

# Talking Boxes



*Clothes*

# **Clothes Talking Box**

## **Equipment needed:**

Items of doll's clothing:

- dress
- jumper
- trousers
- t-shirt
- socks
- skirt
- pants

## **Additional equipment:**

- Teddy/dolly to dress
- Piece of string (for washing line)
- Pegs
- Child-sized clothes
- Picture of washing machine
- Pictures of hot/cold places

## **Target: Attention & Listening**

**Equipment needed:** Items of clothing and music.

### **Activity 1: Sit down!** (alternative to musical bumps)

Play this as a listening game first with the music only. Encourage all of the children to dance when the music is playing and then when the music stops get all of the children to stop!

#### **Help tips:**

- If the children do not automatically stop when the music stops then you will need to say, "Stop!" and hold your hand up to remind them.

**Extending the activity:** Once you feel the children understand the concept of stopping when the music stops, then when they stop you can add, "Sit down if you're wearing..." (holding item of clothing in air). Continue until everyone is sitting down.

#### **Help tips:**

- Repeat the instruction again.
- Prompt the children if they are wearing what you said and they haven't sat down e.g. "Lucy you're wearing a skirt. Sit down!"

## **Activity 2: Stand up!**

*“Stand up if you’re wearing ... “(hold up item of clothing from box as a visual reminder).*

e.g. “Stand up if you’re wearing a skirt” (adult hold the skirt from the box in the air).

*Continue naming different items of clothing until everyone is standing up.*

### **Help tips:**

- Get the adults to join in as a model.
- Repeat the instruction again.
- Prompt the children if they are wearing what you said  
e.g. “Lucy you’re wearing a skirt. Stand up!”

**Extending further:** Add further information to the instruction (colour or description of item) e.g. Sit down if you’re wearing a green/stripy/spotty t-shirt etc.

# Target: Understanding

## 1 key word level: Washing line game

**Equipment needed:** Piece of string, pegs, items of clothing.

Before you start the activity make a washing line from a piece of string (long enough to hold all of the items of clothing). Talk to the children about what you've made: "I've made a washing line. We're going to put all the clothes on here".

Create the scenario that you need to put all of the washing on the line. What do we need to put the clothes on the line? If they can't guess give them the first sound "p..? ....Pegs!"

Give each of the children a turn to put an item on the line e.g. "Put the socks on the line" (key word underlined). As the children peg the item of clothing on the line, sing:

*This is the way Jake (child's name) pegs up the socks, pegs  
up the socks, pegs up the socks,  
This is the way Jake pegs up the socks, on the washing line.*

(Sing to the tune: Here we go round the Mulberry Bush)

### Help tips:

- Make sure the child is looking at you before giving the instruction.
- Repeat the instruction again if they do not respond.
- Repeat and give the child 2 alternatives to choose from e.g. hold up socks and skirt: "Where's the socks?"

**Extending 1:** You can give each child 2 things to put on the line.

**Extending 2:** Do a role-reversal and ask one of the children to tell you what to put on the line.

## **Target: Understanding Language**

### **2 key word level - Getting dressed**

**Equipment needed: 2 toys to dress** (teddy, doll, or any other toy you could dress) items of clothing.

You need 2 toys to dress (see above for details). Give each child an instruction e.g. Put the hat on the doll (key words underlined).

#### **Help tips**

- If they pick up the wrong item of clothing or put it on the wrong person/toy, encourage them to “listen again” and then repeat the instruction.
- If they are still unsure then break the instruction into 2 parts e.g. “Find the hat”. When they have found the hat then say, “Put it on the doll”.

## **Target: Concepts**

### **Sorting big/little: Who can wear it?**

**Equipment needed:** Child-sized clothes, bag, doll or teddy.

You will need some child-sized clothes for this activity (you could use clothes out of your spares box).

Place all of the clothes in a bag. Place a teddy/doll (or a favourite toy that could wear the clothes) in front of the children. Take it in turns to take an item of clothing out of the bag. Ask the children, "Who would wear this? You or the teddy (or toy at front)?" Talk about how it's too small to fit them or too big for toy etc.

## **Target: Concepts**

### **Clean/dirty: washing machine game**

**Equipment needed:** Items of clothing, toy washing machine or picture of washing machine.

To do this game you will need to make some of the clothes dirty (using something that will rub off or wash out easily). Put all of the clothes in a pile on the floor. Create the scenario: “Look some of these clothes are dirty. What can we do with them? What will make them clean? What do clothes go in when they are dirty?”

Tell the children how you need to sort them into piles: clean and dirty. If you have one in your setting you could sort the dirty clothes into the toy washing machine, or you could use a picture of a washing machine.

To make this activity meaningful, go and sit in the home corner so that the children link this activity with the home corner. You could make the home corner into the laundrette.

## **Target: Concepts**

### **We're going on holiday!**

#### **Hot or cold?**

**Equipment needed:** Picture of somewhere hot and sunny, water, sand, summer clothes, picture of somewhere cold, ice, winter clothes.

Introduce the topic: Who's been on holiday? Where did you go?

Introduce a picture of somewhere that looks hot and sunny e.g. picture of beach. Talk about how it's hot. Look at the sun! etc. Have some tactile things available that the children might associate with the beach e.g. water or sand. Talk about what clothes you might wear when it's hot. Put them in a bag/suitcase.

Introduce a picture of somewhere cold (picture with snow etc). Talk about the picture: that it looks cold, look at the snow etc. You could have some ice for the children to touch to remind them that it's cold. Talk about what clothes you would wear when it's cold.

You could set the home corner up as the area for holiday packing e.g. with a suitcase and cupboard for the clothes.

# Target: Spoken Language

## It's gone!

**Equipment needed:** Items of clothing, blanket and a wand (optional!)

Place 3 items of clothing from the box in front of the children. Talk about what they are e.g. trousers, socks, jumper. Cover them over with a blanket and get the children to close their eyes. Remove one of the items. You could wave a magic wand over the blanket, "Abracadabra, what's gone?" Encourage the children to name what's missing.

### **Help tips:**

- Give them clues about where you might wear the item e.g. socks → you wear them on your feet.
- Give them the first sound of the word e.g. "sss...".
- Give them a choice, "Is it socks missing or a skirt?"

## **Target: Spoken Language**

### **Where do I wear it?**

**Equipment needed:** Items of clothing

As you take each item of clothing out of the box. Talk about where you wear it. Demonstrate it to the children e.g. take a pair of socks out of the box. Do I wear these on my head? (put them on your head), No!!! Where do I wear them?" Sort all of the clothes out. You could draw a large picture to match the item of clothing to the part of the body you wear it on.

*Get dressed teddy!*

**Equipment needed:** Teddy or doll

Choose a toy you could dress up in clothes from the box. Create a scenario e.g. Teddy's just woken up. He's going to nursery today. Get dressed teddy! What shall he wear today? Encourage children to think about what he will wear. What order will he get dressed in?

**Extended activity:** Let's Pretend (use dressing up clothes in your setting)

Dressing up game: children guess who you are.

## Target: Talking (spoken language)

### It's story-time!

Equipment: story books in your setting

Link the clothes in the box with a story already available in your setting. Each time an item of clothing is mentioned in the story then take it out of the box.

Making **comments** about what happened in the story (e.g. Wow, look at those trousers!!) will encourage more language from the children than asking questions, but here are some ideas of questions you could ask about the story:

→ These questions are easiest...

- What is this?
- Who is wearing a skirt?
- Where's the jumper?
- 

→ These questions are harder...

- How did the girl feel?
- What will happen next?
- 

**Why?** questions are the hardest! (remember there could be lots of different answers)

(ref: Blank Language for Learning Model)

## **Target: Talking**

### **Extending the activity:**

**Retell a favourite Clothes story:** Once you know children are familiar with a story, then encourage them to retell the story to you. Let the children use the clothes in the box to help tell the story.

Story strings: Taking one item of clothing at a time out of the box, encourage children to tell their own story. You could bring in other items from around your setting to link into the story or encourage children to go and find something.

*(Idea from Nursery Narrative Pack)*

# **Target: Speech and Sound Awareness** **For older children**

## **Let's clap! (Syllable clapping)**

**Equipment:** clothes (in the box)

Open the box. Take an item of clothing out of the box. Encourage the children to name e.g. "skirt". Show the children how you can clap the name e.g. "skirt" (1 clap).

### **Extending the activity**

Counting the number of claps (syllables) in a word: Some children will be able to count the number of claps immediately but other children will need some support. Use something visual for the children to see as you count e.g. bricks (use one brick for each syllable/clap). As the children become more confident then you can encourage them to take the bricks out as you say the word.

- Dress (1 clap/syllable)
- jumper(2 claps/syllables)
- trousers(2 claps/syllables)
- t-shirt (2claps/syllables)
- socks (1 clap/syllable)
- skirt (1 clap/syllable)
- pants(1 clap/syllable)

# Target: Singing

## Down in the jungle

Down in the jungle where nobody goes  
There's a great big gorilla washing his clothes  
With a rub-a-dub here and a rub-a-dub there  
This is the way he washes his clothes  
Boom boodie, boom boodie, boogie woogie boo!  
Boom boodie, boom boodie, boogie woogie boo!  
Boom boodie, boom boodie, boogie woogie boo!  
That's the way he washes his clothes  
Down in the jungle where nobody goes  
There's a slithery snake washing his clothes  
With a rub-a-dub here and a rub-a-dub there  
This is the way he washes his clothes  
Boom boodie, boom boodie, boogie woogie sss  
Boom boodie, boom boodie, boogie woogie sss  
Boom boodie, boom boodie, boogie woogie sss  
That's the way he washes his clothes  
Down in the jungle where nobody goes  
There's a great big crocodile washing his clothes  
A rub-a-dub here and a rub-a-dub there  
This is the way he washes his clothes  
Boom boodie, boom boodie, boogie woogie snap  
Boom boodie, boom boodie, boogie woogie snap  
Boom boodie, boom boodie, boogie woogie snap  
That's the way he washes his clothes  
Down in the jungle where nobody goes  
There's a great big elephant washing his clothes  
A rub-a-dub here and a rub-a-dub there  
This is the way he washes his clothes  
Boom boodie, boom boodie, boogie woogie bop  
Boom boodie, boom boodie, boogie woogie bop  
Boom boodie, boom boodie, boogie woogie bop  
That's the way he washes his clothes  
Boogie woogie woogie woogie woo!

**This is the way I put on my hat**

*This is the way I put on my hat, put on my hat  
This is the way I put on my hat  
On a cold and frosty morning*

(Sing to the tune “Here we go round the Mulberry Bush”: add different items of clothing)

**Remember: Sing slowly so the children can hear the words!**