Things to do together

- The word "cobbler" will probably be unfamiliar to children. Take this opportunity to talk about what a cobbler does. Defining and discussing new words is the best way to develop larger vocabularies. And larger vocabularies help create better readers!
- Create a dress up box. This doesn’t have to be new clothes—you can use clothes from other family members or items from the thrift store. Take photos of your child wearing different outfits and talk about who they thought they were and what they were doing.
- Encourage your child to draw pictures of different clothing. Add the words and tape these labels to the appropriate drawers—socks, pants, shirts, etc.
- Using colorful pieces of felt, cut out simple shapes of clothing: shirt, shoes, skirt, pants hats etc. Tack a larger piece of felt to the wall (or to a piece of cardboard to create a flannelboard.) Using the clothing pieces, play with the idea of getting dressed. Use the pieces with the rhymes above.

Rhymes And Fingerplays

Dressing for Winter
This is how we dress on a cold Winter’s day.
We put on our snowsuits to go out to play.
Then we put on our boots
for walking in the snow.
Next, our hats and our mittens,
’Cause the wind begins to blow.
And now we’re all ready to go out and play.
We'll stay nice and warm
on this cold Winter day.

Cobbler, Cobbler
Cobbler, Cobbler, mend my shoe
(hold foot on knee)
Have it Done by Half-Past Two
(hammer shoe with fist)
Stitch it up and stitch it down
(make sewing motions)
Now nail the heel all around
(hammer on the heel)

Getting Dressed
I put on a shirt and a pair of pants
(mime pulling on pants and putting on shirt)
I pull up my socks and do a little dance
(dance)
Don’t I look neat with shiny shoes upon my feet?
(point to feet)
Upon my head, I wear a hat of brightest red.
(point to head)
A jacket for last and what do you say?
Hip, hip, hooray!
(wave hands in the air)
I’m all dressed to play
(clap hands)

My Hat
My hat it has three corners
Three corners has my hat
If it didn’t have three corners
It wouldn’t be my hat.

My Shoes, Your Shoes
My shoes, your shoes,
(Point to shoes; first one, then the other.)
Black and brown and red shoes,
One, two, three, four,
(Show four fingers)
Tapping softly on the floor.
(Tap fingers on the floor.)