

## #4.4 – Fasteners, Pockets and Accessories

 <p><b><u>Big Ideas</u></b></p>	<p>Here are some big ideas about clothes we wear that you can help toddlers explore:</p> <ul style="list-style-type: none"> <li>➤ Clothes have buttons, zippers, snaps and Velcro®.</li> <li>➤ Clothes have pockets.</li> <li>➤ We carry things in pockets, purses, wallets and bags.</li> </ul>
 <p><b><u>Materials to Collect and Make</u></b></p>	<p><b><u>Featured Books</u></b></p> <p><i>A Pocket for Corduroy</i> by Don Freeman <i>Corduroy</i> by Don Freeman</p> <p>Mother Goose Books</p> <p><b>Key:</b> (BB) – Available in Board Book only (+BB) – Also available in Board Book</p> <p><b>Note:</b> See the <b>Book List</b> section for additional books that can be used if some of the featured books are unavailable and as supplemental books to read with children.</p> <p><b><u>Storytelling Figures</u></b></p> <ul style="list-style-type: none"> <li>• Storytelling figures (either felt or magnetic) for the book, <a href="#">Corduroy</a> (A Story a Month)</li> </ul> <p><b><u>Additional Materials</u></b></p> <ul style="list-style-type: none"> <li>• Stuffed bears</li> <li>• Story apron or smock with large pockets to hold props</li> <li>• Story bag (can be a cloth bag, pillowcase or a paper gift bag)</li> <li>• Overalls that button on shoulder (child size preferred)</li> <li>• Clothing with buttons, zippers, snaps and Velcro closures</li> <li>• Purses, wallets and tote bags</li> <li>• Items to go in purses and men’s wallets: sample credit cards received in mail, play money/bills only, driver’s license</li> <li>• Card stock buttons of different colors (3” in diameter)</li> <li>• Photo name cards for each child</li> </ul>
 <p><b><u>Book List</u></b></p> <p>*Featured Books</p>	<p>*<i>A Pocket for Corduroy</i> by Don Freeman</p> <p>*<i>Corduroy</i> by Don Freeman</p> <p><i>Humpty Dumpty and Other Rhymes</i> by Iona Opie and Rosemary Wells</p> <p><i>Little Boy Blue and Other Rhymes</i> by Iona Opie and Rosemary Wells</p> <p><i>My First Real Mother Goose Board Book</i> by Blanche Fisher Wright</p>



## Reading Books with Toddlers

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

**Benchmarks:** 4.5.C Shows enjoyment of books and stories

**Book:** *Corduroy* by Don Freeman (OT)

### First Reading of *Corduroy*

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

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

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

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

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

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

### **Second Reading of *Corduroy***

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

**Book:** *A Pocket for Corduroy* by Don Freeman

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

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

#### **I Have Pockets**

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

I have pockets, I have pockets.

Yes, I do! Yes, I do!

I have great big pockets.

I have great big pockets.

What about you?

What about you?

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

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

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

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

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

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

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

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

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

#### **Second Reading** of *A Pocket for Corduroy*

- Take the pocket chart with children's photo name cards to the book area. Keep it out of sight until the end of the story. (Refer to **Whose Pocket is This?** page 8)
- Begin to sing "I Have Pockets" as in **First Reading**.
- Show cover and give title of book to children who join you.
- Read/tell the story.
- Show Corduroy's name card at the end of the story.
- Follow up by showing children the pocket chart. Say, "Just like Corduroy, you have a pocket. Your pocket on the chart has something special in it."
- Point to one of the pockets and say, "This pocket says Darien. I wonder what is in the pocket. Darien, see what's in your pocket."
- Respond to what children say about what they pull out of their pocket. For example, say, "Yes, Darien, that's your picture and your name on the card. Now put it back and let's see what's in Rachel's pocket."
- Repeat this until each child has an opportunity to pull his/her photo name card from the pocket and return it.



**Language  
and  
Cognitive  
Materials  
and  
Experiences**

**Benchmark: 4.5.C Shows enjoyment of books and stories**

**Planned Experience: Storytelling (OT)**

[Corduroy](#) (A Story a Month)

**How to begin:**

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

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**Benchmark: 4.4.C Communicates through language**

**I Have Something in My Pocket**

(Sing or chant)

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

(Put your hand over your pocket)

(Point to face)

(Put your hands over your pocket)

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

(Shake index finger back and forth)

(Pretend to take something out of your pocket,  
put it on your mouth, and smile)

**Note:** Consider wearing a story apron or a smock with large pockets.

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**Little Red Box**

I wish I had a little red box  
To put my Corduroy in.  
I'd take him out  
And kiss, kiss, kiss,  
And put him back again.

**Note:** Have a stuffed teddy bear in a red box as you sing the song with the children. Take the bear out as you sing, "I'd take him out" and blow kisses at him. Invite children to join you in blowing kisses before returning the bear to the box.

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**Where's the Red Button?**

(Sing to tune of "Where is Thumbkin?")  
(Large (2" – 3" red button from cardstock)

Where's the red button? (red button in hand behind back)  
Where's the red button?  
Here it is! (show button)  
Here it is!  
Here's the red button,  
Here's the red button.  
Yes, it is.  
Yes, it is.

**Note:** Repeat the rhyme, substituting buttons of other colors in each verse.

**Who Has the Yellow Button?**  
(Sing to tune of "Where is Thumbkin?")

- Provide card stock buttons (2" – 3" diameter) of different colors; at least 3 of each color.
- Keep one of the buttons of each color and distribute the others to the children.
- Show a button and sing the following song:

Who has the yellow button?  
Who has the yellow button?  
Can you tell who?  
Can you tell who?  
Maria and Antonio have the yellow button.  
Maria and Antonio have the yellow button.  
Yes, they do.  
Yes, they do.

**Note:** Sing additional verses to include all of the colors of buttons that children have.

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**Corduroy, Corduroy**  
(Suit actions to words)

Corduroy, Corduroy,  
Turn around.  
Corduroy, Corduroy,  
Touch the ground.  
Corduroy, Corduroy,  
Touch your shoe.  
Corduroy, Corduroy,  
Say how do you do.

**Note:** Substitute children's names in the rhyme as follows:

Nicholas, Nicholas,  
Turn around  
Nicholas, Nicholas,  
Touch the ground.  
Nicholas, Nicholas,  
Touch your shoe.  
Nicholas, Nicholas,  
Say how do you do.

**Note:** Consider having a teddy bear to give directions.

Corduroy, Corduroy  
Says "Turn around."  
Corduroy, Corduroy  
Says, "Touch the ground."  
Corduroy, Corduroy  
Says, "Touch your shoe."  
Corduroy, Corduroy  
Says "How do you do."

**Benchmarks: 4.4.C Communicates through language  
6.3.C Develops strategies for solving problems**

**Planned Experience: Guess What's in My Pocket (YT & OT)**

**Materials:** story apron, smock or other article of clothing that has a large pocket, small stuffed or rubber/vinyl animals that are familiar to children and that will fit in the pocket so that children cannot see them

**How to begin:**

- Wear an apron, smock or other article of clothing that has a large pocket.
- Place the animal in the pocket so that children cannot see it
- Invite children to join you in the book area.
- Say to children, "I have something in my pocket and I need you to guess what it is."
- Begin to describe one of the animals to children who join you and invite them to guess what it is. For example, say it has soft fur and sharp claws. It says "Meow! What is it?" When children respond correctly, say, "That's right. It's a cat. Let's say a poem about a cat."
- Say the Mother Goose rhyme "Three Little Kittens" with the children as you show the pictures.

**Extensions: (OT)**

- Repeat this activity at other times, changing the animals and language experience. For example, you might have a dog and sing the song, "How Much is That Doggie in the Window."
- Place a small teddy bear in the pocket and involve older toddlers in the guessing game as a way to introduce the book *Corduroy* or *A Pocket for Corduroy*.

**Extensions: (YT)**

- Place an object in the pocket to involve the children in a guessing game as a way to introduce books to young toddlers.
  - A small teddy bear for the book *Brown Bear, Brown Bear, What Do You See?*
  - A plastic spider or animal character for the book *The Very Busy Spider*

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**Benchmark: 4.5.C Communicates through language  
6.1.C Gains an understanding of basic concepts and relationships**

**Planned Experience: Zippers, Snaps, Buttons and Velcro® (YT & OT)**

**Materials:** clothing items with zippers, snaps, buttons, Velcro® closure

**How to begin:**

- Place clothing items in a bag and take the bag to an area with carpeted floor space or to a table.
- Invite each child who joins you to reach into the bag and pull out an article of clothing.
- Allow children time to examine the clothing.
- Call children's attention to and name the zippers, snaps, buttons and Velcro®.
- Invite children to look at their own clothing, including shoes. Do they have zippers, snaps, buttons and/or Velcro® closures?
- Invite children to "show me the zipper on your jeans" or "show me the Velcro® on your sneakers."



**Self, Social  
and  
Emotional  
Experiences**

**Benchmarks: 1.3.C Demonstrates increasing sense of competence and confidence in growing abilities  
1.4.C Asserts independence**

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

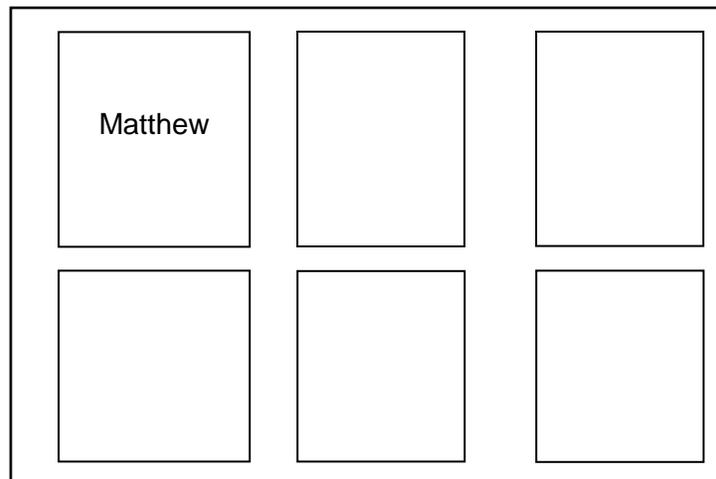
**Materials:** poster board, cardstock or felt, glue, scissors, marker, photo of each child (small enough to fit in a pocket)

**How to begin:**

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

**Extensions:**

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



	<p><b>Benchmark: 1.2.C Becomes aware of self as a unique individual</b></p> <p><b>Planned Experience: Pocket Mirror (YT &amp; OT)</b></p> <p><b>Materials:</b> apron, smock, or article of clothing with large pocket, mirror small enough to fit in the pocket and large enough for a child to see his/her full face</p> <p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>• Place mirror in pocket and gather a small group of children around you.</li> <li>• Say, “I have something really special in my pocket. Would you like to see what it is?”</li> <li>• Allow each child a turn to look in the mirror. Invite the child to tell you what she sees in the mirror. When child says she sees herself, reply, “Yes, LaDonna, you see yourself in the mirror. You see your face in the mirror. Can you see your eyes? Your nose? Your mouth?”</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• If there is a full-length mirror in the room, invite the child to look at herself in that mirror. Engage her in naming all of the parts of her body she can see: head/face, arms/hands, legs, feet, for example.</li> </ul>
 <p><b><u>Sensory and Art Materials and Experiences</u></b></p>	<p><b>Benchmarks: 5.2.C Develops fine motor skills</b>  <b>6.1.C Gains an understanding of basic concepts and relationships</b>  <b>6.2.C Applies knowledge to new situations</b>  <b>6.3.C Develops strategies for solving problems</b></p> <p><b>Planned Experience: Button Bottles (YT &amp; OT)</b></p> <p><b>Materials:</b> clear plastic water or drink bottles, a variety of buttons, superglue, strong tape</p> <p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>• Place buttons inside bottles.</li> <li>• Superglue the caps on securely and cover with strong clear tape.</li> <li>• Place the bottles on a low shelf or on a table</li> <li>• Observe toddlers as they interact with the bottles. Do they shake them? Do they look at or listen to the buttons inside the bottle?</li> <li>• Join children as they interact with the bottles. Pick up one of the bottles, shake it and say, “I hear buttons in this bottle? Renetta, can you tell me what you hear in this bottle?” (as you hand her another bottle with buttons in it). “Do the two button bottles sound alike?”</li> </ul> <p><b>Extensions:</b></p> <ul style="list-style-type: none"> <li>• Make additional sound bottles and rotate them to maintain toddler’s interest. See Attachment: <a href="#">Sensory Bottles</a>, for tips for making and using sensory bottles.</li> <li>• See page 10 for a song that you can sing as you and the children shake the bottles together.</li> <li>• Store the bottles in a clear plastic tub and place on storage shelf where toddlers can see and reach them.</li> </ul> <p><b>Safety Note:</b> <i>Make sure caps are securely glued on the bottle. Make a daily check of the bottles to make sure caps remain secured.</i></p>



**Movement,**  
**Music and**  
**Gross**  
**Motor**  
**Experiences**

**Benchmarks: 5.1.C Develops gross motor skills**  
**6.1.C Gains an understanding of basic concepts and relationships**

**Planned Experience: Shake, Shake, Shake that Bottle (YT & OT)**  
(See page 9 for Button Bottles)

**Materials:** Button Bottles

**How to begin:**

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

*Shake, shake, shake that bottle,  
Shake it if you can.  
We can shake it, then we'll stop.  
Then we'll start again.*

*Shake, shake, shake that bottle  
Shake it if you can.  
Shake it loud, then shake it soft.  
Then we'll start again.*

Add the following verse:

*Shake, shake, shake that bottle.  
Shake it if you can.  
Shake it high, then shake it low.  
Then we'll start again.*

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**Planned Experience: Button Dance (YT & OT)**

**Materials:** card stock buttons (2” – 3” in diameter, one for you and one for each child), basket, CD or tape with dance music

**How to begin:**

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



**Transition**  
**Times**

**Corduroy Says**

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

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**Whose Pocket Is This?**

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

**Button, Button (OT)**

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

**Who Has the Yellow Button? (OT)**

- Provide cardstock buttons in different colors. Have at least three buttons of the same color; one button for you and two for children.
- Distribute a cardstock button to each child.
- Sing the following to tune of "Where is Thumbkin?"

Who has the yellow button?  
Who has the yellow button?  
Can you tell who? Can you tell who?  
Isaac and Justin have the yellow button  
Isaac and Justin have the yellow button,  
Yes they do, yes they do.

- Collect the yellow buttons from the children and transition them to the next activity.
- Continue this activity, changing the color buttons, until all children are transitioned to the next activity.

**Note:** *These last two transitions, "Button, Button" and "Where's the Yellow Button?" support the following **Benchmark: 6.1.C Gains an understanding of basic concepts and relationships***

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



**Family Experiences**

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