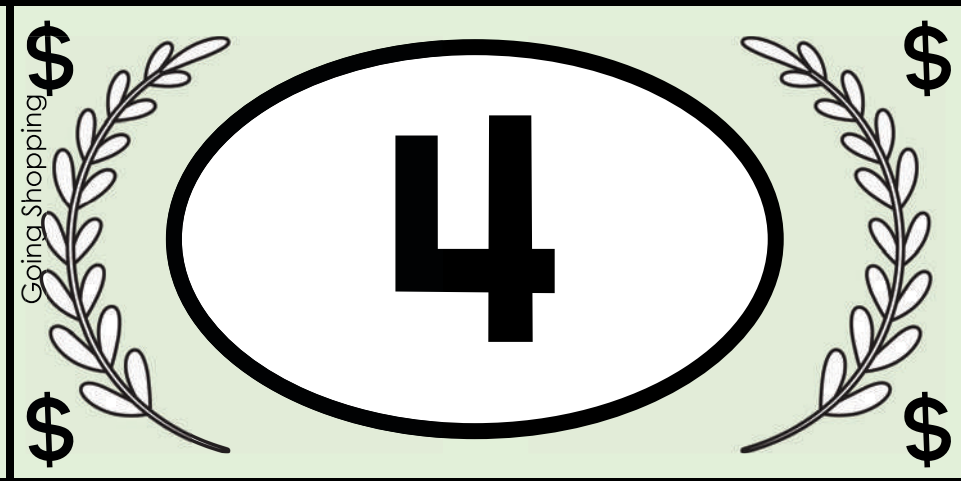
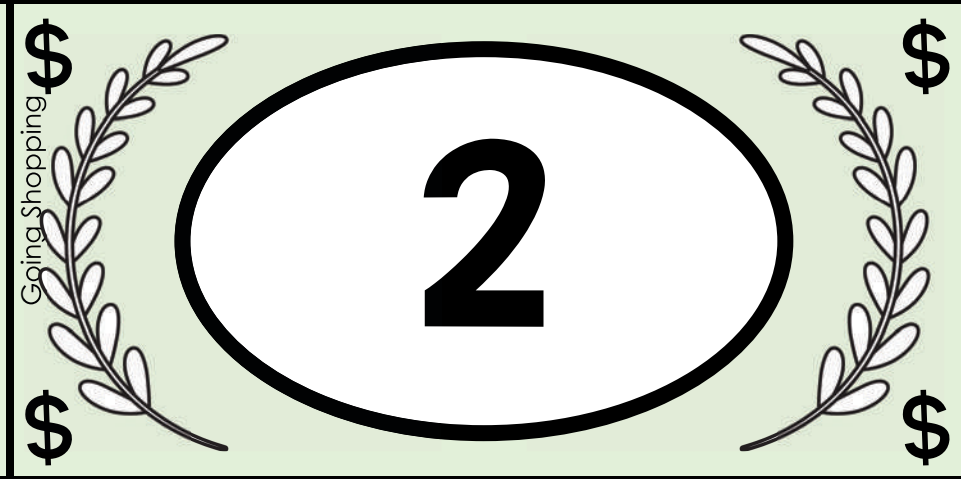
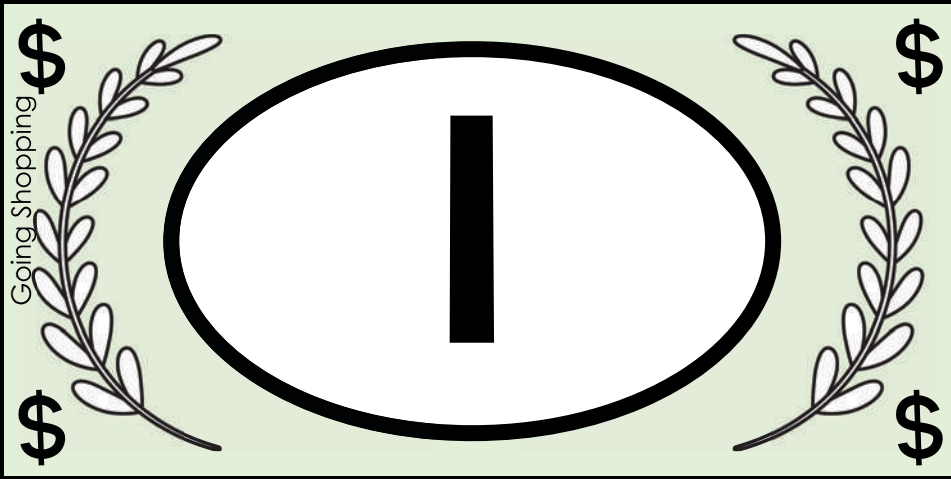
\$20



coat

19

20



Going Shopping \$

7

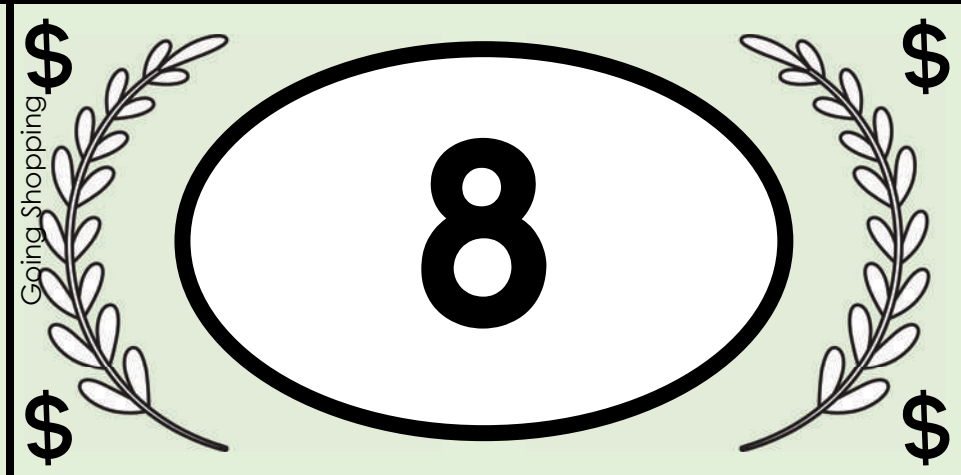
\$

A shopping card with a light green background. In the center is a large white oval containing the black number 7. The text "Going Shopping" is written vertically on the left side, with a dollar sign (\$) at the top. A laurel wreath is on the left side, and another is on the right side. Dollar signs (\$) are also placed at the top right and bottom right corners.

Going Shopping \$

8

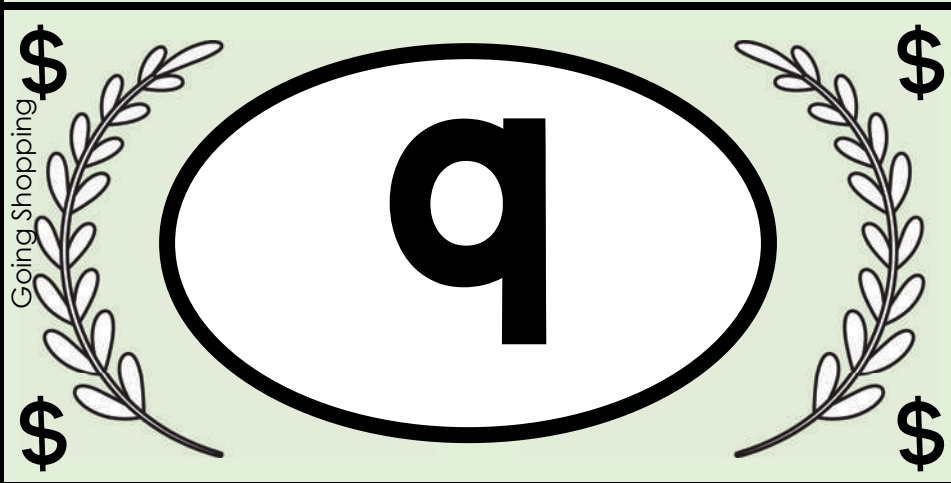
\$

A shopping card with a light green background. In the center is a large white oval containing the black number 8. The text "Going Shopping" is written vertically on the left side, with a dollar sign (\$) at the top. A laurel wreath is on the left side, and another is on the right side. Dollar signs (\$) are also placed at the top right and bottom right corners.

Going Shopping \$

9

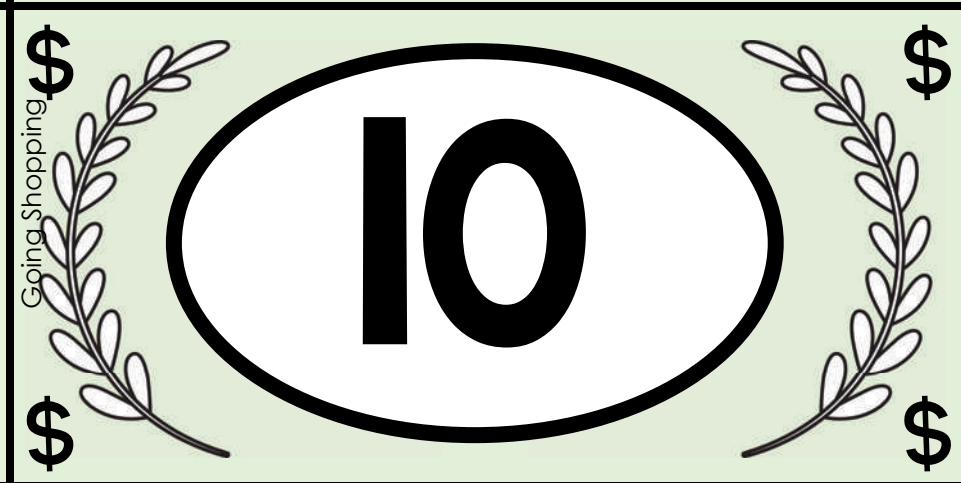
\$

A shopping card with a light green background. In the center is a large white oval containing the black number 9. The text "Going Shopping" is written vertically on the left side, with a dollar sign (\$) at the top. A laurel wreath is on the left side, and another is on the right side. Dollar signs (\$) are also placed at the top right and bottom right corners.

Going Shopping \$

10

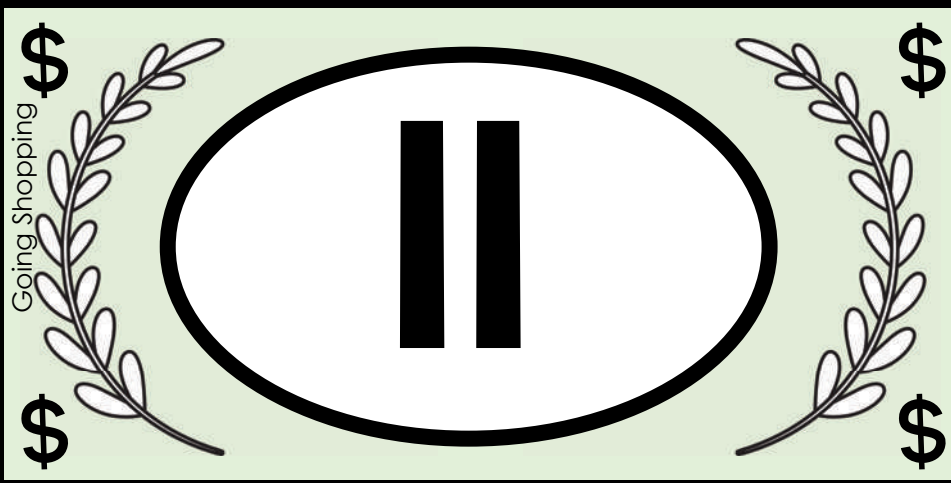
\$

A shopping card with a light green background. In the center is a large white oval containing the black number 10. The text "Going Shopping" is written vertically on the left side, with a dollar sign (\$) at the top. A laurel wreath is on the left side, and another is on the right side. Dollar signs (\$) are also placed at the top right and bottom right corners.

Going Shopping \$

11

\$

A shopping card with a light green background. In the center is a large white oval containing the black number 11. The text "Going Shopping" is written vertically on the left side, with a dollar sign (\$) at the top. A laurel wreath is on the left side, and another is on the right side. Dollar signs (\$) are also placed at the top right and bottom right corners.

Going Shopping \$

12


\$

A shopping card with a light green background. In the center is a large white oval containing the black number 12. The text "Going Shopping" is written vertically on the left side, with a dollar sign (\$) at the top. A laurel wreath is on the left side, and another is on the right side. Dollar signs (\$) are also placed at the top right and bottom right corners.

Going Shopping \$

13



\$



Going Shopping \$

14



\$



Going Shopping \$

15



\$



Going Shopping \$

16

\$



Going Shopping \$

17

\$



Going Shopping \$

18

\$



# Special Clothes

## Our Culture and Heritage

Day 9  
lesson  
plans

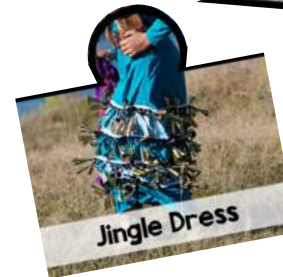
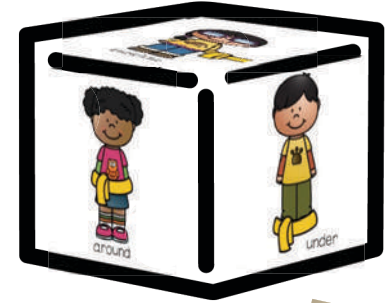
Clothes can tell stories of our culture and heritage. Some people wear certain clothing to honor who they are and where they come from. Traditions are passed down in the creation and construction of our clothing, as well as the fabrics and techniques used to create them.

### Objectives:

- The students will follow oral directions.
- The students will share and take turns with others.

### Activities:

1. Invite children to bring in pictures of clothing they wear for special occasions. Share these pictures during circle time.
2. Play the “Flowing Obi” game. An obi is a long, broad sash tied around a Japanese kimono. Gather scarves or long swaths of fabric and take turns rolling the action dice. Students place the obi according to the directions on the dice.
3. Play the “Special Clothes” puzzle matching game. Print, mat, and laminate the puzzle pieces and cards. Pass a puzzle piece out to each student. Hold up a card, read the description, and then ask who has the matching pieces. Students come up and put the pieces together. Securely place magnets on the back of the puzzle pieces to make this a vertical game on a magnetic board.



**Extension Ideas:** Have a fashion show in class with children wearing their special occasion clothes.



student puzzle pieces

teacher cards

# Flowing Obi!

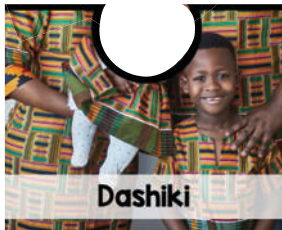


- Copy this template, cut it out, and fold it into a die. Secure tabs with glue or tape.
- Children take turns rolling the die.
- Everyone places the obi (sash/scarf) according to the directions on the dice.

# Special Clothes

## Matching Game

I want to make an outfit.  
Let's make this fun.  
I'm looking for two pieces.  
Do you have one?



Dashiki



Hanbok



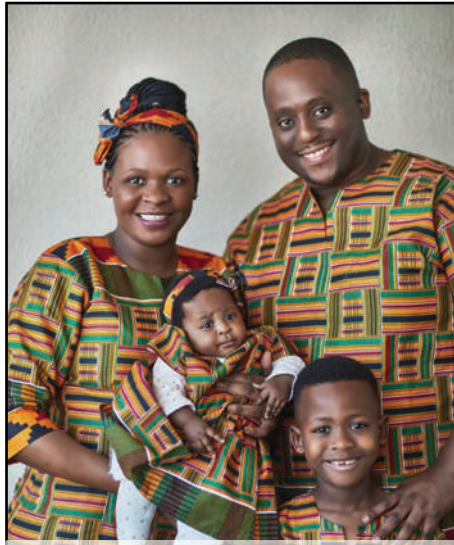
Jingle Dress



Lederhosen



**A huipil is a Mexican or Central American top made of 2 or 3 rectangular pieces of fabric.**



**A dashiki is a brightly colored shirt originally from West Africa.**



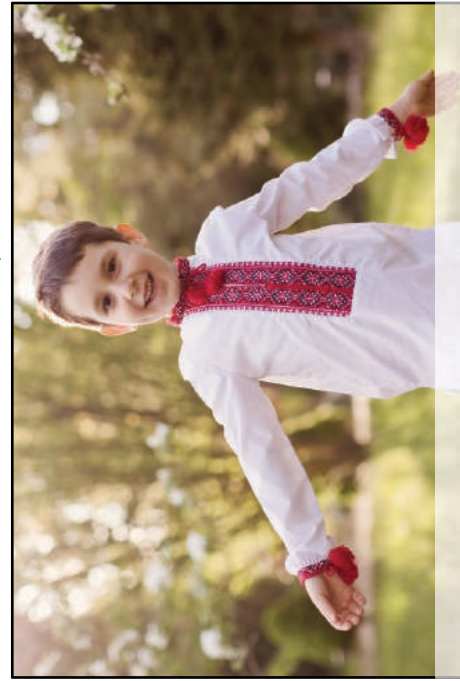
**A kilt is a knee-length skirt traditionally worn by Scottish men.**



**A hanbok is a top, skirt, and coat worn for special occasions in Korea.**



**An abaya is a long, loose-fitting robe worn by Muslim women.**



**A Vyshyvanka is a Ukrainian embroidered shirt.**



**A saree is a long piece of special cloth from India that is wrapped around the body.**



**A kimono is a Japanese robe with square sleeves and a belt called an obi.**



**Bavarian lederhosen are leather shorts and suspenders worn for special occasions.**



**The native American Jingle dress is made of colorful fabric and bells.**



**Hanbok**



**Dashiki**



**Abaya**



**Vyshyvanka**



**Kilt**



**Huipil**



**Saree**



**Kimono**



**Lederhosen**



**Jingle Dress**

# Pajamas

## Conclusion

Day 10  
lesson  
plans

Pajamas are loose clothing worn to bed. They usually consist of a top and bottom, but can also be a dress or long shirt. Consider having a pajama day with these activities as the unit wraps up.

### Objectives:

- The students will play with words, sounds, and rhymes.
- The students will draw and imitate the act of writing.

### Activities:

1. Show the real pictures of pajamas and slippers. Point out that people also wear shorts and sleep gowns. Ask students what they wear to bed.
1. Students help recite the "Pajama Time!" poem, then the teacher shows a picture card, and students perform the action.
2. Ask the students what they learned about clothing. Students can draw a picture, or teachers can transcribe their responses on the attached recording sheets.



Pajamas are loose clothing worn to bed.



Slippers are comfortable footwear typically worn around the house.

### Pajama Time!

Action Poem

Pajama time, pajama time.  
Let's get ready for bed.  
But let's get the wiggles out,  
Before we rest our heads!  
(Choose a card, and then everyone performs the action and pretends to sleep.)



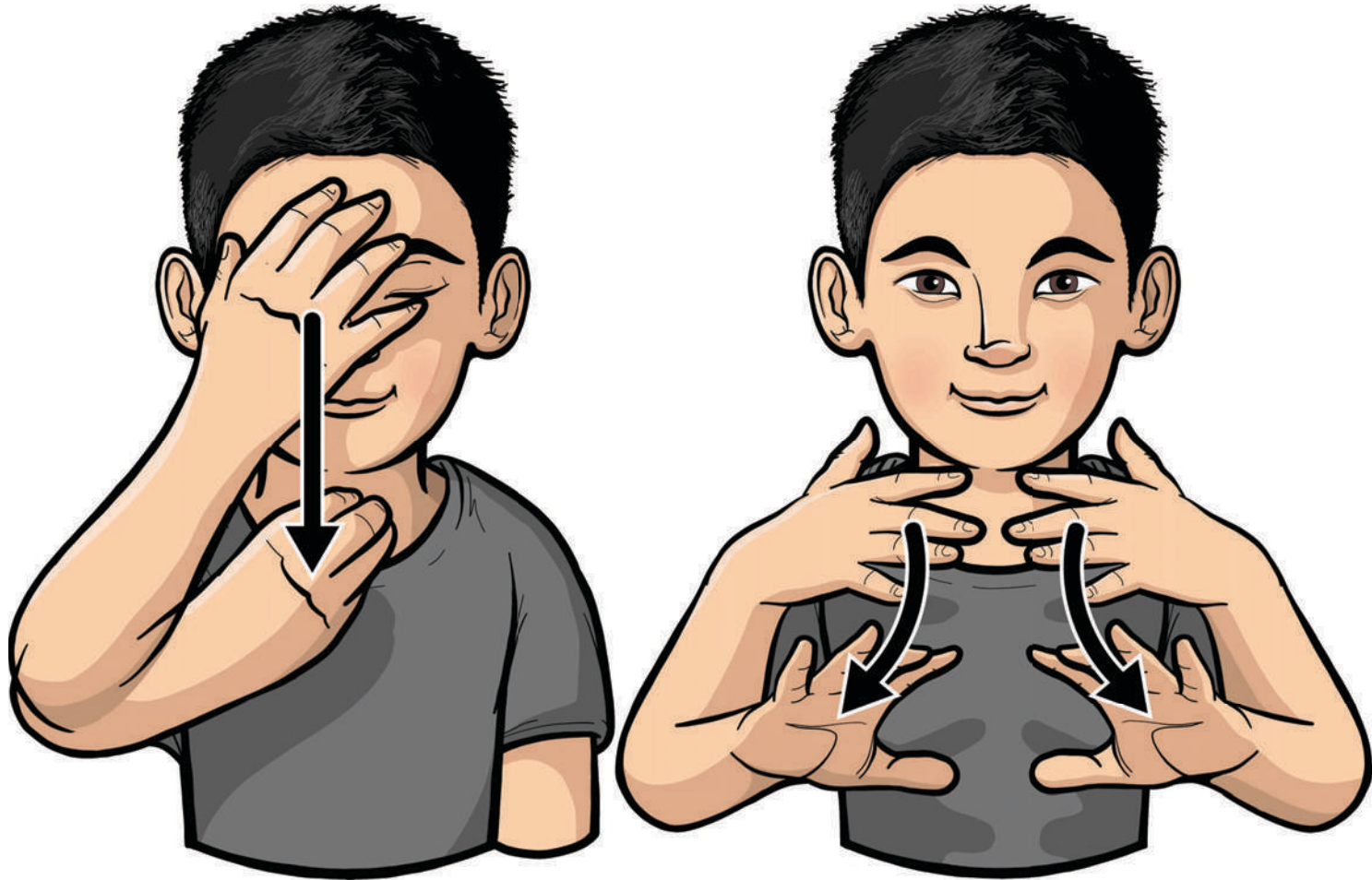
### What we learned about Clothes

What I learned about clothes: A hanbok is a beautiful robe! Name: Andrea	What I learned about clothes: Hanging our wet clothes outside helps them dry! Name: Nigel
What I learned about clothes: Wearing a hat keeps the sun from burning my face! Name: Miranda	What I learned about clothes: A pocket holds my treasures! Name: Nate

**Extension Idea:** Teach the ASL sign for **pajamas** or "sleep clothes." Start with the open hand on the forehead and move down the face to make a cupped hand by the chin. Then, sign "clothes" by taking both open hands and brushing them below the shoulders.



# Pajamas



First, sign “sleep” with an open hand on the forehead then move down the face and make a cupped hand by the chin. Then, sign “clothes” by taking both open hands and brushing them below the shoulders.



**Pajamas are loose clothing worn to bed.**



**Slippers are comfortable footwear typically worn around the house.**

# Pajama Time!

Action Poem

Pajama time, pajama time.

Let's get ready for bed.

But let's get the wiggles out,

Before we rest our heads!

(Choose a card, and then everyone performs the action and pretends to sleep.)





sleep



ride a horse



swim



hike a mountain



jump in a puddle



read a book



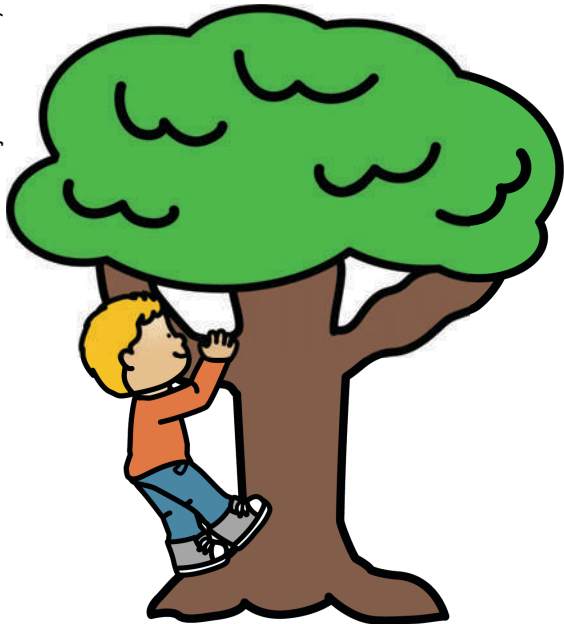
dance



catch a fish



paint a picture



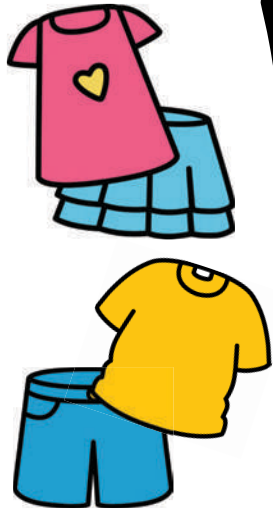
climb a tree



fly like a bird

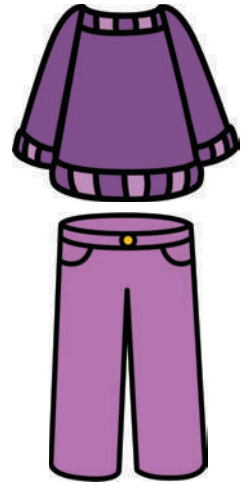


drive a car



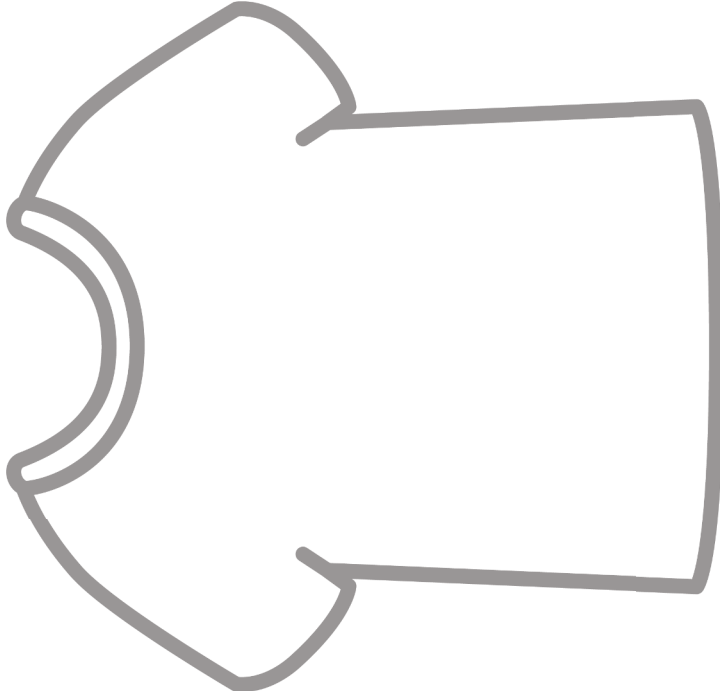
What we learned about

Clothes



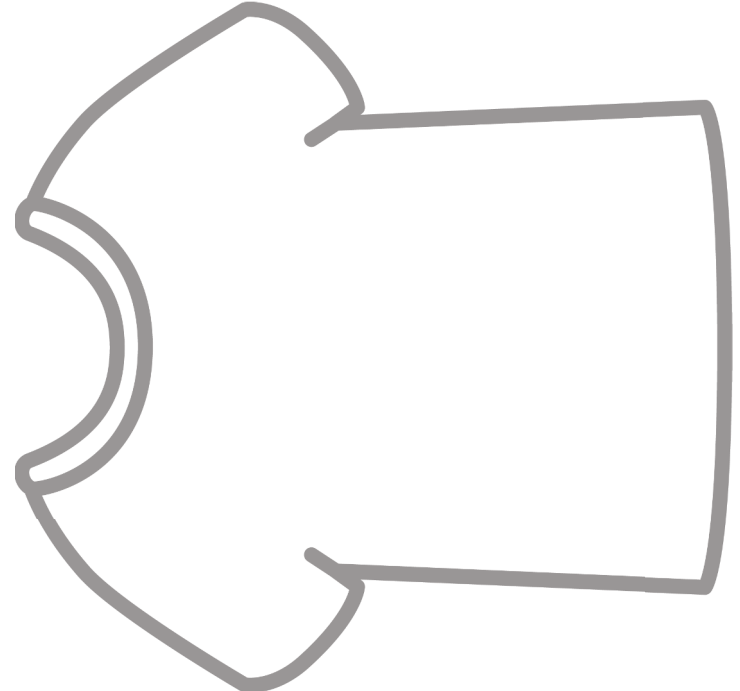
©Play to Learn Preschool

What I learned about  
clothes:



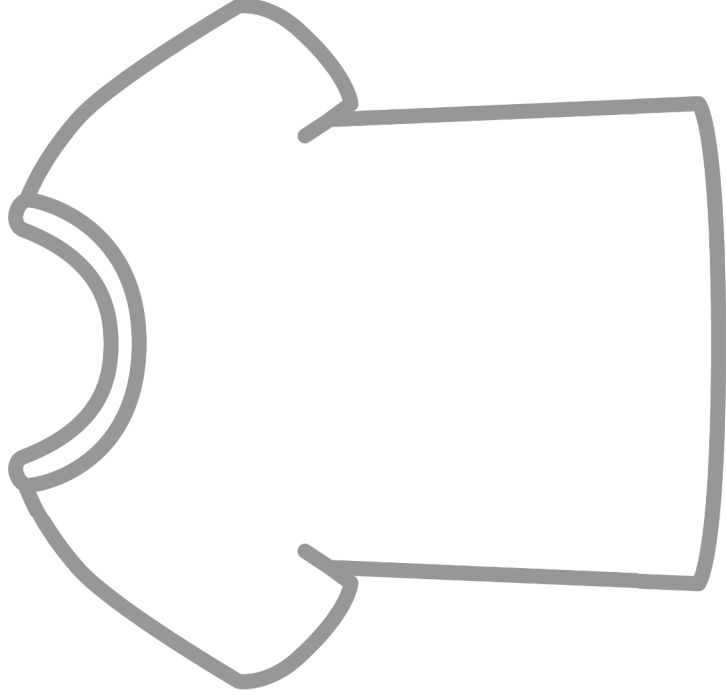
Name:

What I learned about  
clothes:



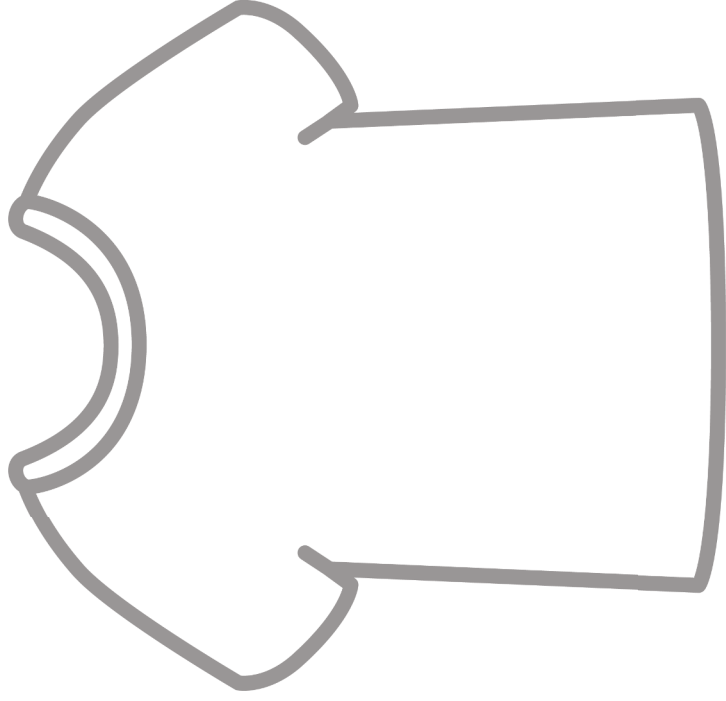
Name:

What I learned about  
clothes:



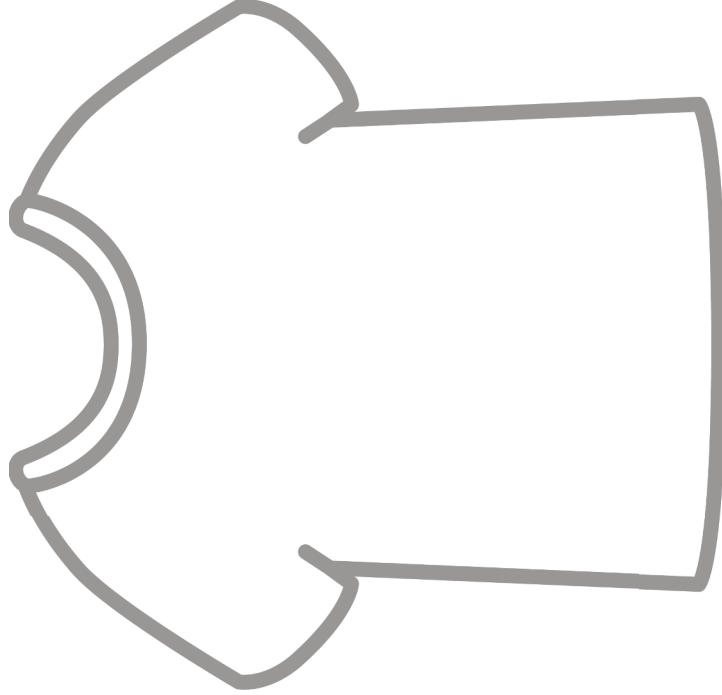
Name:

What I learned about  
clothes:



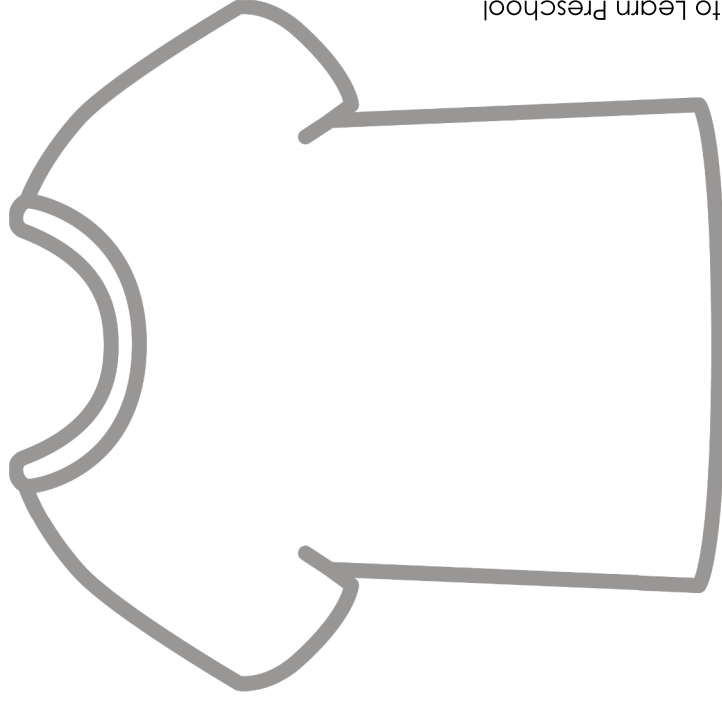
Name:

What I learned about  
clothes:



Name:

What I learned about  
clothes:



Name:

# Centers

- Writing Practice
- Cutting Practice
- Lacing
- Number Recognition
- Visual Discrimination
- Beginning Sound Sort
- Patterning
- Counting
- Concentration
- Push Pin Letters

### Writing Practice

**Objective:** The students will write letters.  
**Preparation:** Copy each page and place into a plastic sleeve (or print on cardstock and laminate).  
**Procedure:** Students use a dry erase marker to trace the word.

### Cutting Practice

**Objective:** The students coordinate eye-hand movement and control the small muscles in their hands.

### Lacing

**Objective:** The students will control the small muscles of their hands.

### Number Recognition

**Objective:** The students will recognize numbers.  
**Preparation:** Print, mat, laminate, and cut both the small and large number cards.

**Procedure:** The students will select and match it to the larger number card.

### Visual Discrimination

**Objective:** The students will use visual discrimination skills to match the items.  
**Preparation:** Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.  
**Procedure:** Students place matching pictures together.

### Beginning Sound Sort

**Objective:** The students will identify the beginning sound of each word.  
**Preparation:** Copy the picture cards, glue the cover on the front, and the sorting mats on the inside. Cut and laminate the smaller pieces.  
**Procedure:** Students sort the pictures by their beginning sound.

### Patterning

**Objective:** The students will identify and extend simple patterns.  
**Preparation:** Print the pattern cards and pieces, mat, laminate or glue.  
**Procedure:** Students identify the pattern and extend it by placing the piece.

### Counting

**Objective:** The students will count and recognize numbers.  
**Preparation:** Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures or write numbers of wooden clothespins in place of the smaller picture cards.  
**Procedure:** Students will count and choose the correct number.

### Concentration

**Objective:** The students will use visual discrimination (matching) skills to identify two identical objects.  
**Preparation:** Print the picture cards and mat onto cardstock. Cut apart and laminate as desired.  
**Procedure:** Place the cards facing down. Students take turns flipping over 2 cards at a time. If the cards match, the student gets to keep the pair. If they don't match, they return them to the face-down position and try again.

### Push Pin Letters

**Objective:** The students will manipulate objects with hands.  
**Preparation:** Copy each page onto cardstock. Provide push pins (\*\*Supervise students appropriately\*\*) and a carpet square or foam mat to place underneath.  
**Procedure:** The students strengthen their fine motor skills and alphabet knowledge by performing the letters using a push pin (or golf tee or a toothpick).

# Writing Practice


**Objective:** The students will write letters.

**Preparation:** Copy each page and place in a plastic sleeves (or print on cardstock and laminate).

**Procedure:** Students use a dry-erase marker to trace the word.

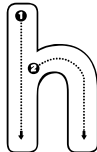




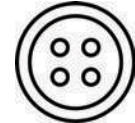
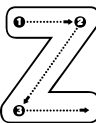



Name \_\_\_\_\_  
I can write words.

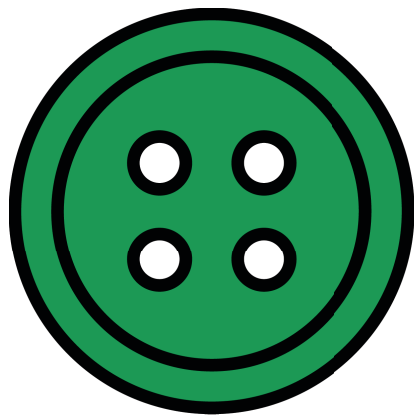
 clothes

 shirt

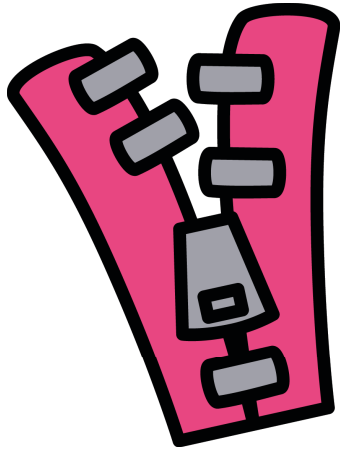
Name \_\_\_\_\_  
Trace the letters and color the pictures.

	 hat		 sock
	 button		 zipper

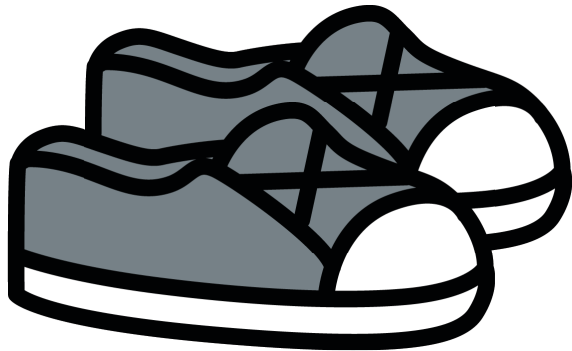
©Play to Learn Preschool



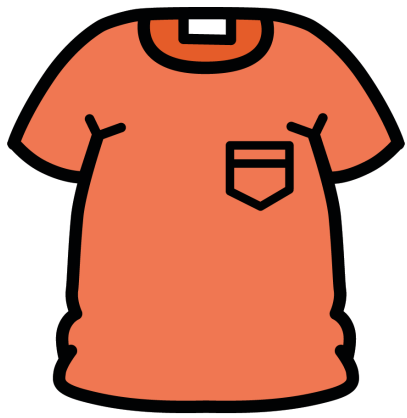
b u t t o n



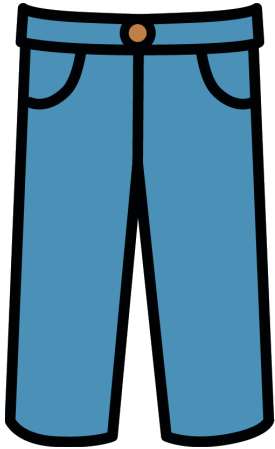
z i p p e r



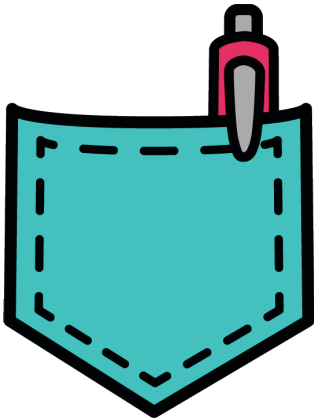
s h o e s



shirt



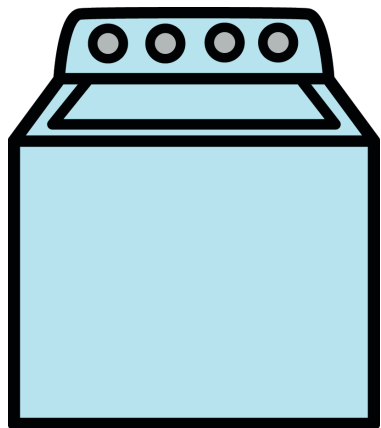
pants



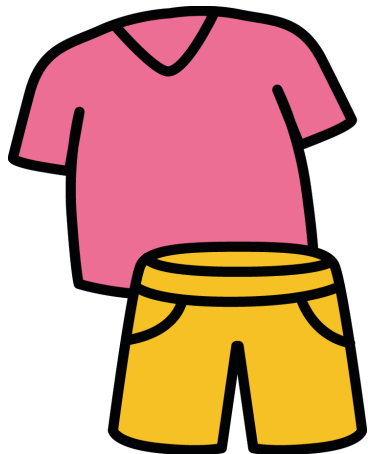
pocket



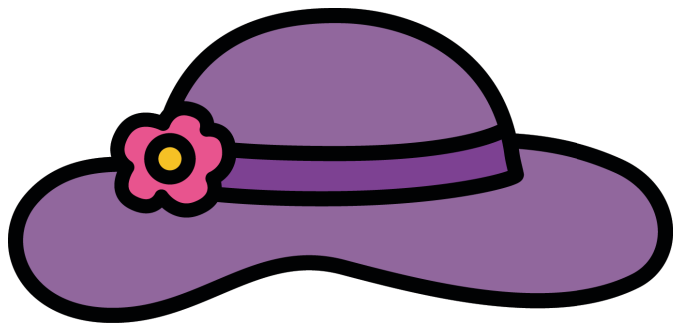
c o a t



w a s h e r



c l o t h e s



hat



uniform



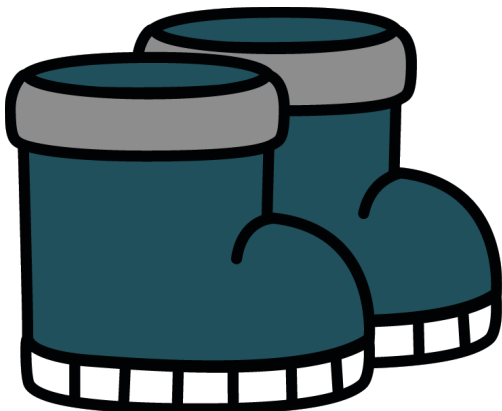
pajamas



raincoat



dress



boots

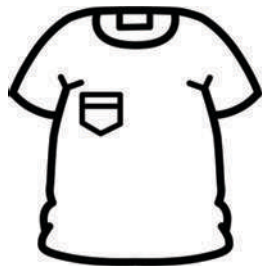
Name \_\_\_\_\_

I can write words.



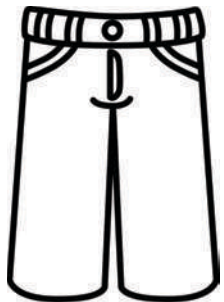
clothes

Empty rectangular box for writing the word 'clothes'.



shirt

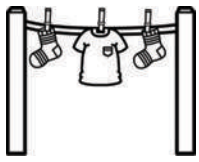
Empty rectangular box for writing the word 'shirt'.



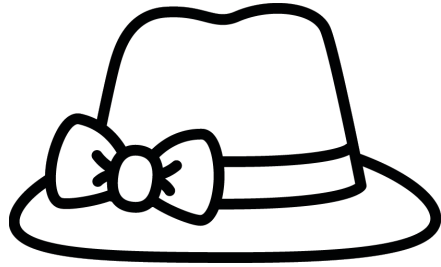
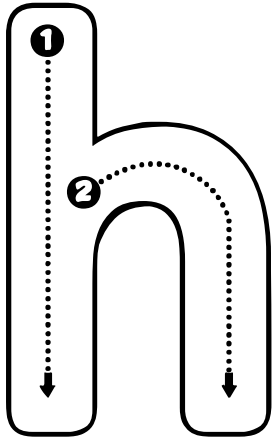
pants

Empty rectangular box for writing the word 'pants'.

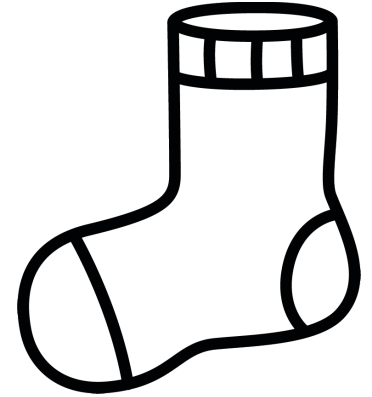
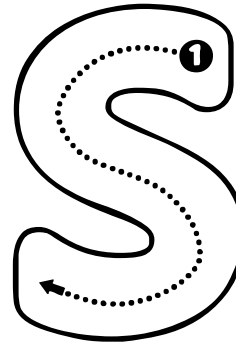
Name \_\_\_\_\_



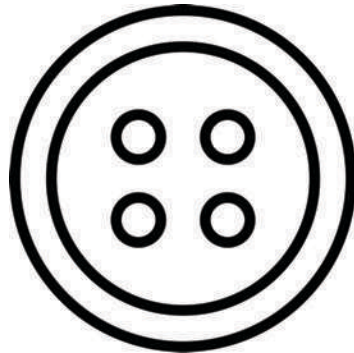
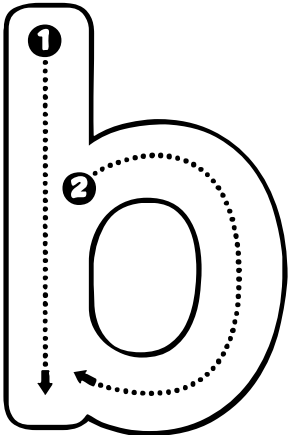
Trace the letters and color the pictures.



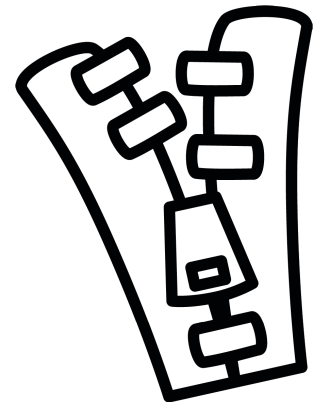
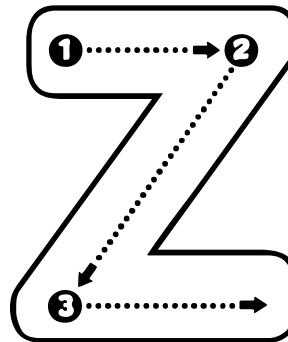
hat



sock



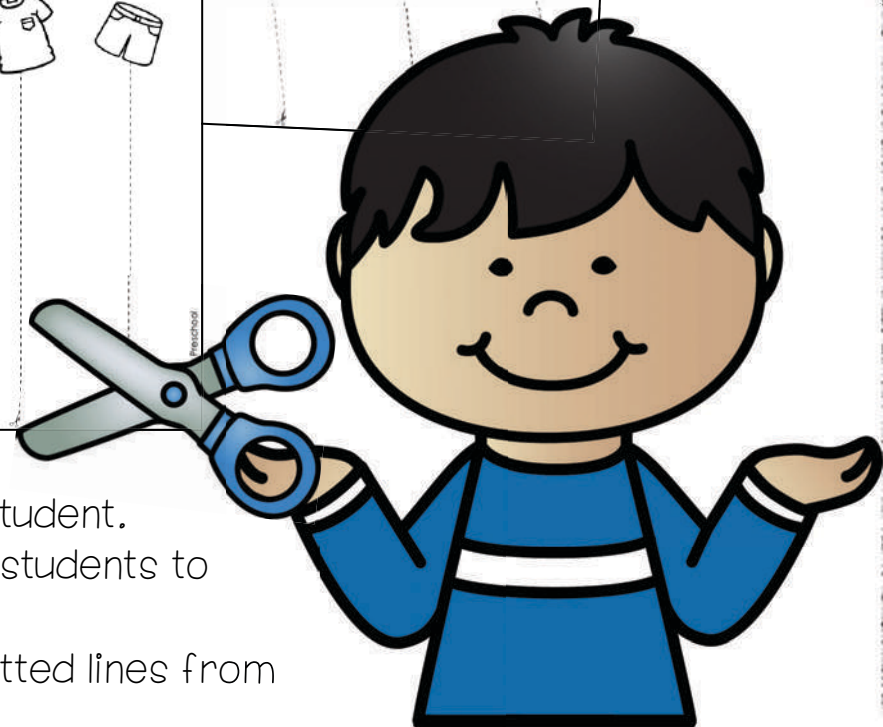
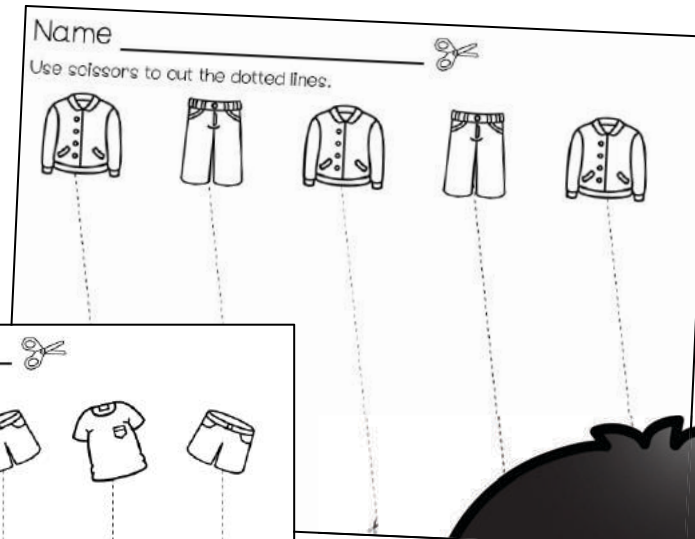
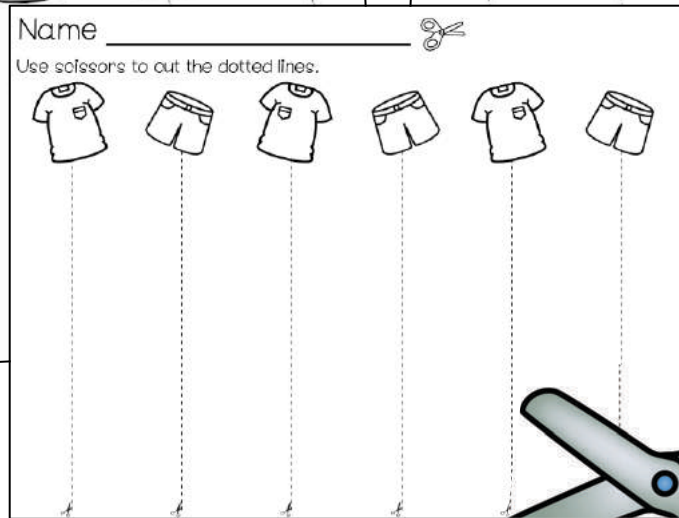
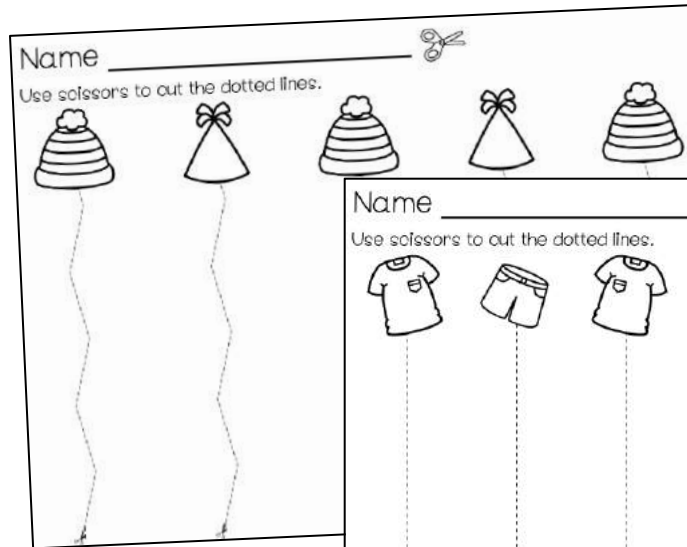
button



zipper

# Cutting Practice

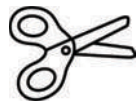
**Objective:** The students coordinate eye-hand movement and control the small muscles in their hands.



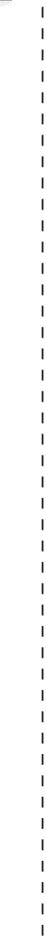
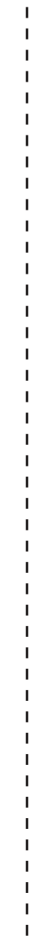
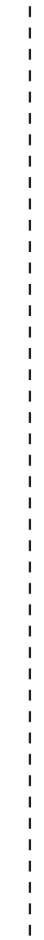
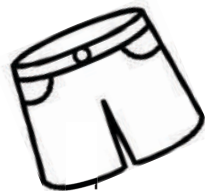
**Preparation:** Print a cutting page for each student. Demonstrate proper scissors usage and guide students to cut along the lines from the bottom to the top.

**Procedure:** The students will cut along the dotted lines from the bottom of the page to the top.

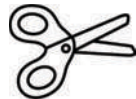
Name \_\_\_\_\_



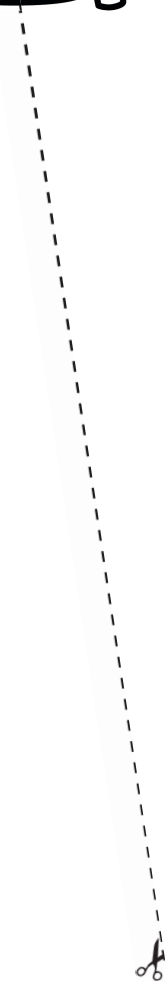
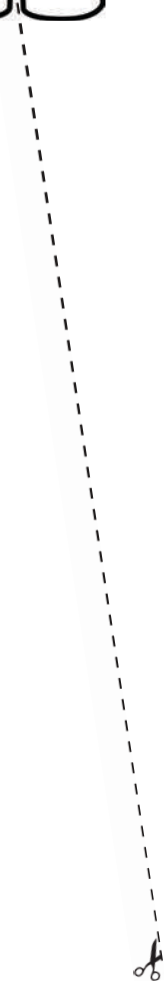
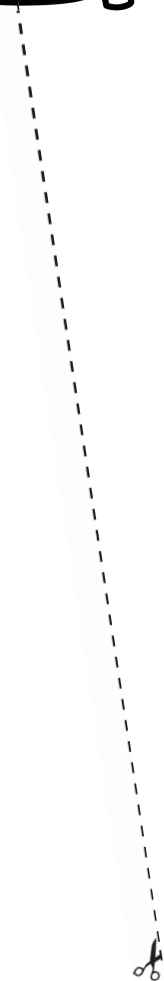
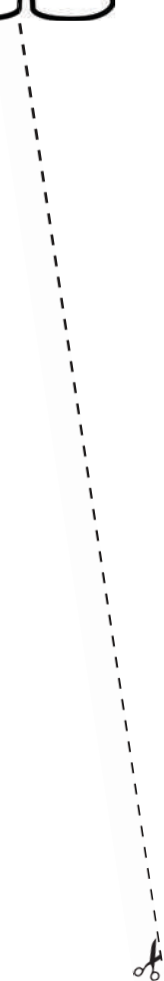
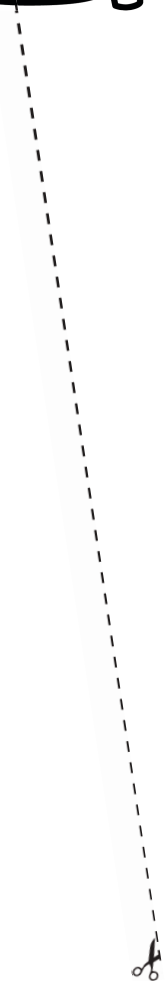
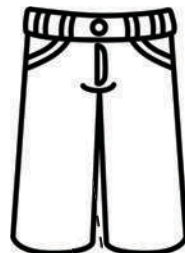
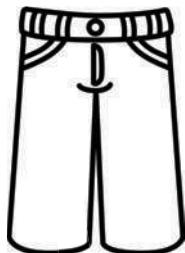
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



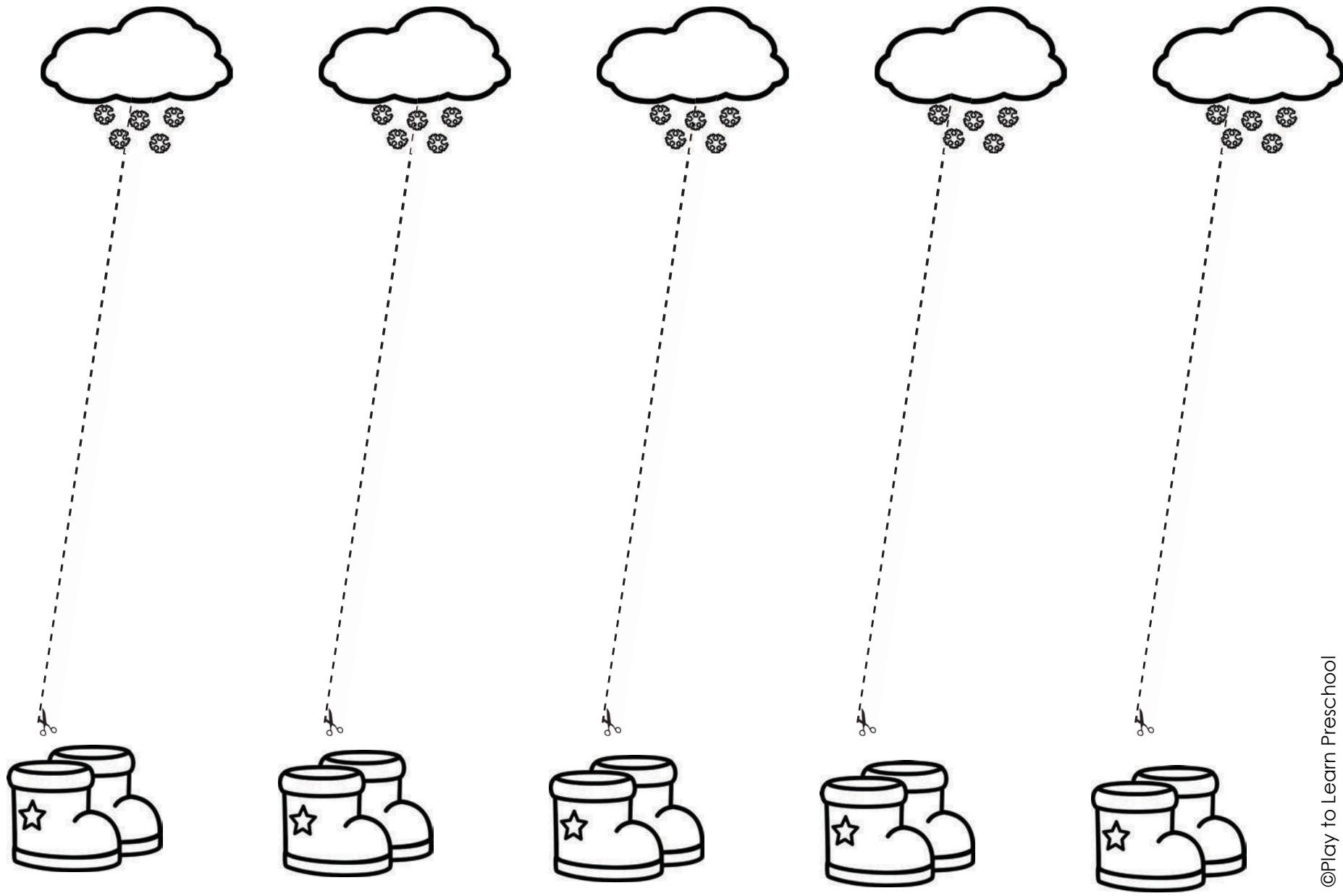
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



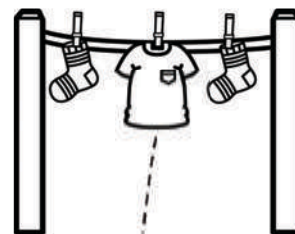
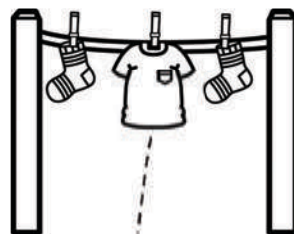
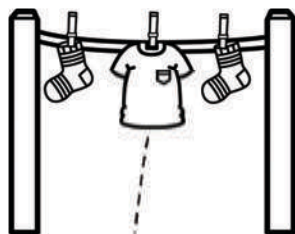
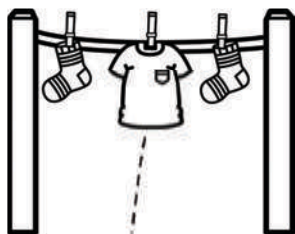
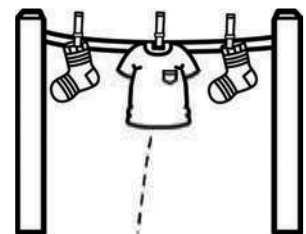
Use scissors to cut the dotted lines.



Name \_\_\_\_\_



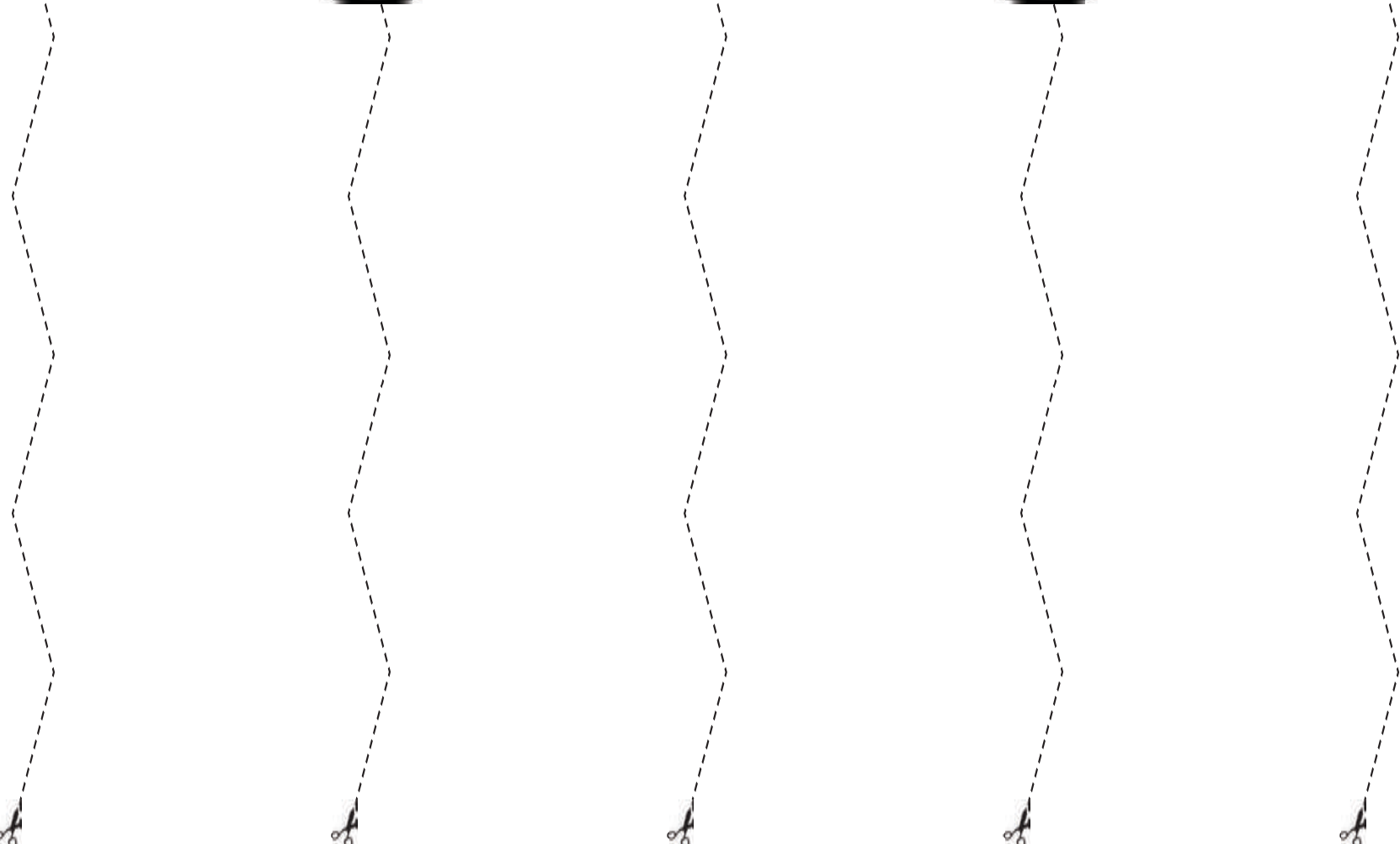
Use scissors to cut the dotted lines.



Name \_\_\_\_\_

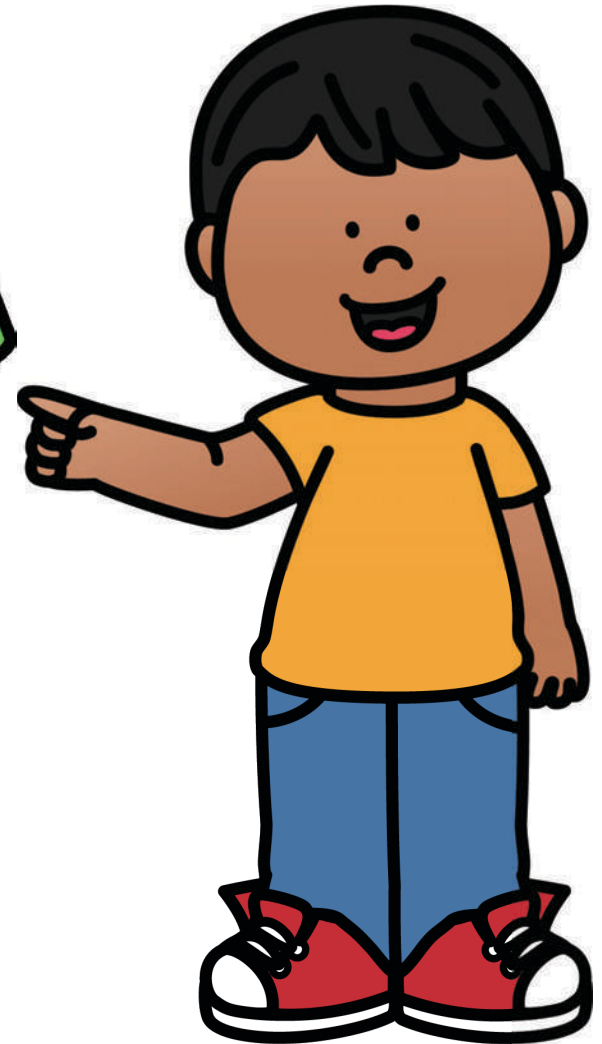
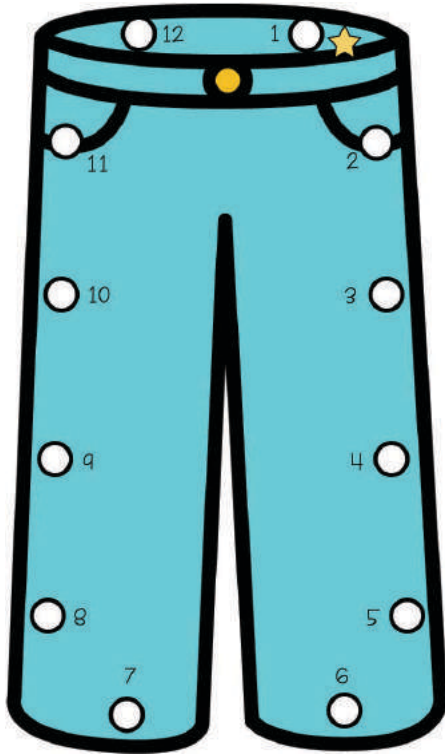


Use scissors to cut the dotted lines.



# Lacing

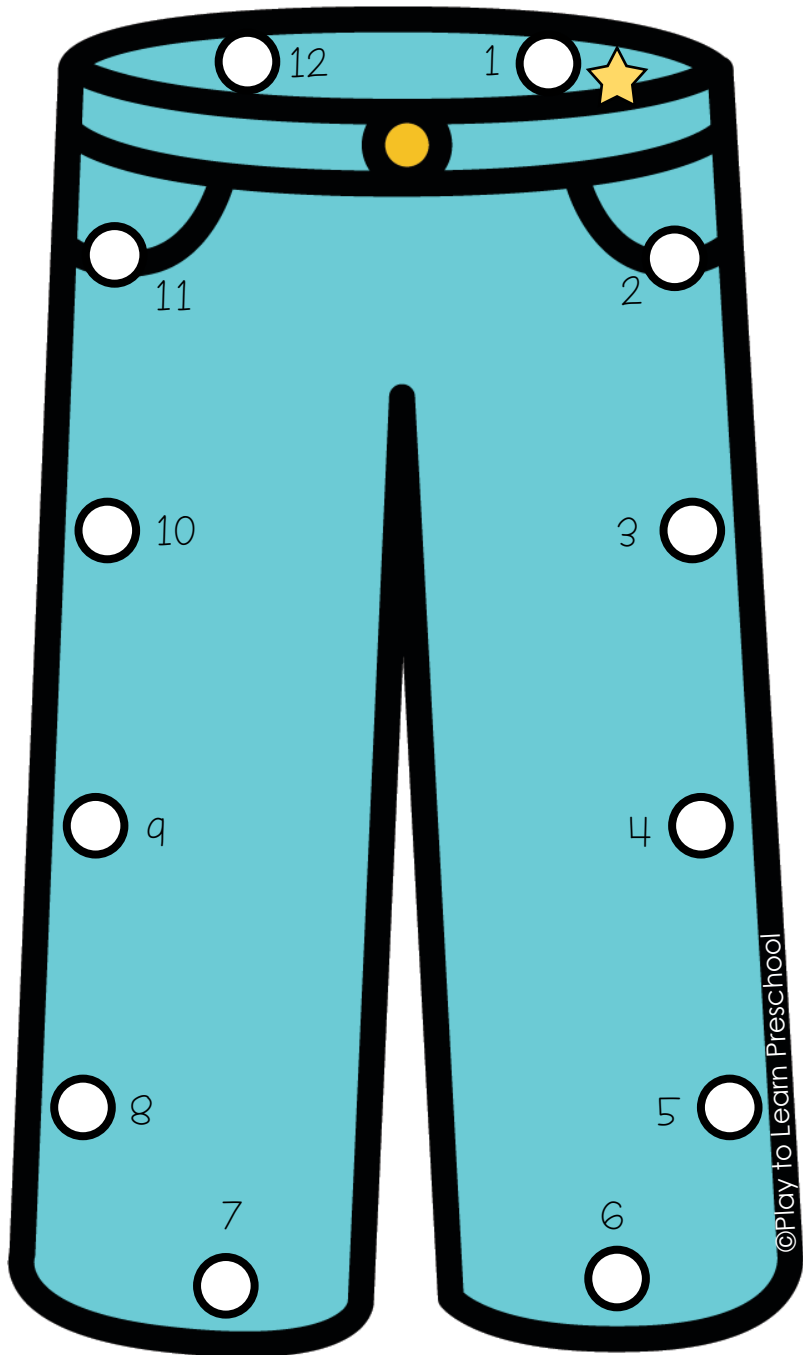
**Objective:** The students will control the small muscles of their hands.



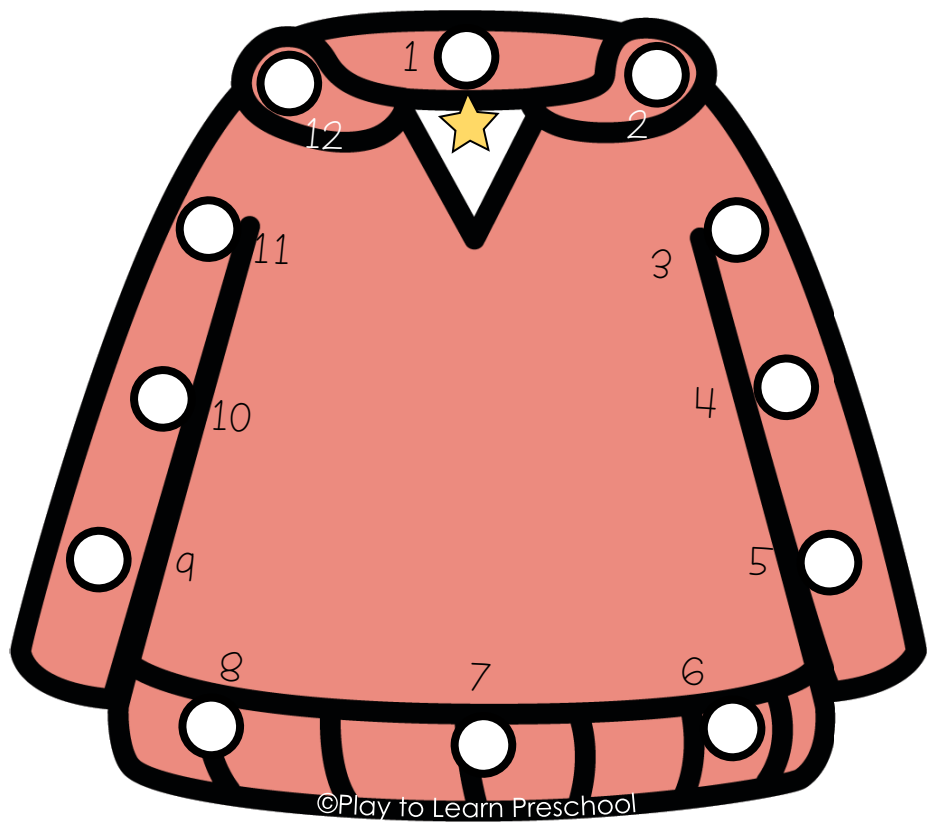
**Preparation:** Copy lacing sheets on cardstock, cut them apart, and use a hole punch to cut out circles. Provide ribbons approximately 1 ½ feet long.

**Procedure:** The students take a piece of ribbon and lace it from one hole to the next.

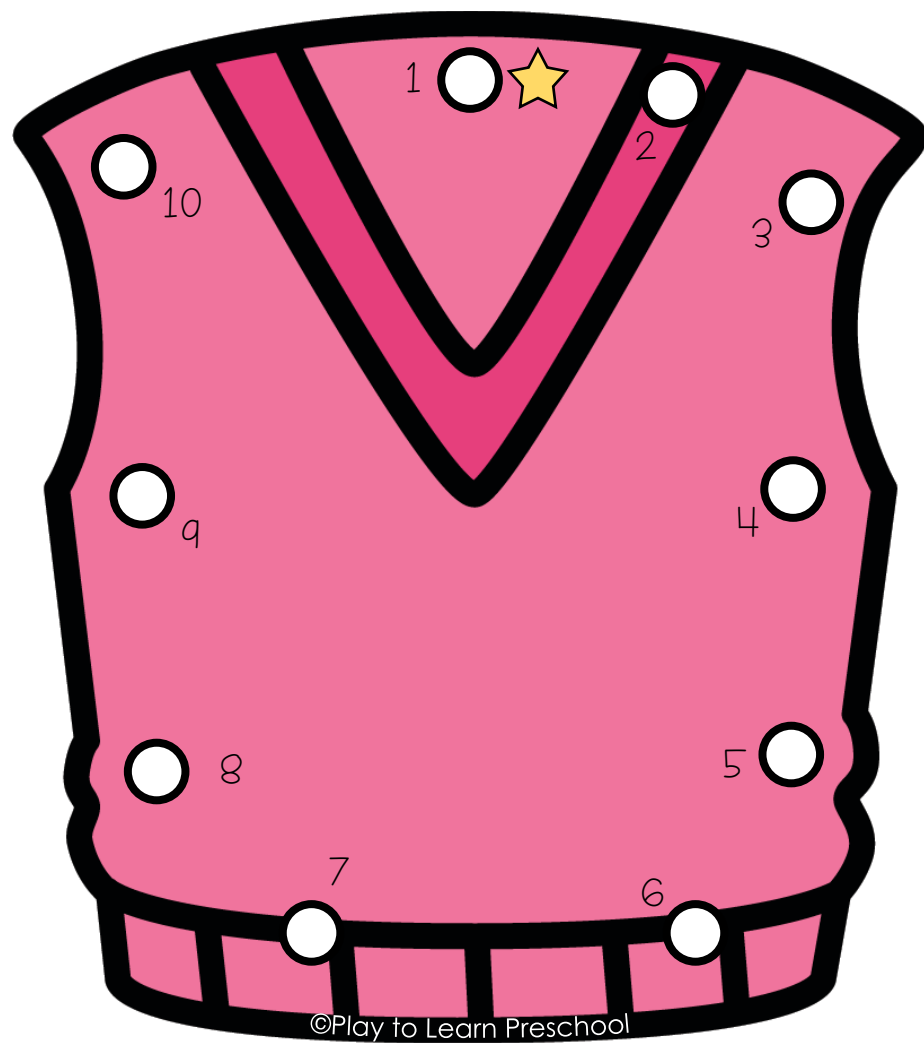
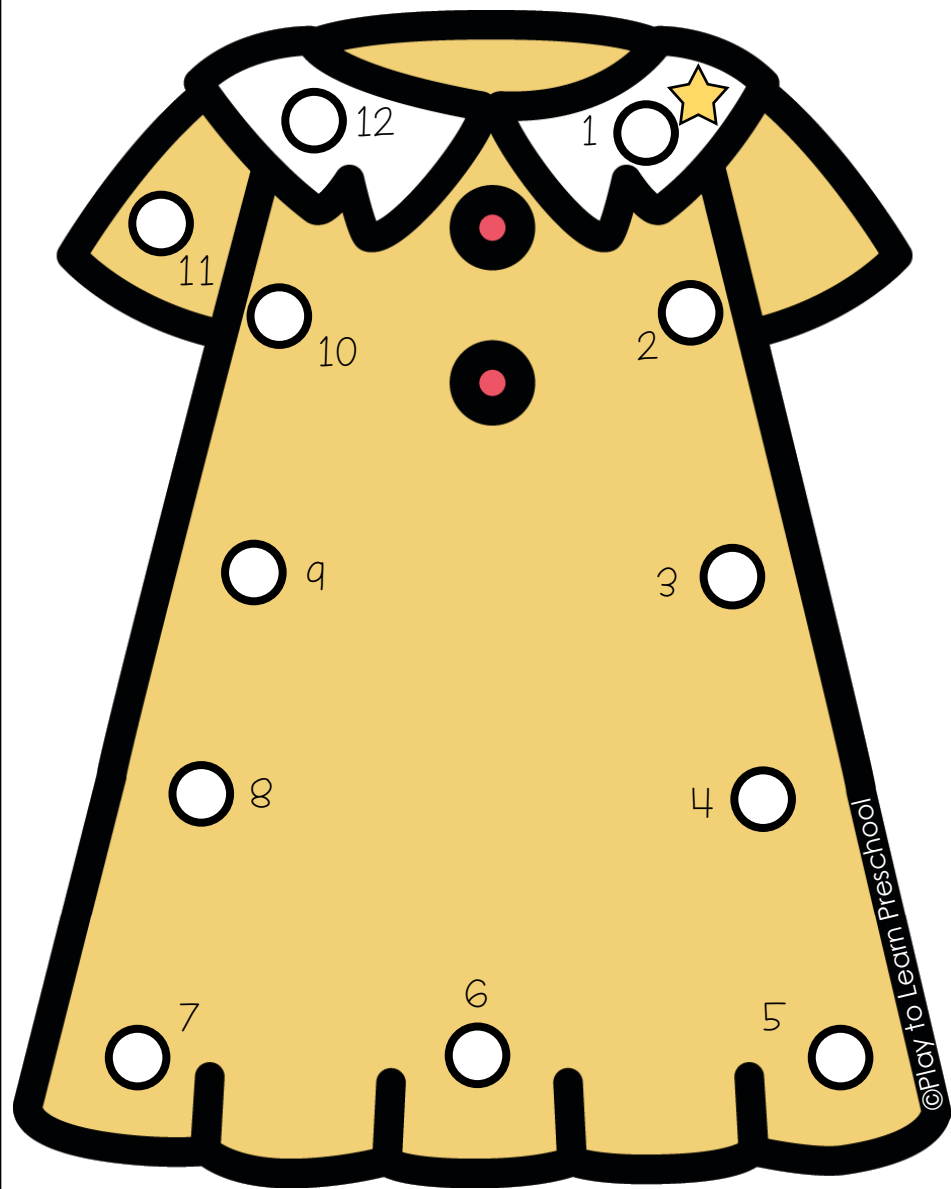


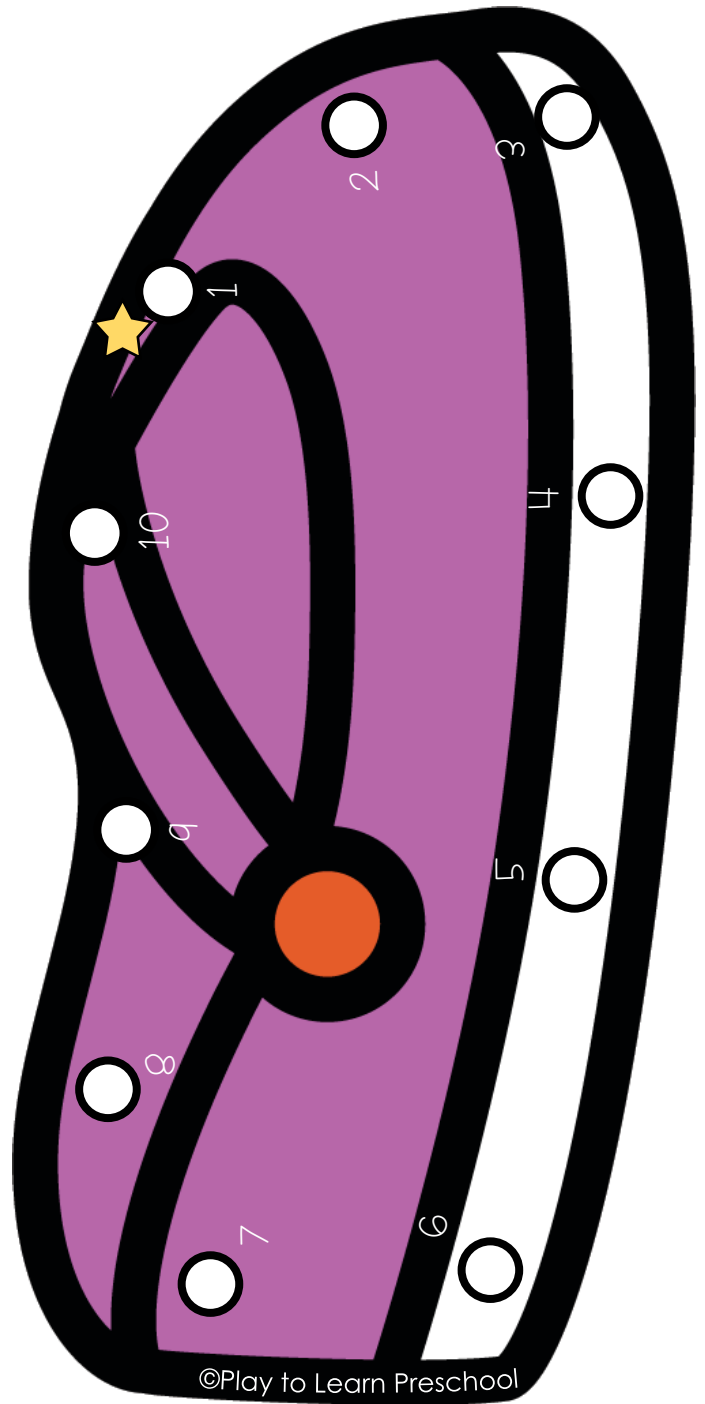
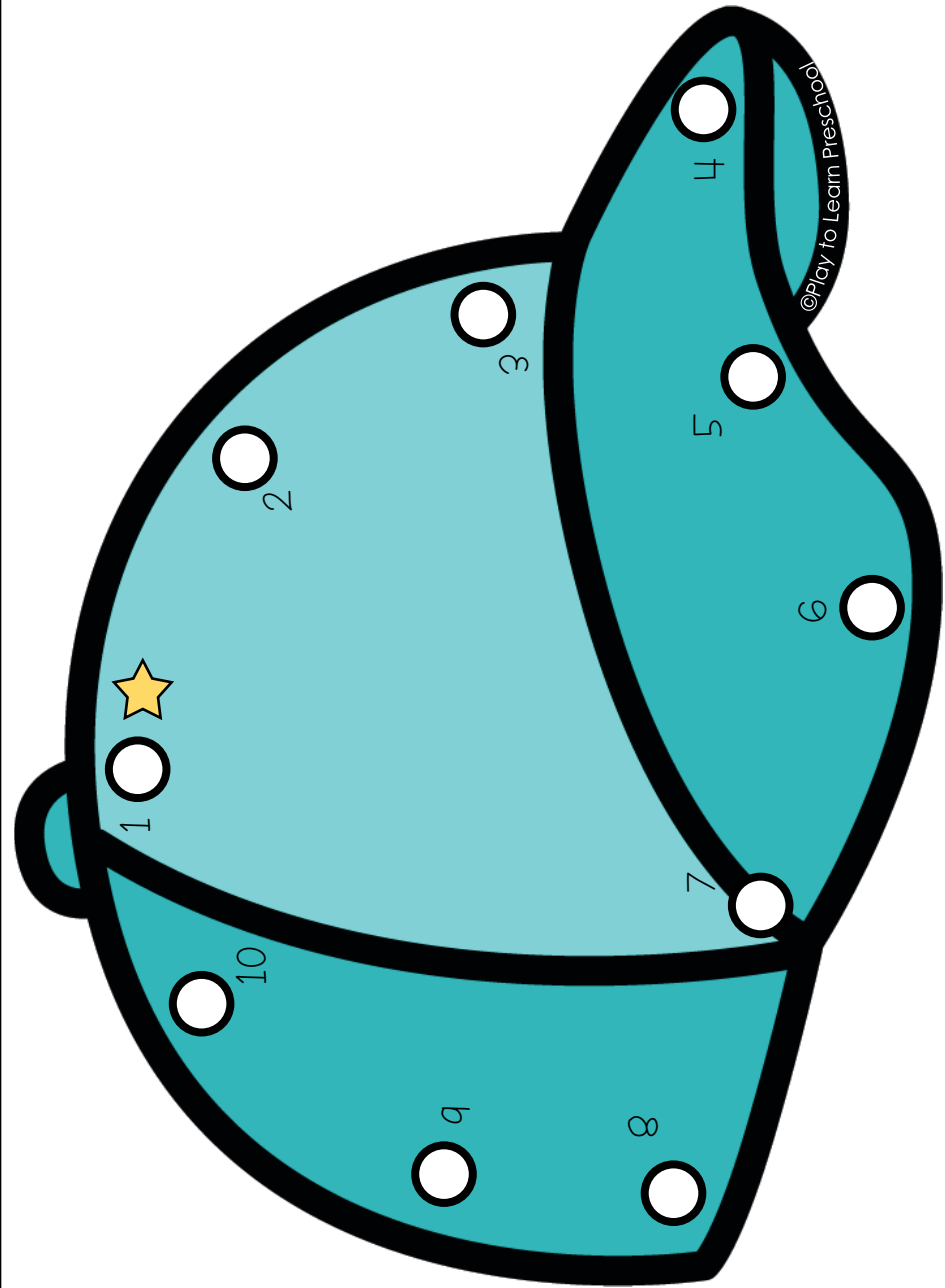


©Play to Learn Preschool



©Play to Learn Preschool





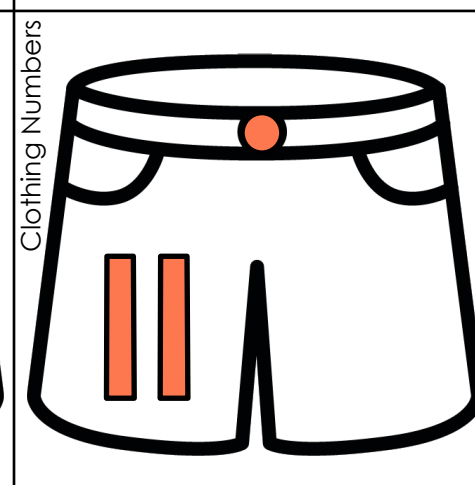
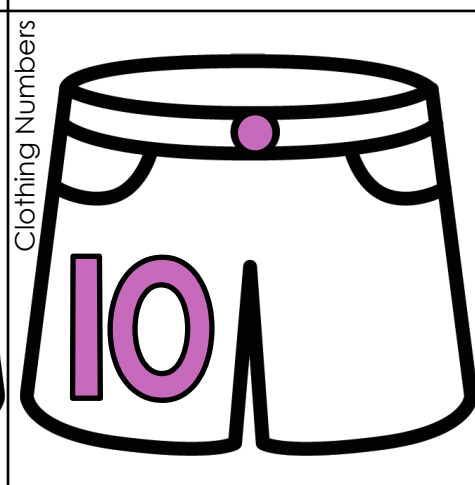
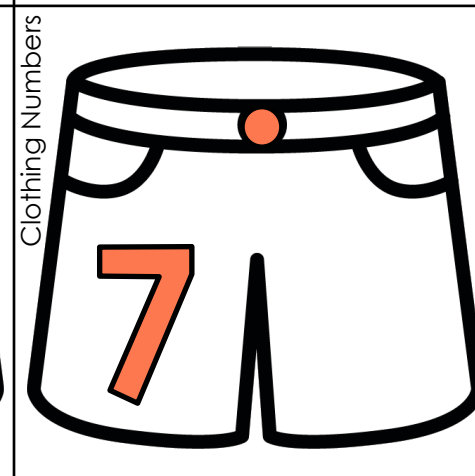
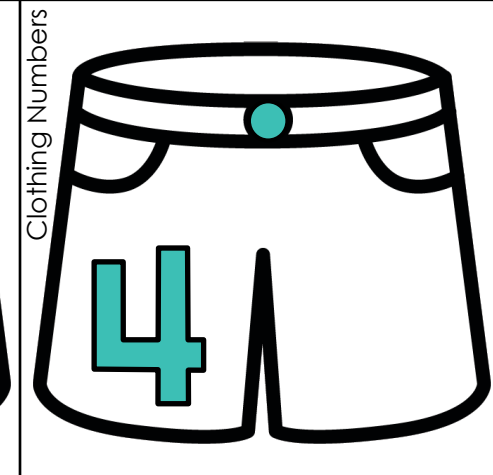
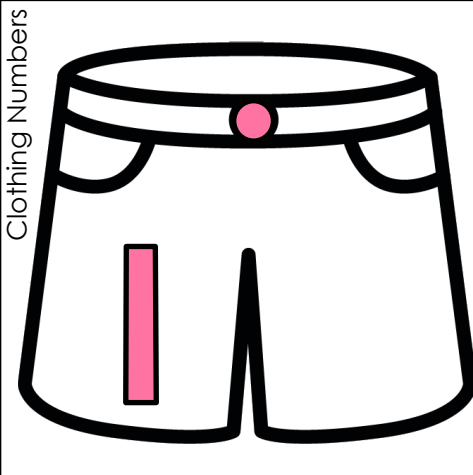
# Number Recognition

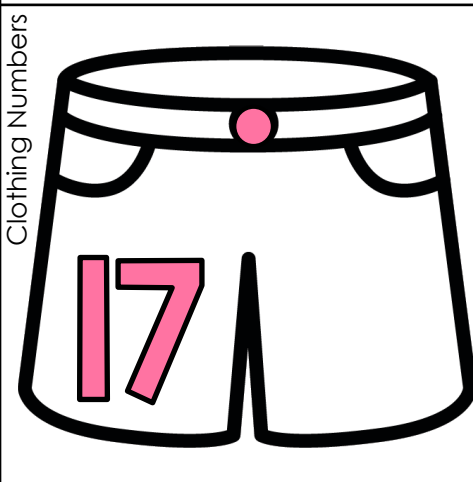
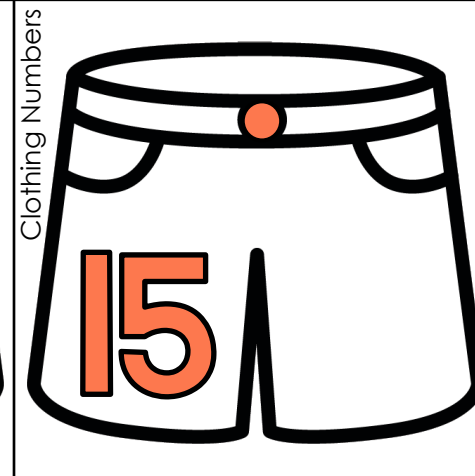
**Objective:** The students will recognize numbers.

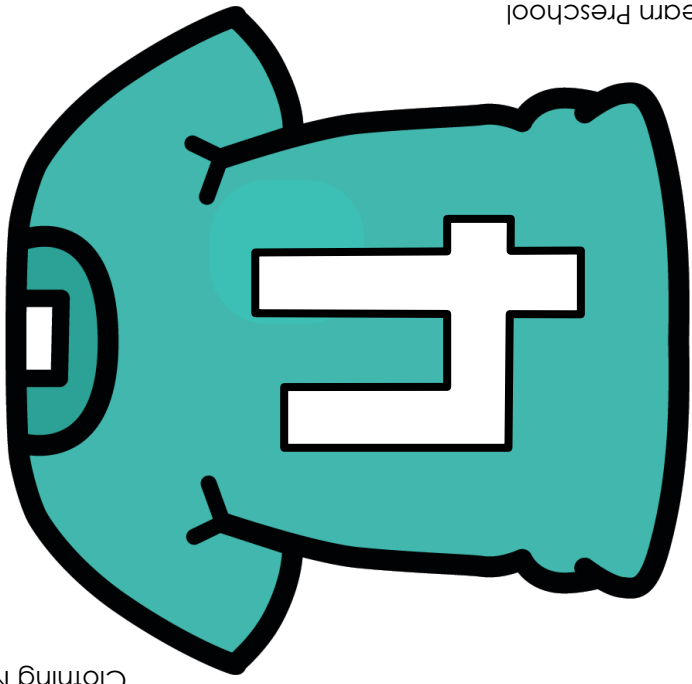
**Preparation:** Print, mat, laminate, and cut both the small and large number cards.



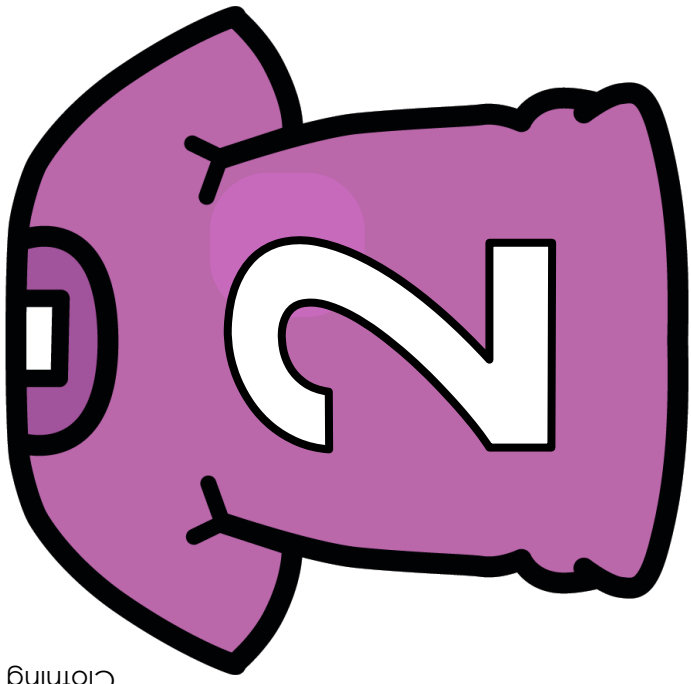
**Procedure:** The students will select a small number card and match it to the larger number card accordingly.



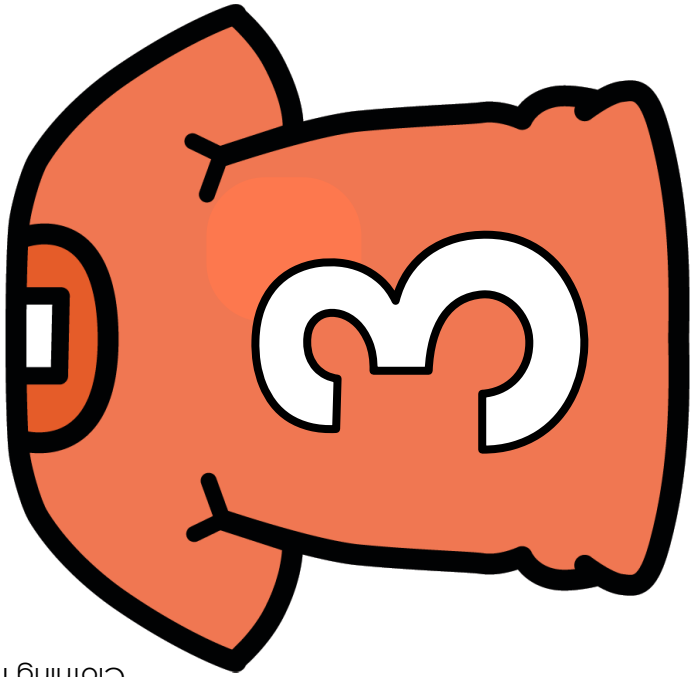




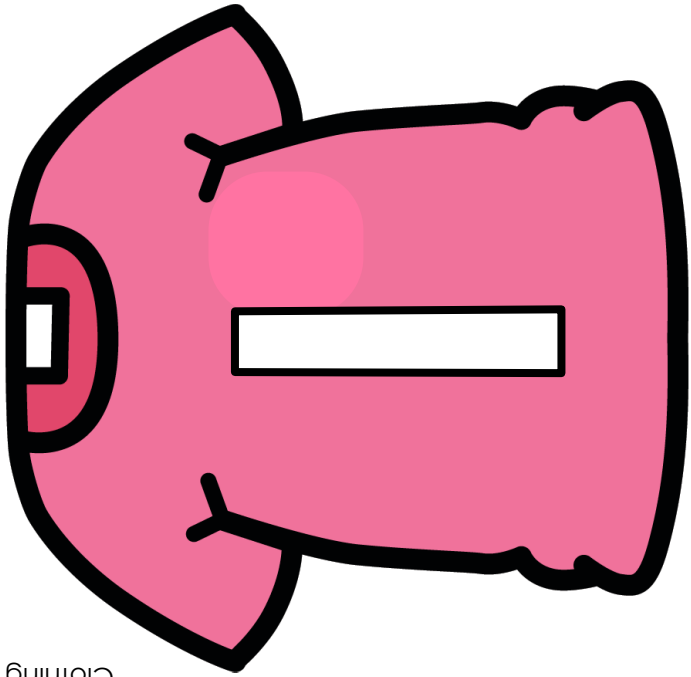
Clothing Numbers



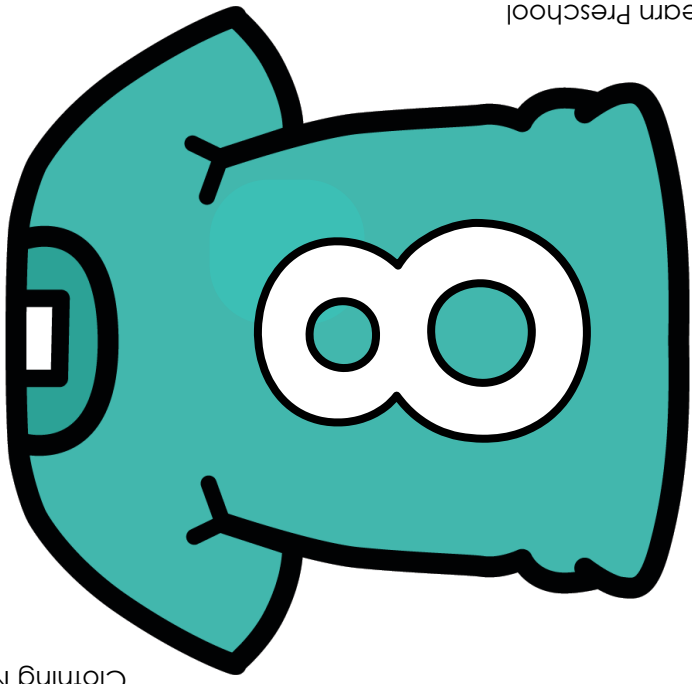
Clothing Numbers



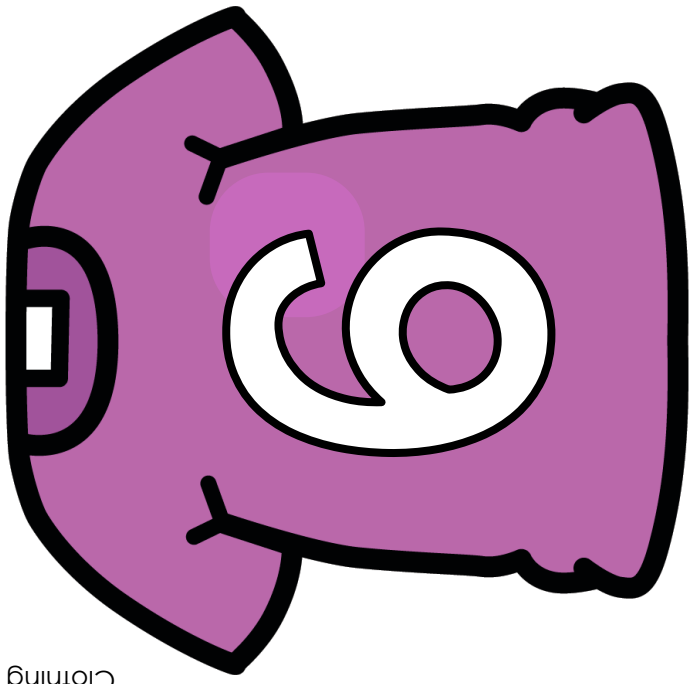
Clothing Numbers



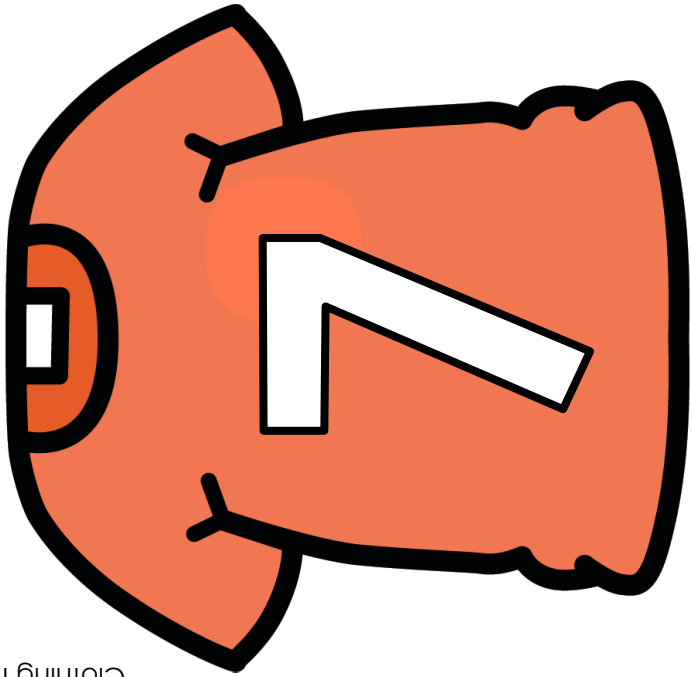
Clothing Numbers



Clothing Numbers



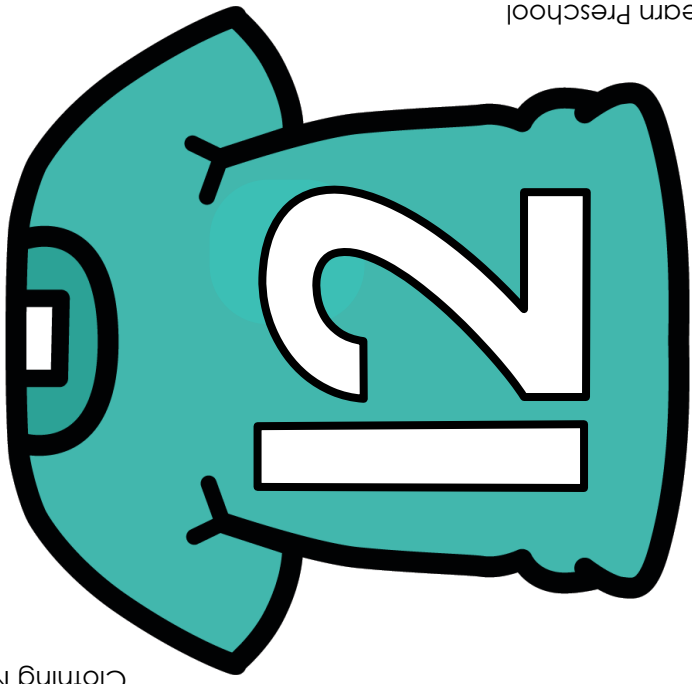
Clothing Numbers



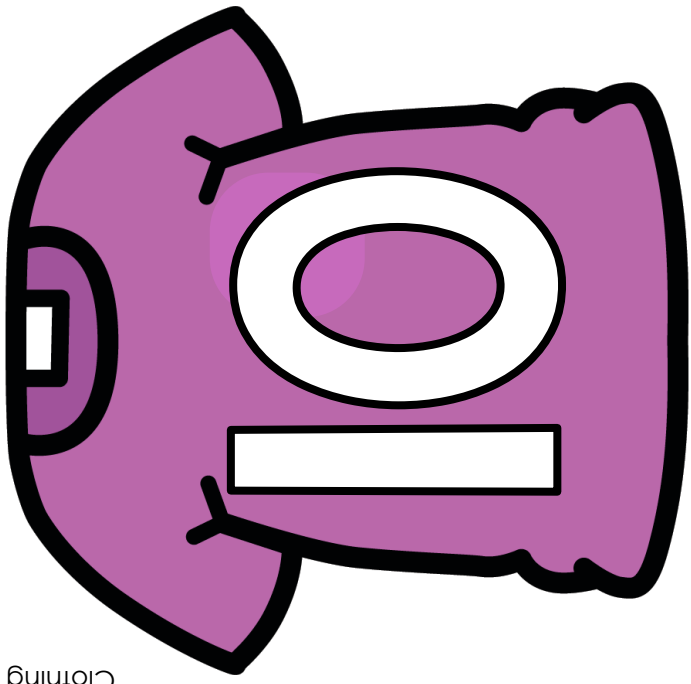
Clothing Numbers



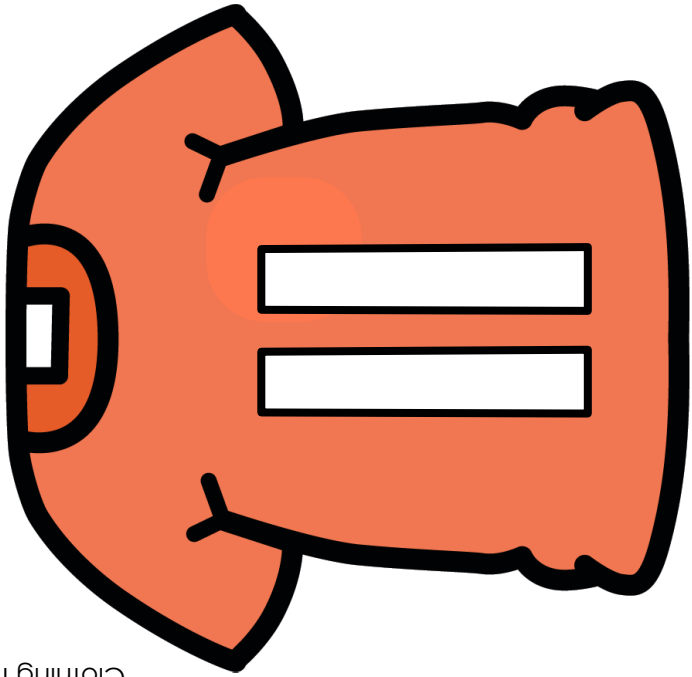
Clothing Numbers



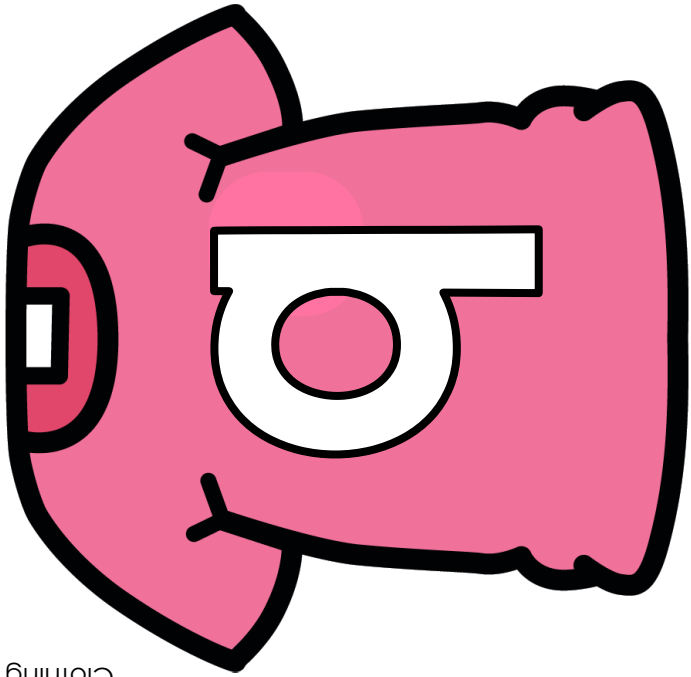
Clothing Numbers



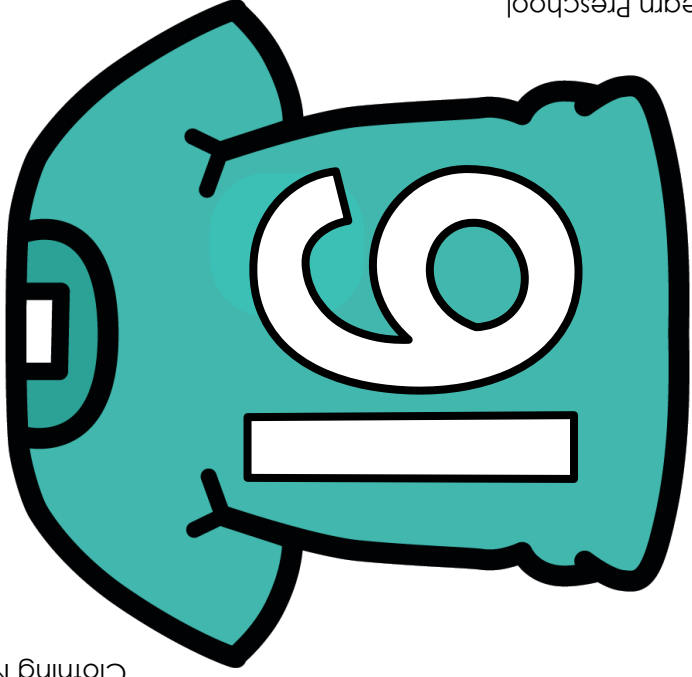
Clothing Numbers



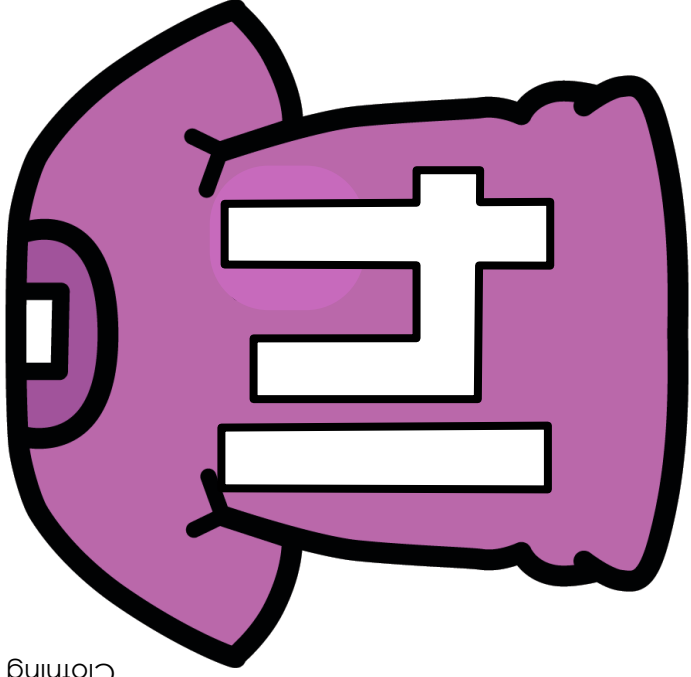
Clothing Numbers



Clothing Numbers



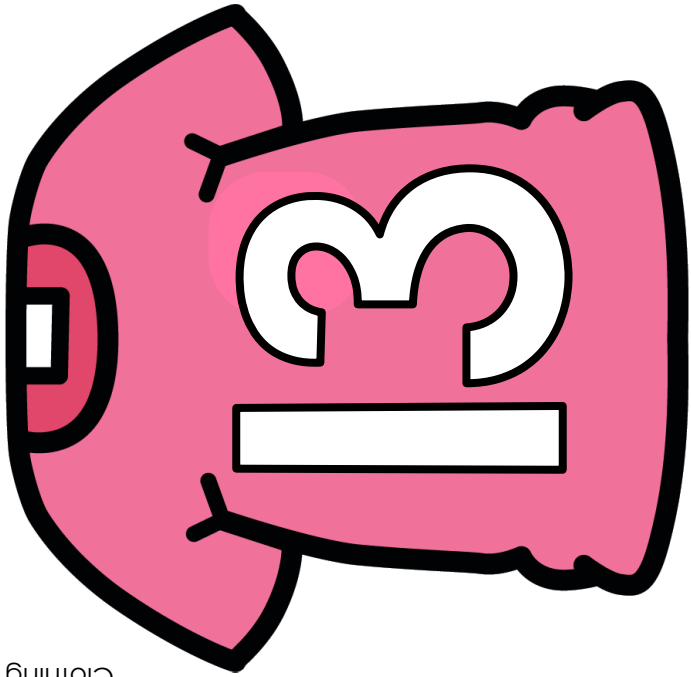
Clothing Numbers



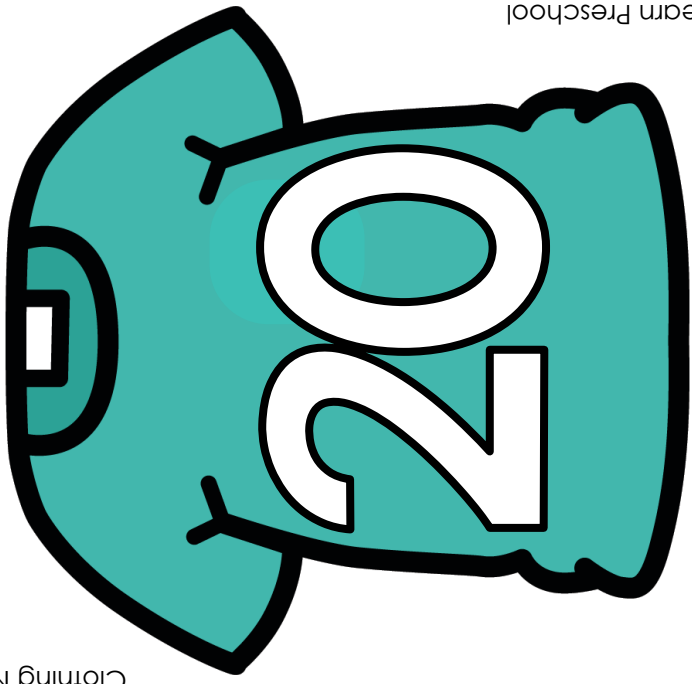
Clothing Numbers



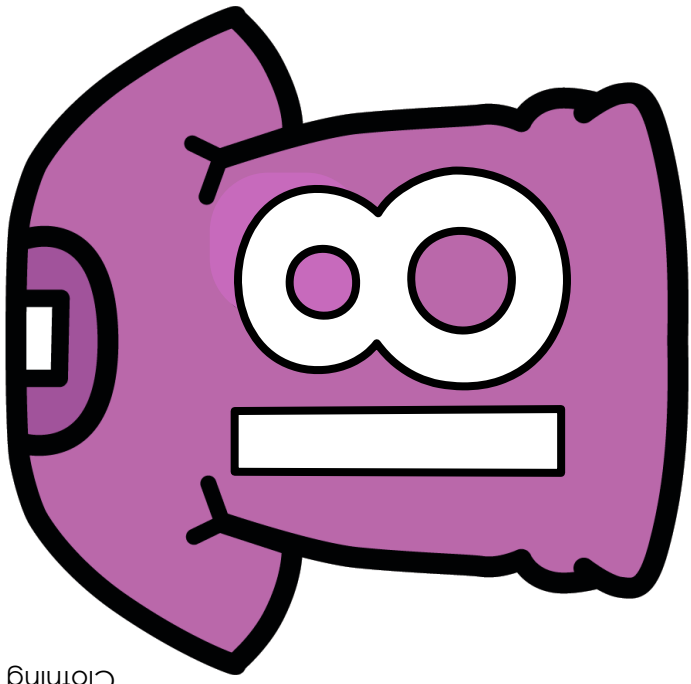
Clothing Numbers



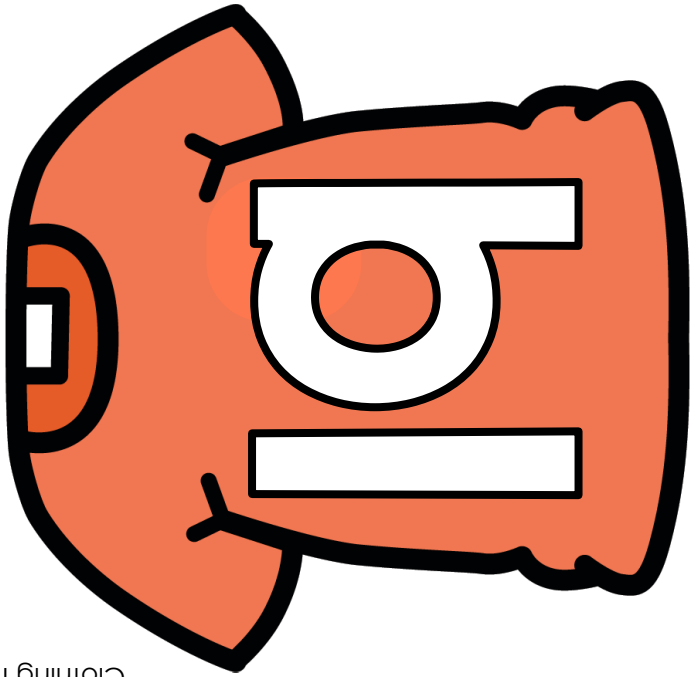
Clothing Numbers



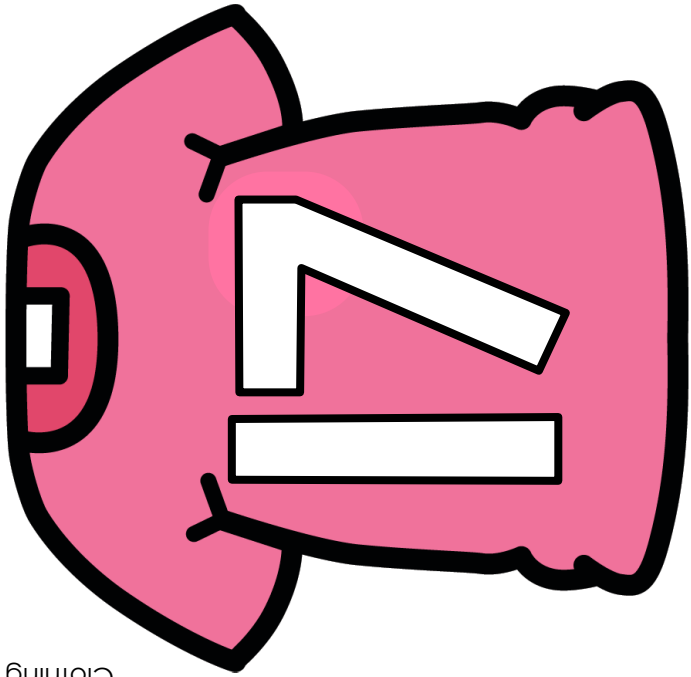
Clothing Numbers



Clothing Numbers



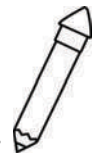
Clothing Numbers



Clothing Numbers

Name \_\_\_\_\_

Count the polka dots on the t-shirt, then draw a line to the matching number.

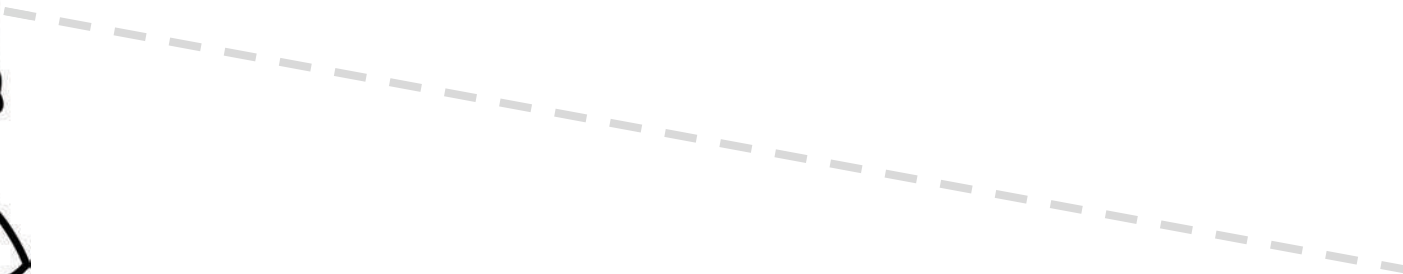


10

3

5

7



# Visual Discrimination

## File Folder Game

**Objective:** The students will use visual discrimination skills to match the items.

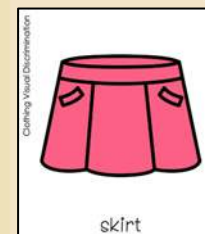
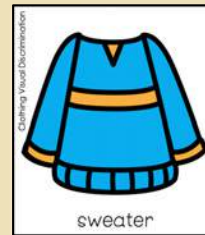
**Preparation:** Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.

**Procedure:** Students place matching pictures together.

### Visual Discrimination



### Visual Discrimination

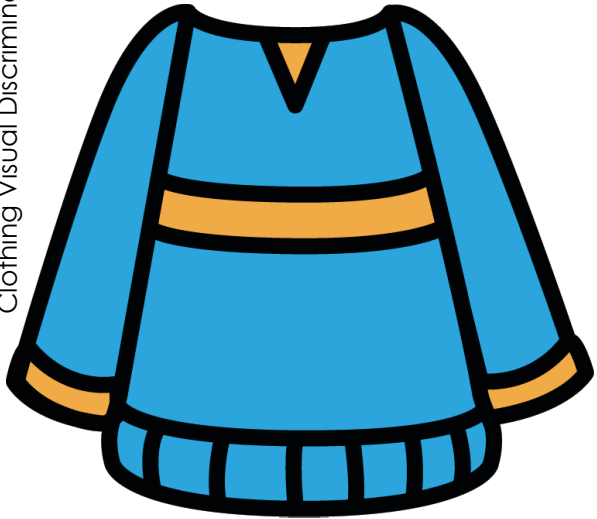




# Clothing

## Visual Discrimination

Clothing Visual Discrimination



sweater

Clothing Visual Discrimination



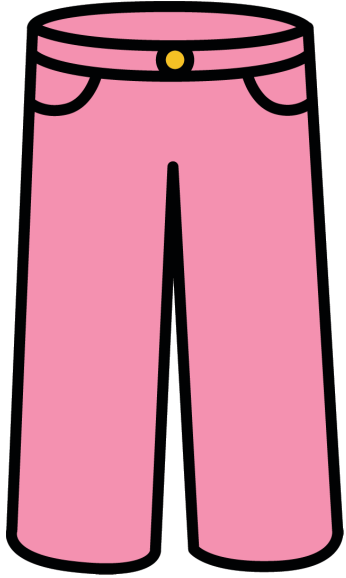
short sleeve shirt

Clothing Visual Discrimination



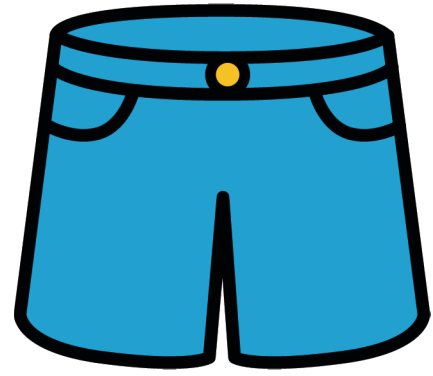
long sleeve shirt

Clothing Visual Discrimination



pants

Clothing Visual Discrimination



shorts

Clothing Visual Discrimination



vest

Clothing Visual Discrimination



coat

Clothing Visual Discrimination



jacket

Clothing Visual Discrimination



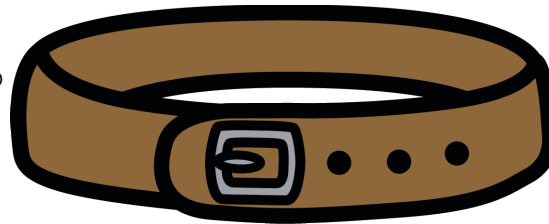
dress

Clothing Visual Discrimination



skirt

Clothing Visual Discrimination



belt

Clothing Visual Discrimination



shoes

Clothing Visual Discrimination



sweater

Clothing Visual Discrimination



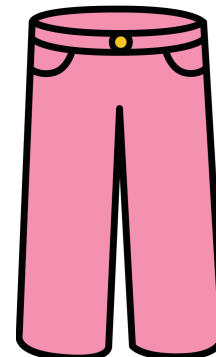
short sleeve shirt

Clothing Visual Discrimination



long sleeve shirt

Clothing Visual Discrimination



pants

Clothing Visual Discrimination



shorts

Clothing Visual Discrimination



vest

Clothing Visual Discrimination



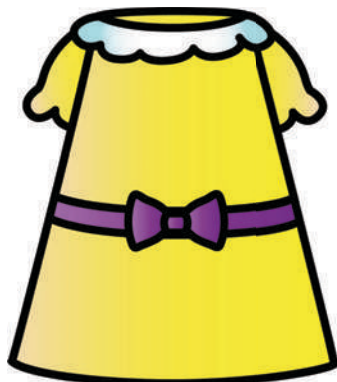
coat

Clothing Visual Discrimination



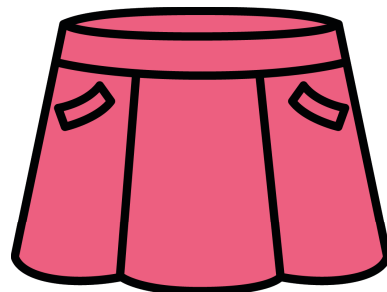
jacket

Clothing Visual Discrimination



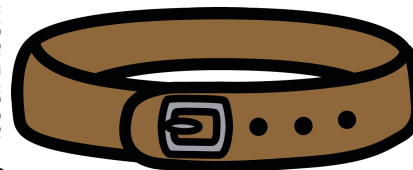
dress

Clothing Visual Discrimination



skirt

Clothing Visual Discrimination



belt

Clothing Visual Discrimination



shoes

# Beginning Sound Sort

## File Folder Game

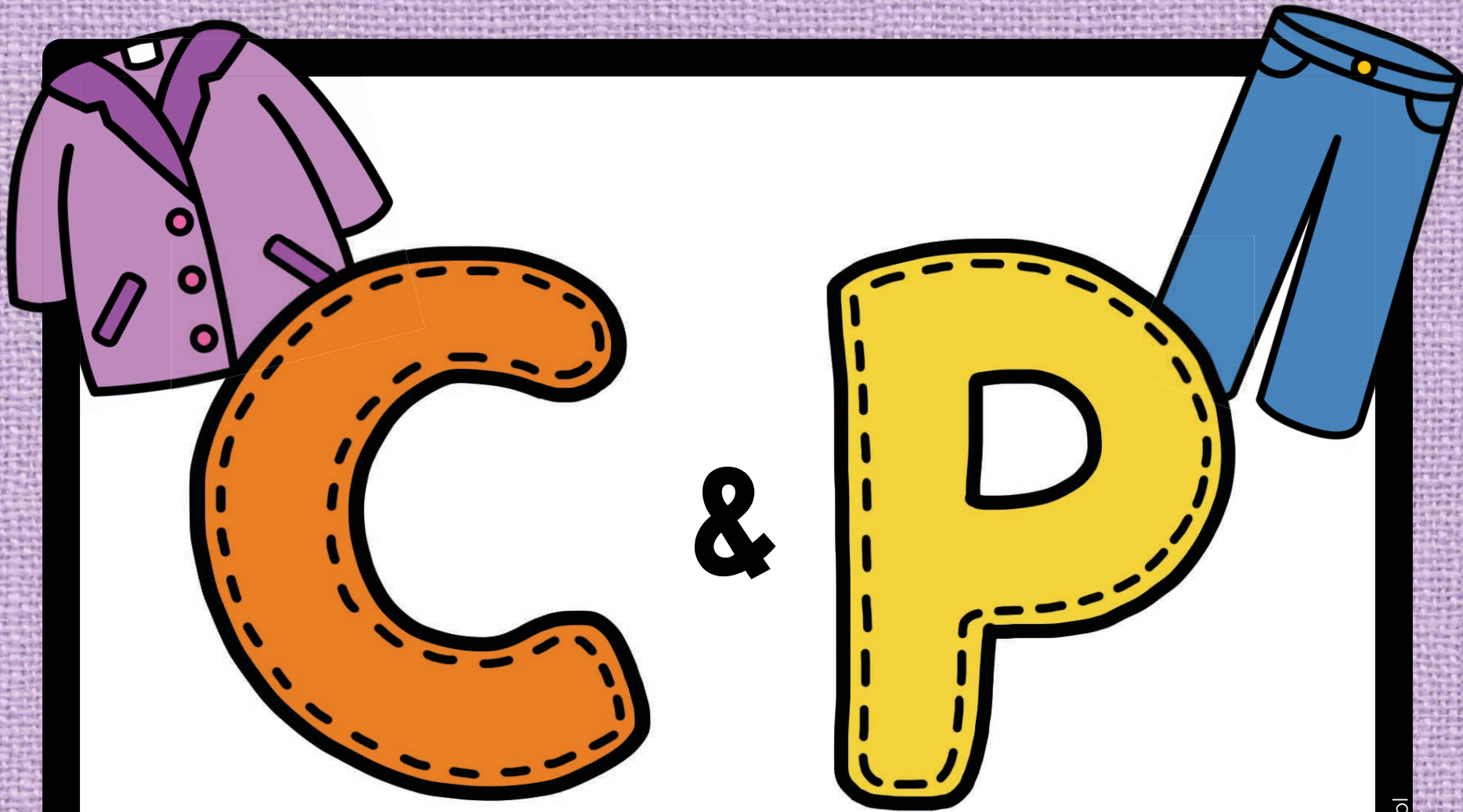
**Objective:** The students will identify the beginning sound of each word.

**Preparation:** Copy the picture cards. Glue the cover on the front, and the sorting mats on the inside. Cut and laminate the smaller pieces.

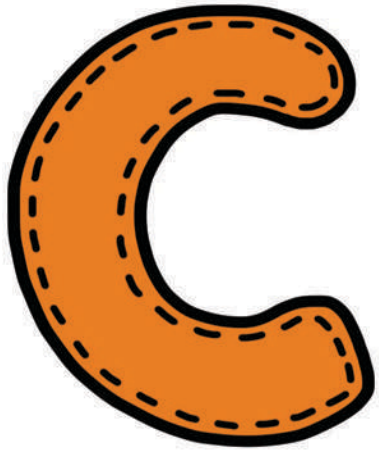
**Procedure:** Students sort the pictures by their beginning sound.



\*Attach an envelope to the back of the folder to hold the game pieces when not in use.



# Beginning Sound Sort



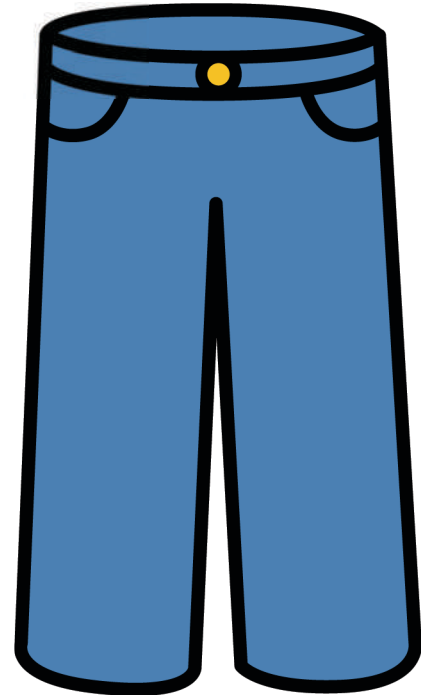
is for



**coat**

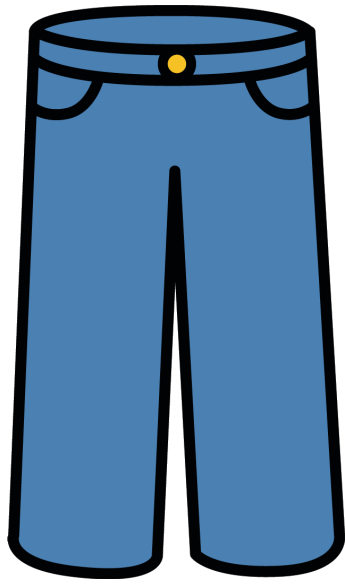


is for



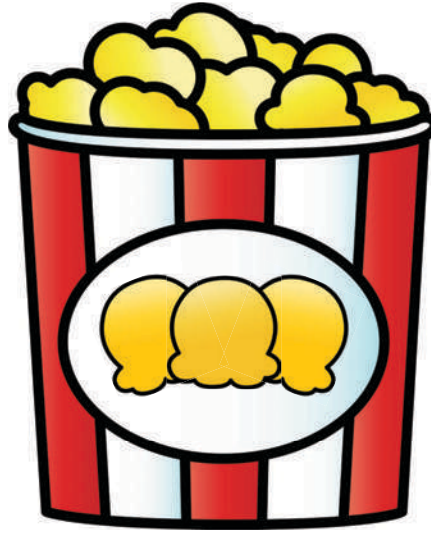
**pants**

C - P Sort



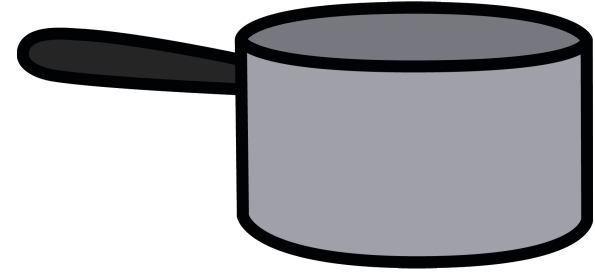
pants

C - P Sort



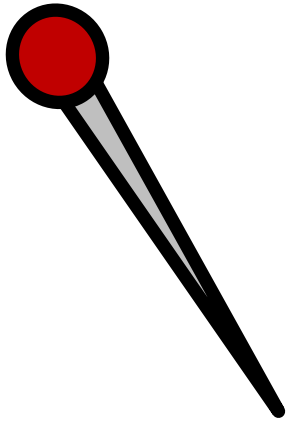
popcorn

C - P Sort



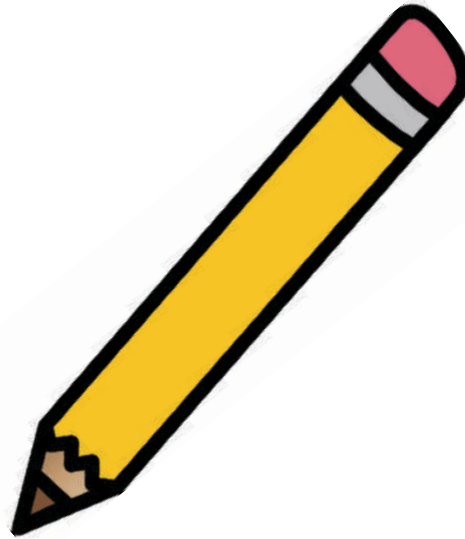
pot

C - P Sort



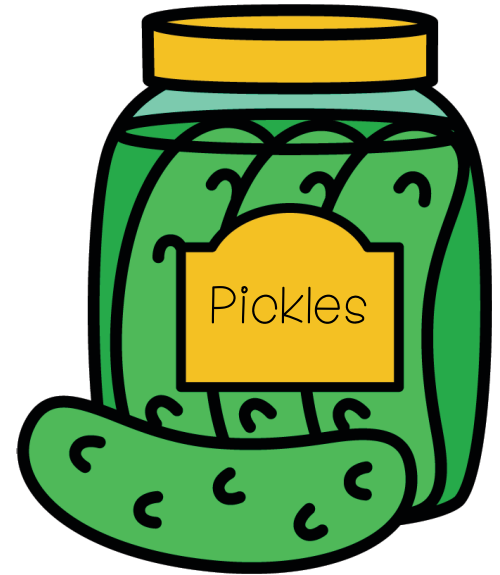
pin

C - P Sort



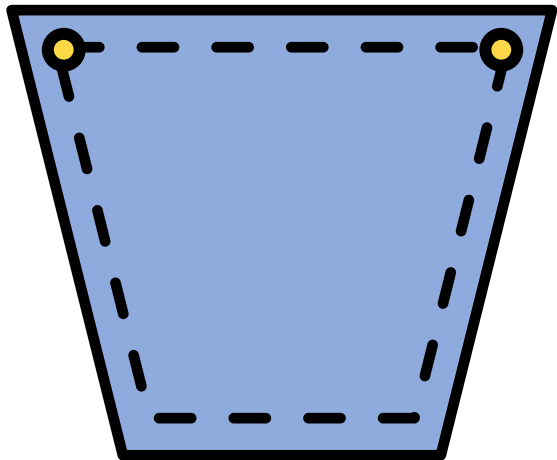
pencil

C - P Sort



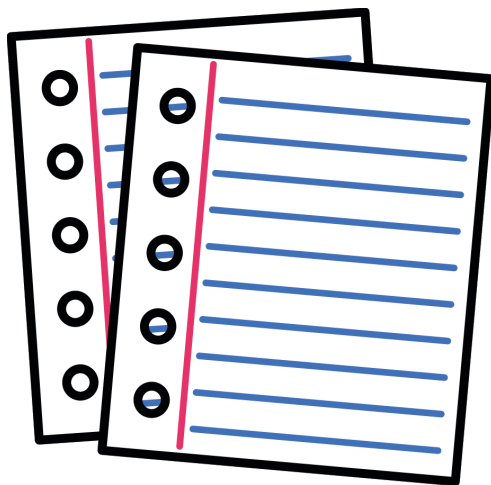
pickle

C - P Sort



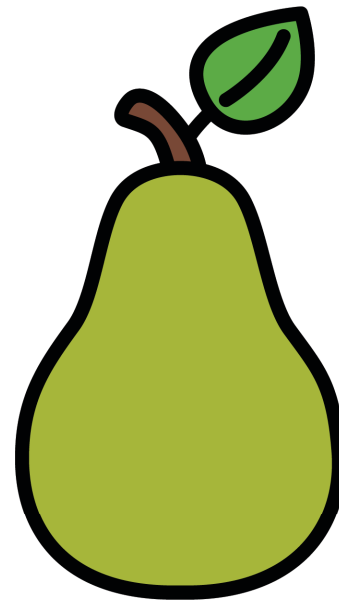
pocket

C - P Sort



paper

C - P Sort



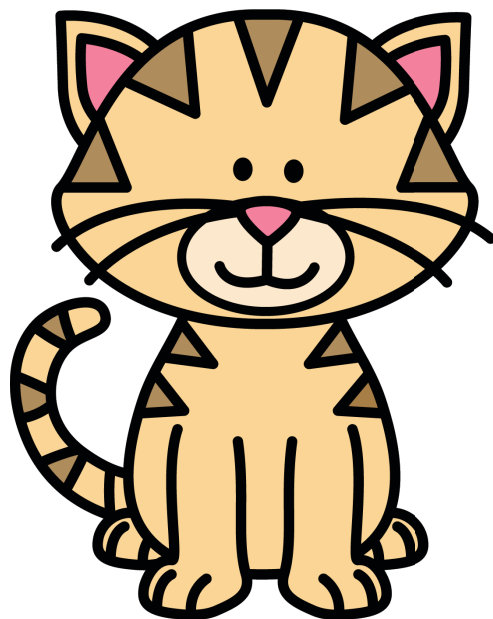
pear

C - P Sort



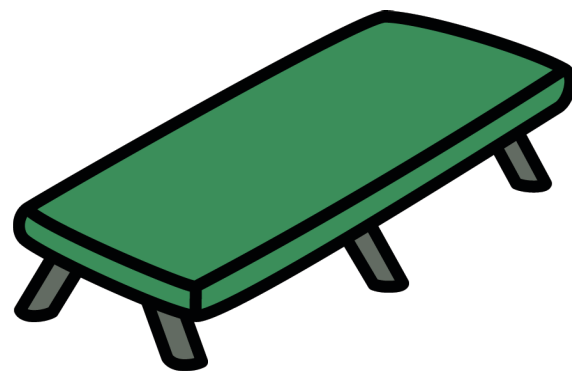
coat

C - P Sort



cat

C - P Sort



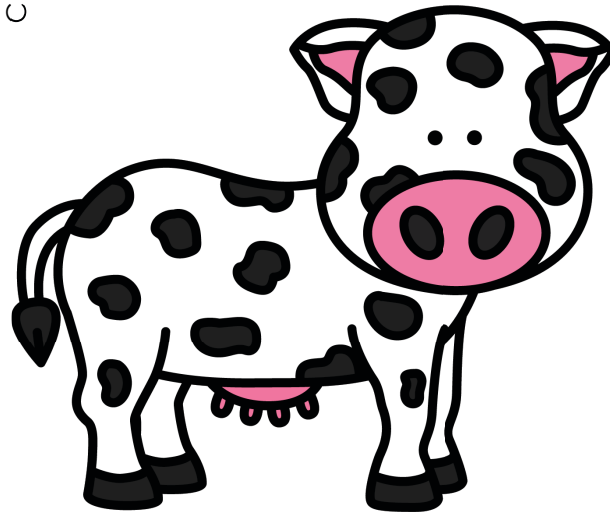
cot

C - P Sort



can

C - P Sort



cow

C - P Sort



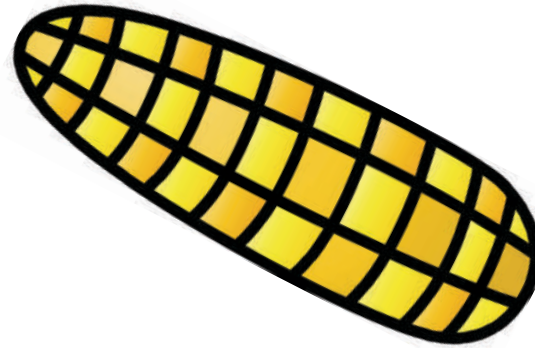
catch

C - P Sort



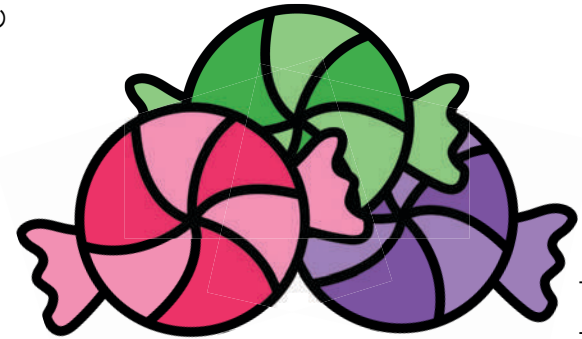
cut

C - P Sort



corn

C - P Sort



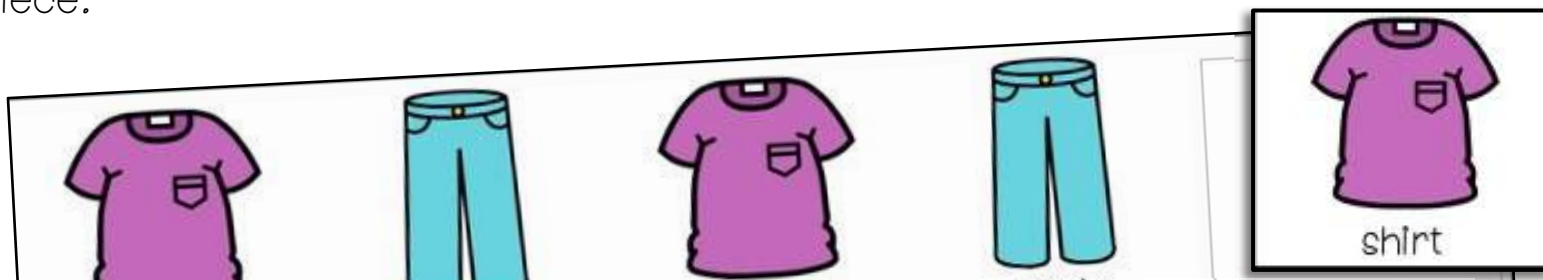
candy

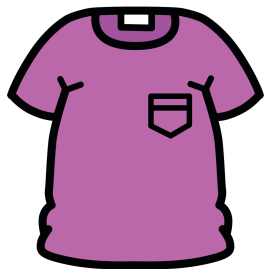
# Patterning

**Objective:** The students will identify and extend simple patterns.

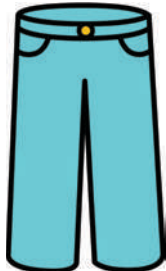
**Preparation:** Print the pattern cards and pieces, mat, laminate and cut apart.

**Procedure:** Students identify the pattern and extend it by placing the next correct piece.

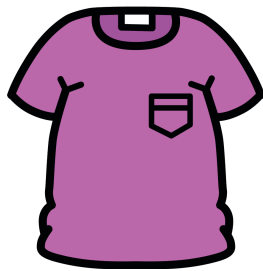




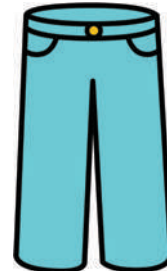
shirt



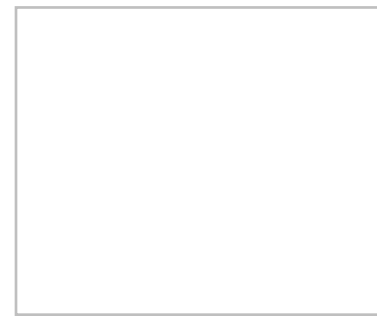
pants



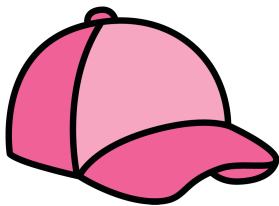
shirt



pants



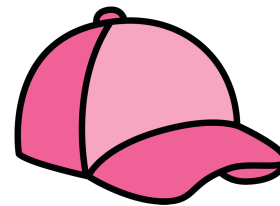
cowboy



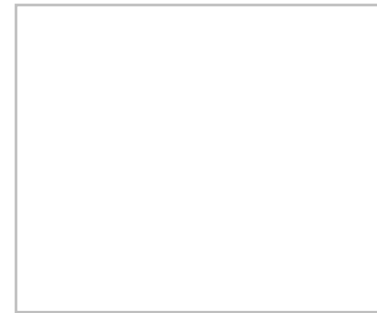
baseball



cowboy



baseball



shoe



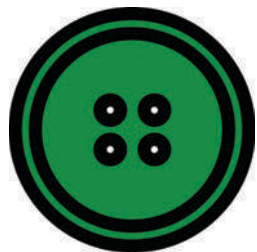
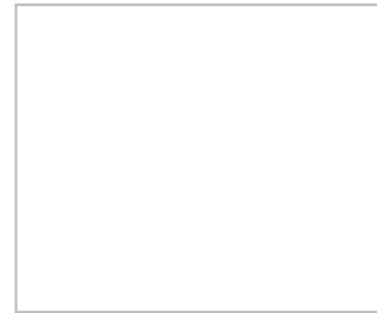
boot



shoe



boot



button



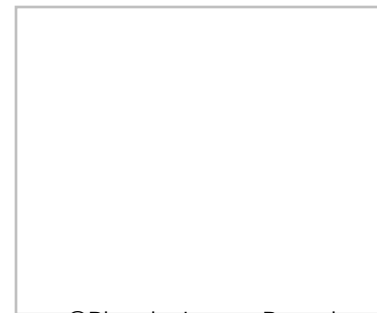
zipper



button

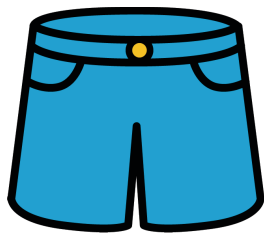


zipper





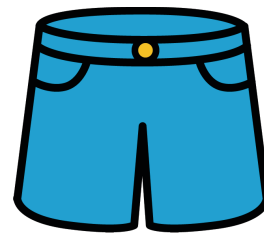
green



blue



green



blue



pajamas



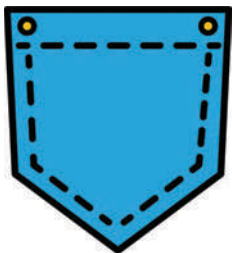
jacket



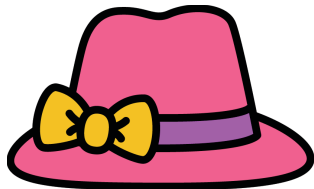
pajamas



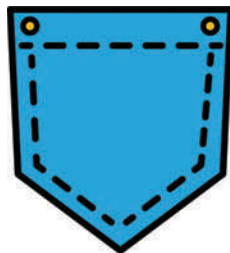
jacket



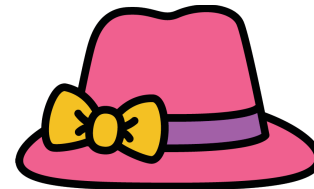
pocket



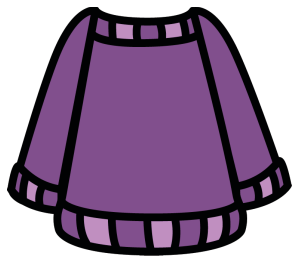
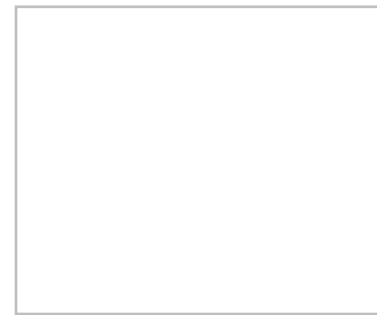
hat



pocket



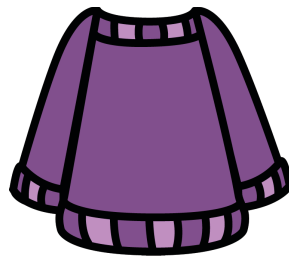
hat



sweater



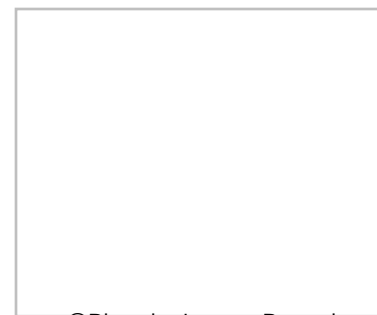
vest

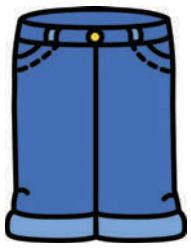


sweater

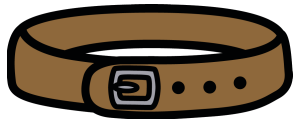


vest

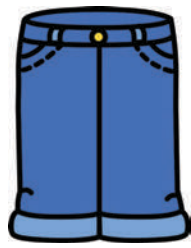




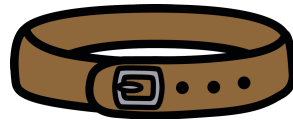
jeans



belt



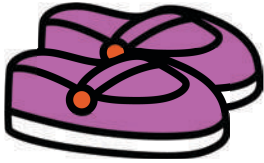
jeans



belt



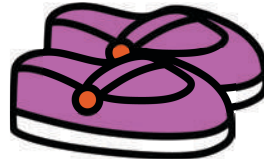
dress



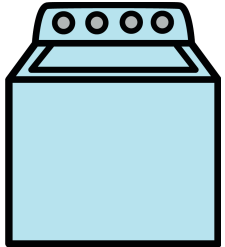
shoes



dress



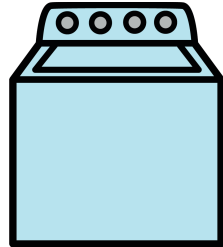
shoes



washer



soap



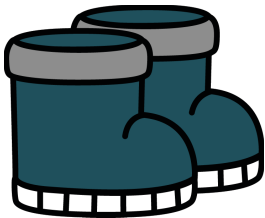
washer



soap



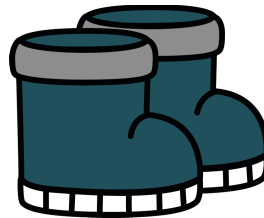
socks



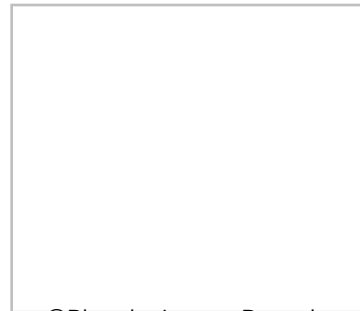
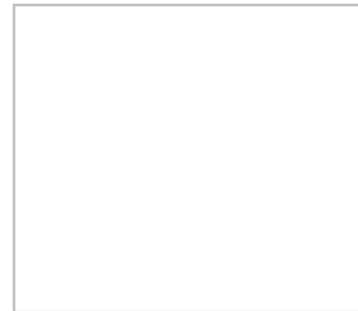
boots



socks



boots





slippers



slippers



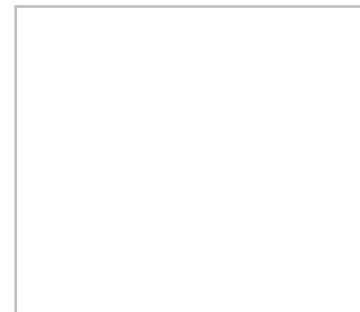
robe



slippers



slippers



hat



hat



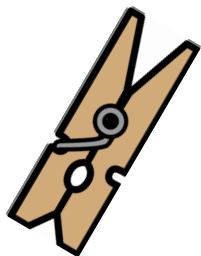
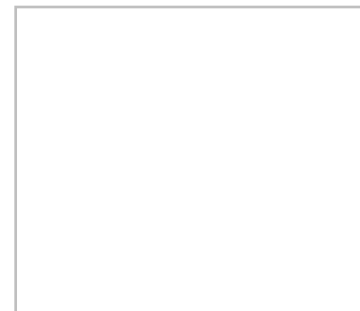
belt



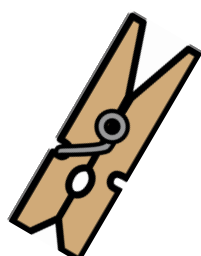
hat



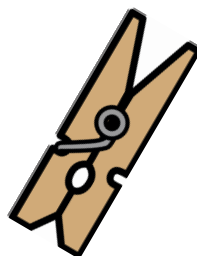
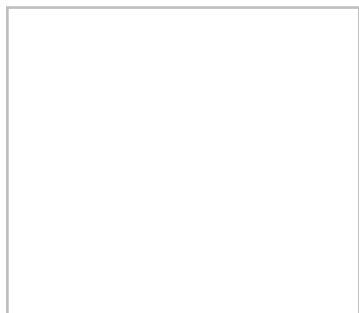
hat



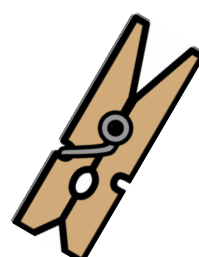
clothespin



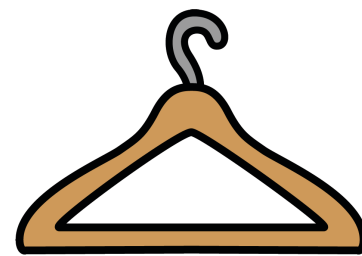
clothespin



clothespin



clothespin



hanger



sunglasses



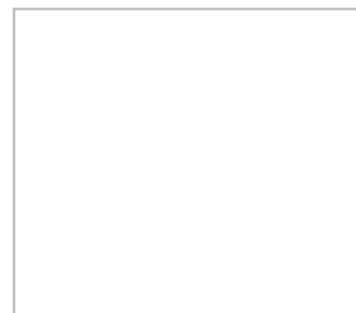
sandals



sandals



sunglasses



sandals

# Clothing Patterns - Moveable Pieces

 <p>shirt</p>	 <p>cowboy</p>	 <p>shoe</p>	 <p>button</p>	 <p>green</p>
 <p>pajamas</p>	 <p>pocket</p>	 <p>sweater</p>	 <p>jeans</p>	 <p>belt</p>
 <p>dress</p>	 <p>shoes</p>	 <p>washer</p>	 <p>soap</p>	 <p>socks</p>
 <p>boots</p>	 <p>robe</p>	 <p>belt</p>	 <p>hanger</p>	 <p>sandals</p>

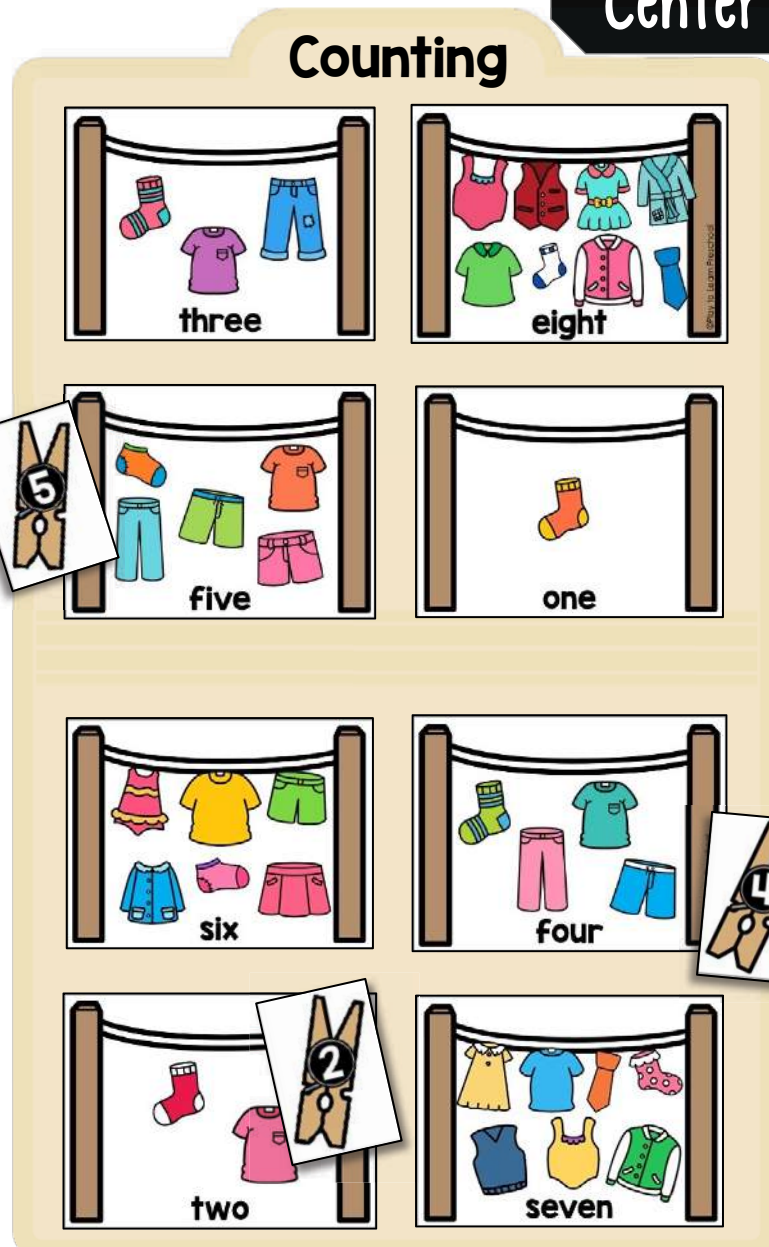
# Counting

## File Folder Game

**Objective:** The students will count and recognize numbers.

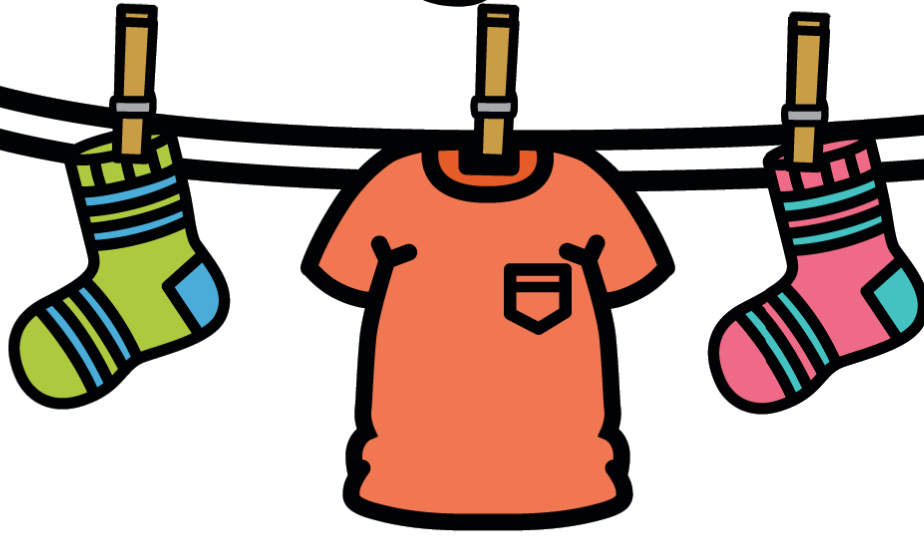
**Preparation:** Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures or write numbers of wooden clothespins in place of the smaller picture cards.

**Procedure:** Students will count and choose the correct number.



\*Attach an envelope to the back of the folder to hold the game pieces when not in use.

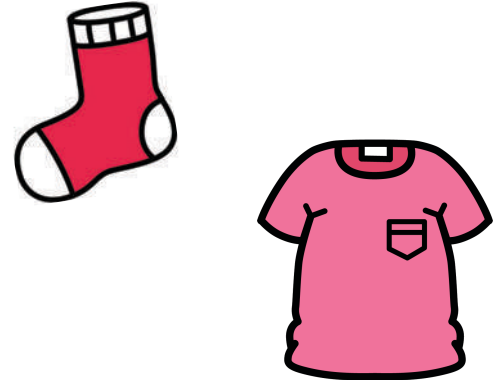
# Counting Clothes



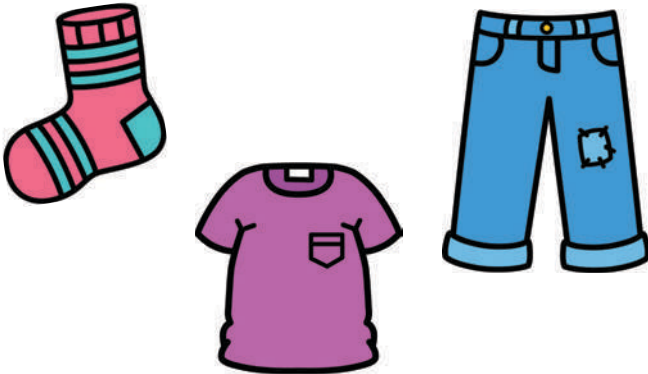
Numbers 1-8



**one**



**two**



**three**



**four**

Counting Clothes



five

Counting Clothes



six

Counting Clothes

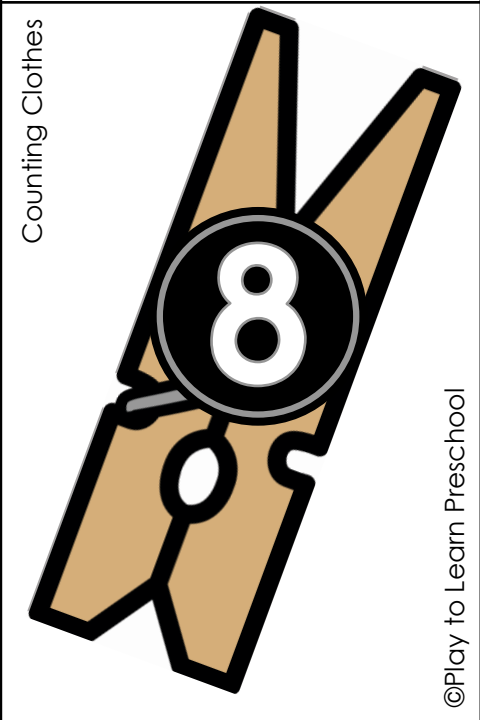
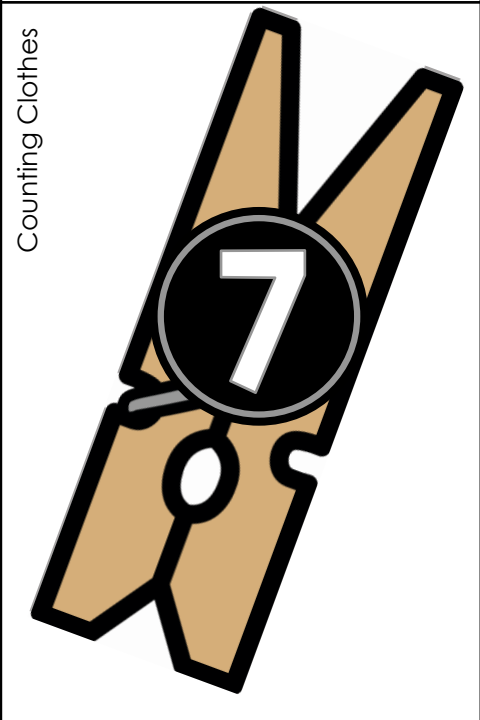
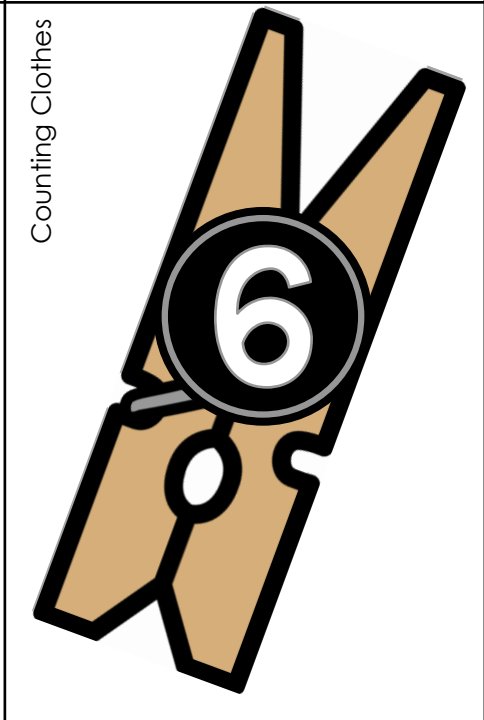
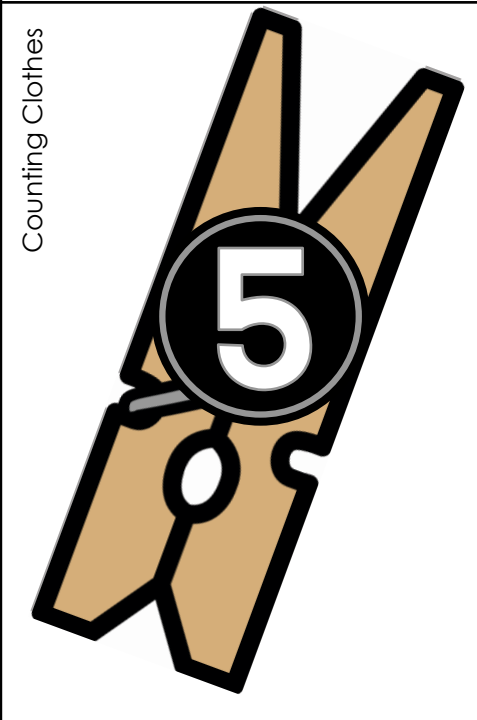
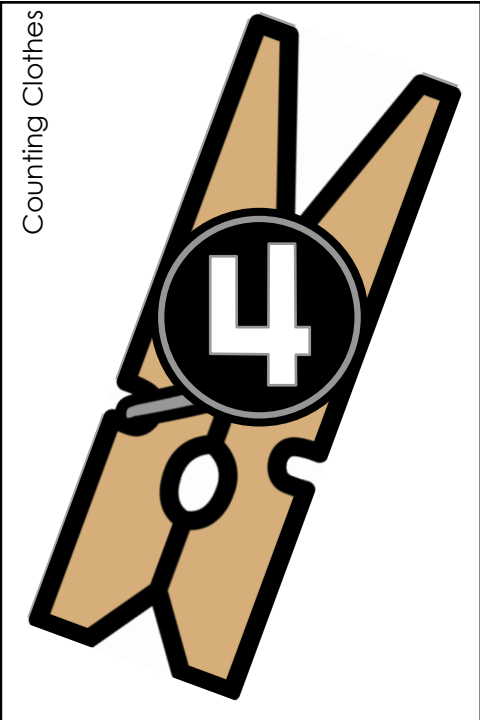
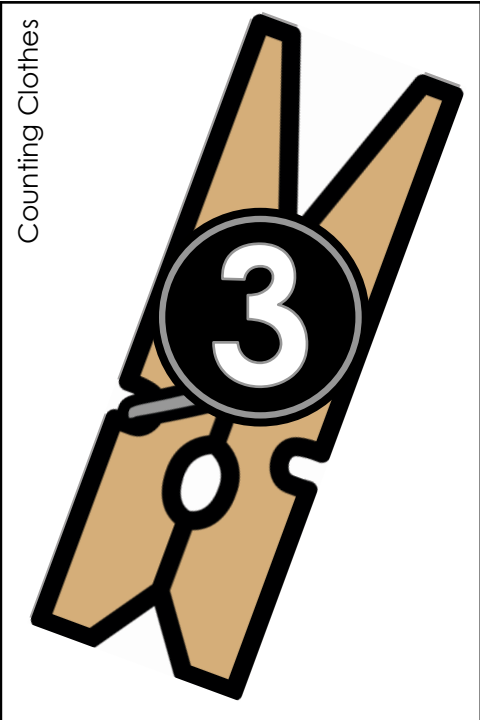
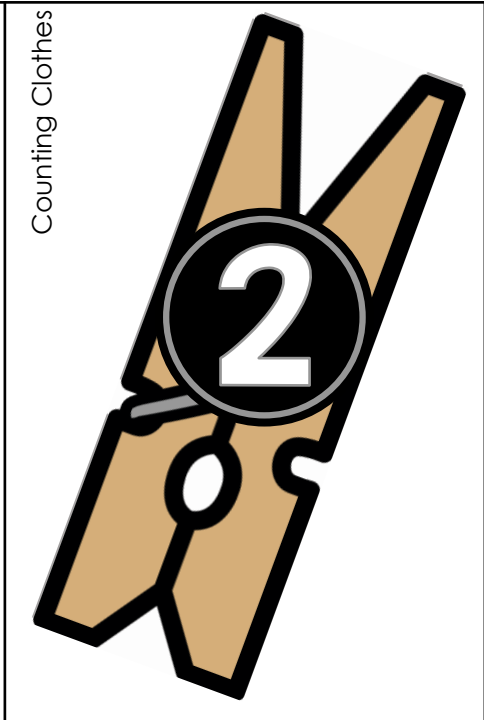
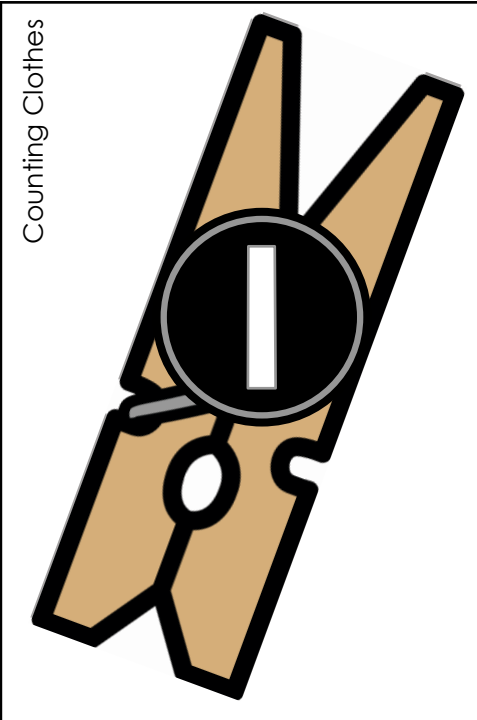


seven

Counting Clothes



eight



# Concentration

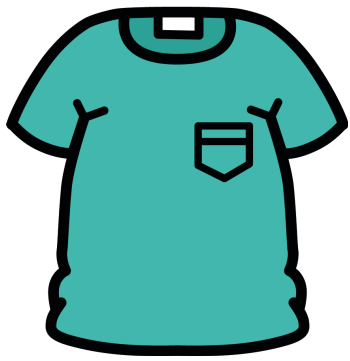
**Objective:** The students will use visual discrimination (matching) skills to identify two identical objects.

**Preparation:** Print the picture cards and mat onto cardstock. Cut apart and laminate as desired.

**Procedure:** Place the cards facing down. Students take turns flipping over 2 cards at a time. If the cards match, the student gets to keep the pair. If they don't match, they return them to the face-down position and try again.

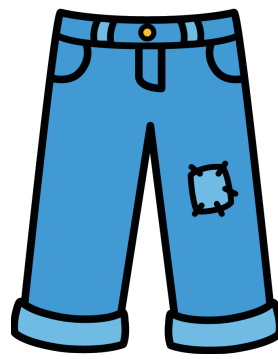


Concentration



shirt

Concentration



pants

Concentration



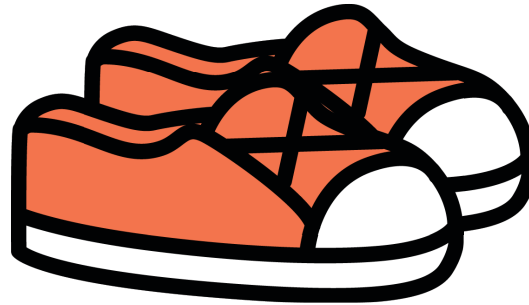
coat

Concentration



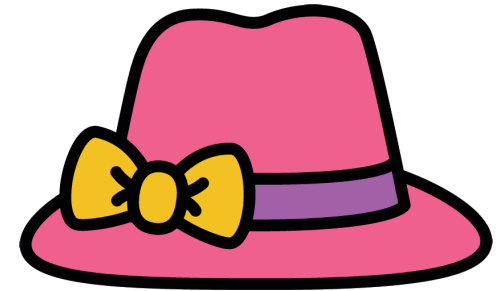
socks

Concentration



shoes

Concentration



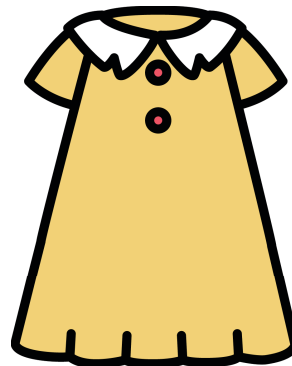
hat

Concentration



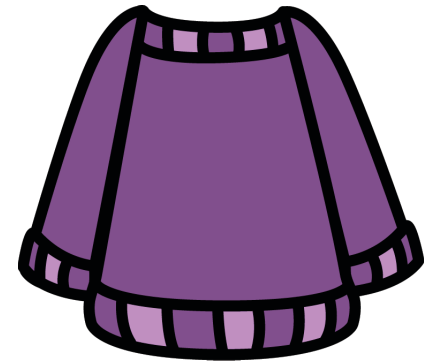
uniform

Concentration



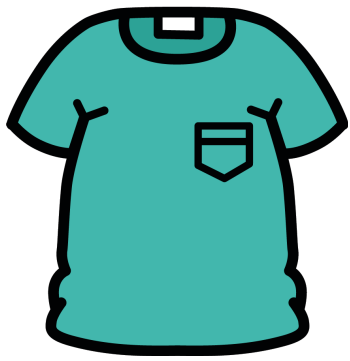
dress

Concentration



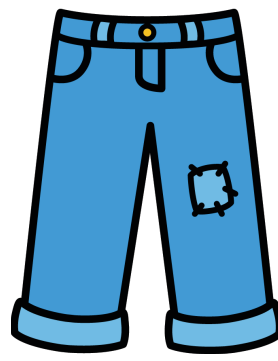
sweater

Concentration



shirt

Concentration



pants

Concentration



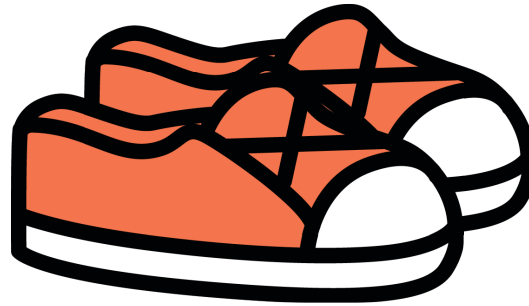
coat

Concentration



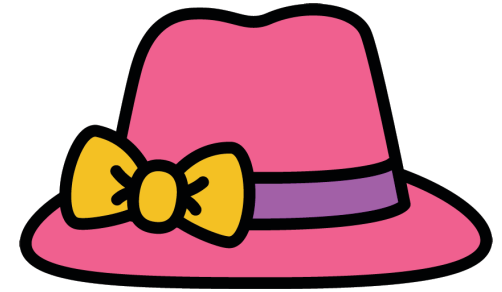
socks

Concentration



shoes

Concentration



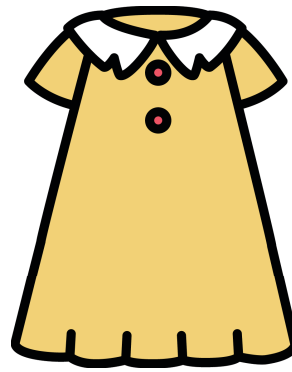
hat

Concentration



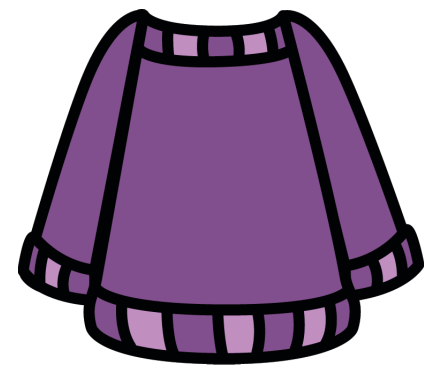
uniform

Concentration



dress

Concentration



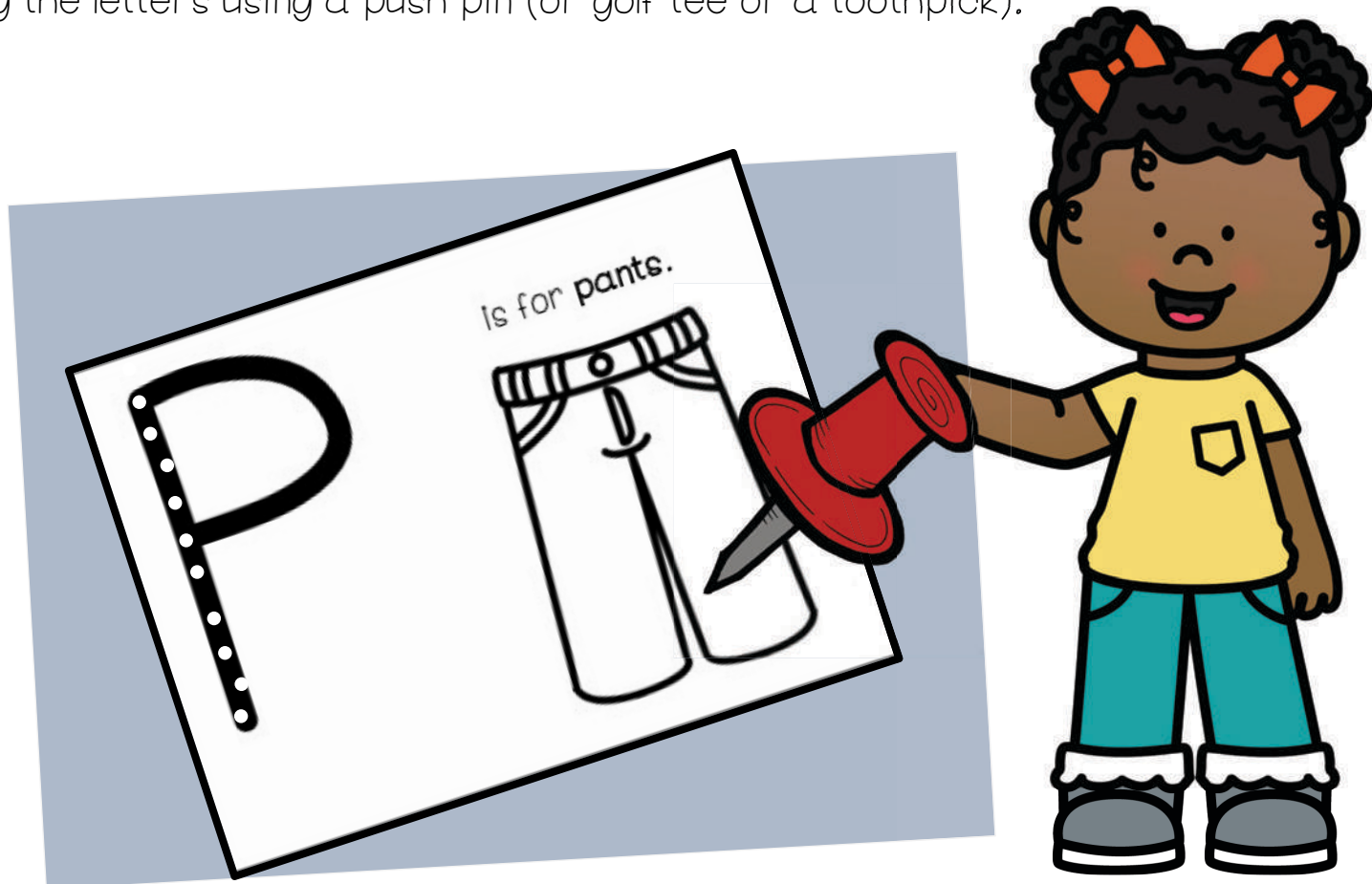
sweater

# Push Pin Letters

**Objective:** The students will manipulate objects with hands.

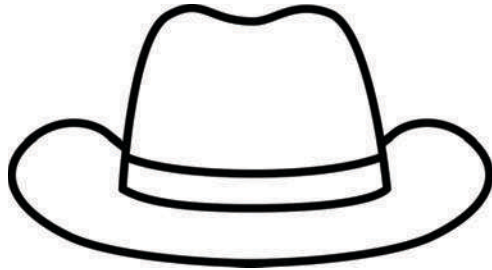
**Preparation:** Copy each page onto cardstock. Provide push pins (\*\*Supervise students appropriately.\*\*\*) and a carpet square or foam mat to place underneath.

**Procedure:** The students strengthen their fine motor skills and alphabet knowledge by perforating the letters using a push pin (or golf tee or a toothpick).



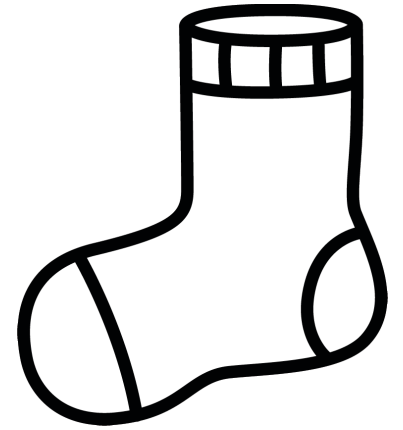
H

is for hat.



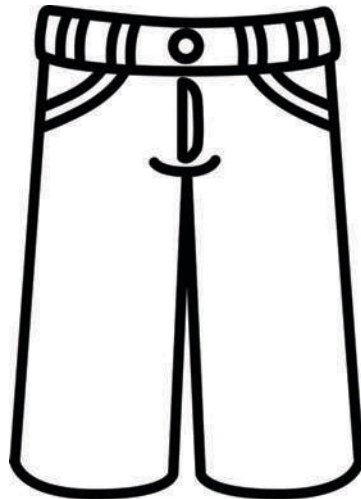
S

is for sock.



P

is for pants.



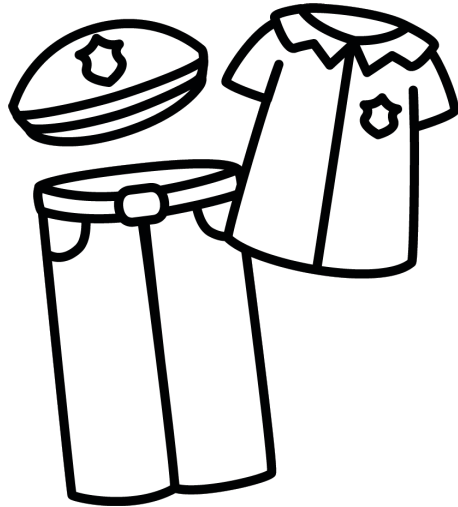
V

is for vest.



U

is for uniform.



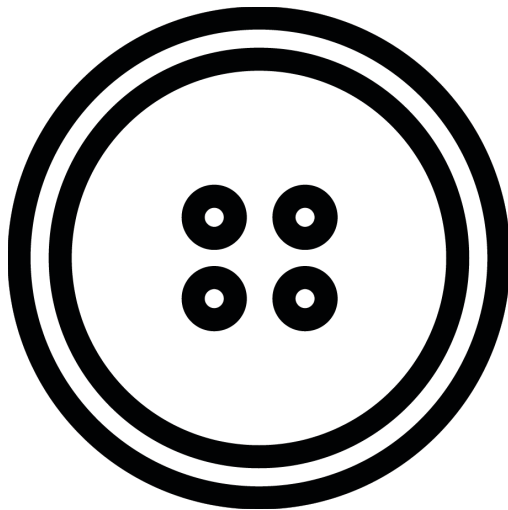
C

is for coat.



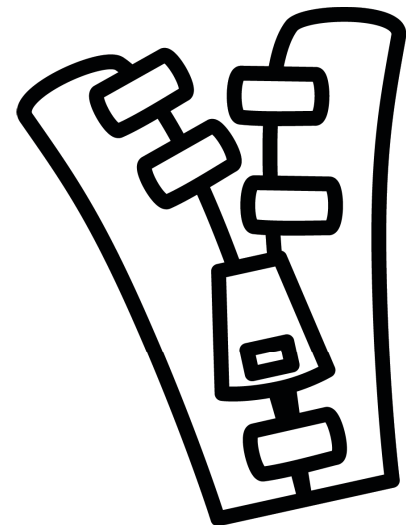
B

is for button.



Z

is for zipper.



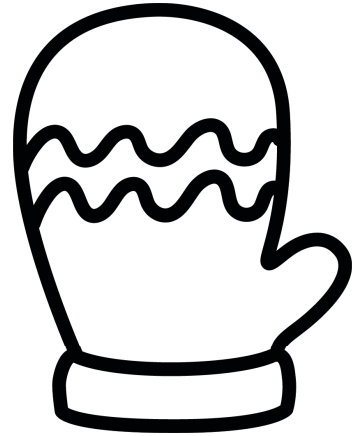
L

is for laundry.



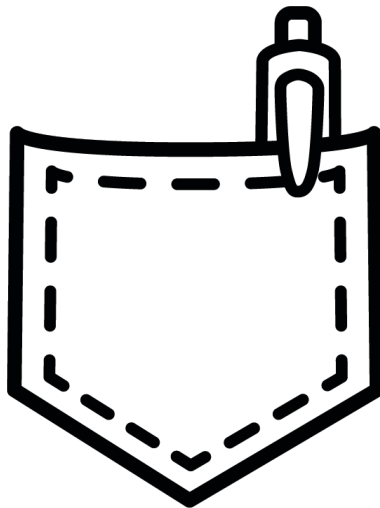
M

is for mitten.



P

is for pocket.



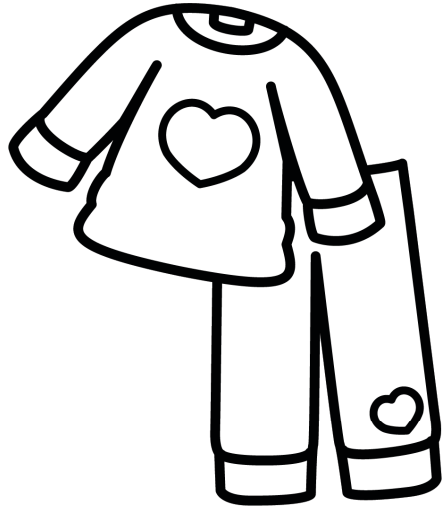
B

is for boot.



P

is for pajamas.



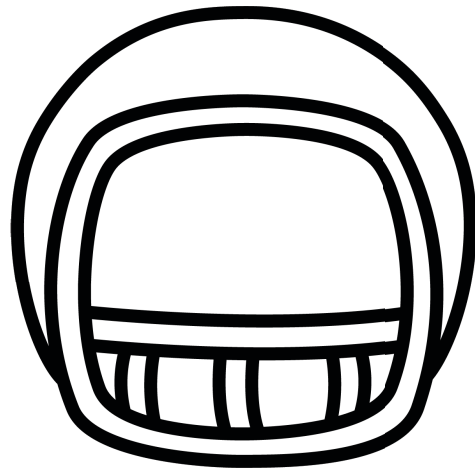
J

is for jacket.



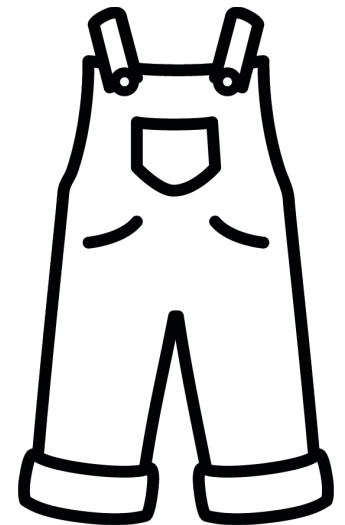
H

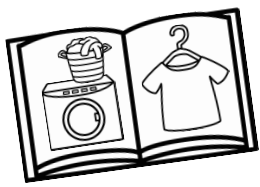
is for helmet.



O

is for overalls.





# Clothing Books for Preschoolers



## Clothing

- *Mrs. McNosh Hangs Up Her Wash* by Sarah Weeks
- *The Little Old Lady Who Was Not Afraid of Anything* by Linda Williams
- *Sashiko's Stitches* by Sanae Ishida
- *Knuffle Bunny* by Mo Willems
- *Knuffle Bunny Too* by Mo Willems
- *Pete the Cat and His Four Groovy Buttons* by Eric Litwin
- *Corduroy* by Don Freeman
- *Lilly's Purple Plastic Purse* by Kevin Henkes
- *The Napping House* by Audrey Wood
- *Philomena's New Glasses* by Brenna Maloney
- *Smelly Socks* by Robert Munsch
- *Dress Like a Girl* by Patricia Toht
- *Clothesline Clues to Jobs People Do* by Kathryn Heling & Deborah Hembrook
- *Nuts Sing and Dance in Your Polka-Dot Pants* by Eric Litwin
- *Clothes in Many Cultures* by Heather Adamson
- *A Pair of Socks* by Stuart J. Murphy
- *Joseph Had a Little Overcoat* by Simms Taback

## Hats

- *Whose Hat Is This?* by Sharon Katz Cooper
- *This Is Not My Hat* by Jon Klassen
- *I Want My Hat Back* by Jon Klassen
- *Jennie's Hat* by Ezra Jack Keats
- *Very Good Hats* by Emma Straub
- *We Found a Hat* by Jon Klassen
- *Cats in Construction Hats* by Sudipta Barhan-Quallen & Leeza Hernandez
- *Hats Hats Hats* by Ann Morris
- *I Love My Hat* by Douglas Florian

## Shoes

- *Shoe-La-La* by Karen Beaumont
- *It's Shoe Time* by Bryan Collier
- *Pete the Cat Rocking in My School Shoes* by Eric Litwin
- *Pete the Cat I Love My White Shoes* by Eric Litwin
- *The Elves and the Shoemaker* by Mara Alperin
- *Whose Shoe?* by Eve Bunting
- *Shoes Shoes Shoes* by Ann Morris

## Underwear

- *Monsters Love Underpants* by Claire Freedman & Ben Cort
- *Underwear Do's and Don'ts* by Todd Parr
- *Dragons Love Underpants* by Claire Freedman & Ben Cort
- *Vegetables in Underwear* by Jared Chapman

## Pajamas

- *The Cat's Pajamas* by Catherine Foreman
- *Llama Llama Red Pajama* by Anna Dowdney
- *Pete the Cat and the Bedtime Blues* by Kimberly & James Dean

# Thematic Units

Lesson Plans Done for You!

Connect:

[Facebook](#)

[Instagram](#)

[Blog](#)

[Pinterest](#)



Credit:

These talented artists made this possible.



PLAY TO LEARN

350+  
RESOURCES

# PRESCHOOL COMPLETE CURRICULUM



★ INCLUDES  
EVERY  
RESOURCE

★ GROWING  
BUNDLE

★ SAVE OVER 60%

Play to Learn Preschool

Complete circle time lesson plans for each thematic unit, including literacy, math, and more!

## Terms of Use:

Play to Learn resources are for personal classroom and home use only. They may not be used commercially.

### YES:

- You may use this resource at home with your own children or in your classroom with your own students.
- You may print copies for your own children or students.
- You may send printed copies home with your students.
- You may use these lessons yourself to provide virtual teaching videos for your own students who might be learning at home.

### NO:

- You may NOT post this file to any file sharing website. (DropBox, Google Drive, Facebook, Amazon, SeeSaw, etc.)
- You may NOT resell these resources.
- You may NOT send these PDFs via email for students to print at home.
- You may NOT share these PDFs with colleagues via email or otherwise.
- You may not claim these resources or ideas as your own.
- You may NOT use these resources to teach lessons that you **sell** online. (Teaching your own students – great. Selling these lessons, even if you do them yourself, online – not permitted.) This includes OutSchool and similar platforms.