



Naming—Activating Prior Knowledge

Say, “There are many different kinds of clothing. What kinds of clothing do you have?”

Say, “These are some kinds of clothing. Let’s name them.” Then point to the appropriate picture.

- jeans
- socks
- baseball cap
- sweater
- coat
- pajamas
- swimsuit
- slippers

Naming by One Attribute

Say, “Clothing is alike in many ways. Look at the picture and tell me the pieces of clothing that”:

- have legs
- have sleeves
- goes together
- you wear outside
- keep you warm
- you wear on your feet

Sorting by Attributes—Identifying Similar Attributes

Place small chips on the jeans and pajamas. Say, “How are these pieces of clothing alike?” (They have legs/They keep you warm.)

Place small chips on the sweater, coat, and pajamas. Say, “How are these pieces of clothing alike?” (They have long sleeves/They keep you warm.)

Place small chips on the pajamas and slippers. Say, “How are these pieces of clothing alike?” (They go together/You wear them at night/You wear them inside/They keep you warm.)

Place small chips on the jeans, socks, baseball cap, sweater, coat, and swimsuit. Say, “How are these pieces of clothing alike?” (You wear them outside.)

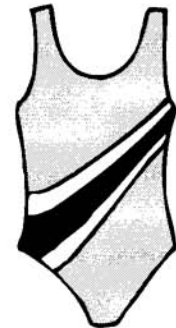
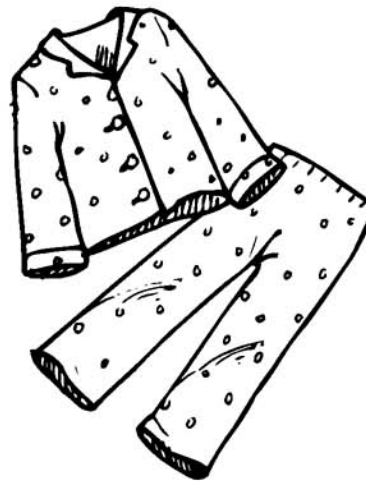
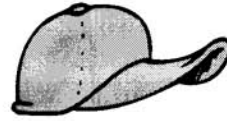
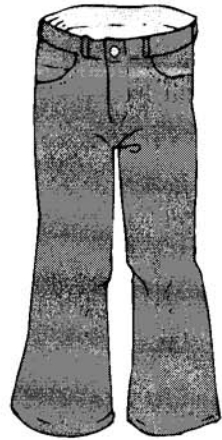
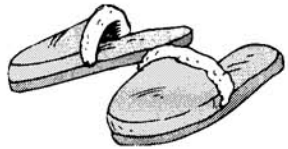
Place small chips on the jeans, socks, sweater, coat, pajamas, and slippers. Say, “How are these pieces of clothing alike?” (They keep you warm.)

Place small chips on the socks and slippers. Say, “How are these pieces of clothing alike?” (You wear them on your feet to keep warm.)

Identifying by Two Attributes

Say, “Let’s think of two ways that clothing can be alike. Name (or put chips on) all the pieces of clothing that”:

- have sleeves and that keep you warm (sweater, coat, pajamas)
- have sleeves and that you wear inside (sweater, pajamas)
- have no sleeves or legs and that you wear at the pool (swimsuit)
- you wear on your feet and that go with shoes (socks)
- have legs and that go with a belt (jeans)



Comparing Two Members of a Category—Alike

Point to two pieces of clothing. Say, “Look at the _____ and the _____. Tell me how a _____ and a _____ are alike.”

Point out clothing pairs until the student has compared each piece of clothing to at least one other piece of clothing.

You may provide the student with the following framework to use when describing similarities:

A _____ and a _____ are alike because they both _____.

For example, the student could say, “A sweater and a coat are alike because they both have sleeves and you can wear them outside.”

Comparing Two Members of a Category—Different

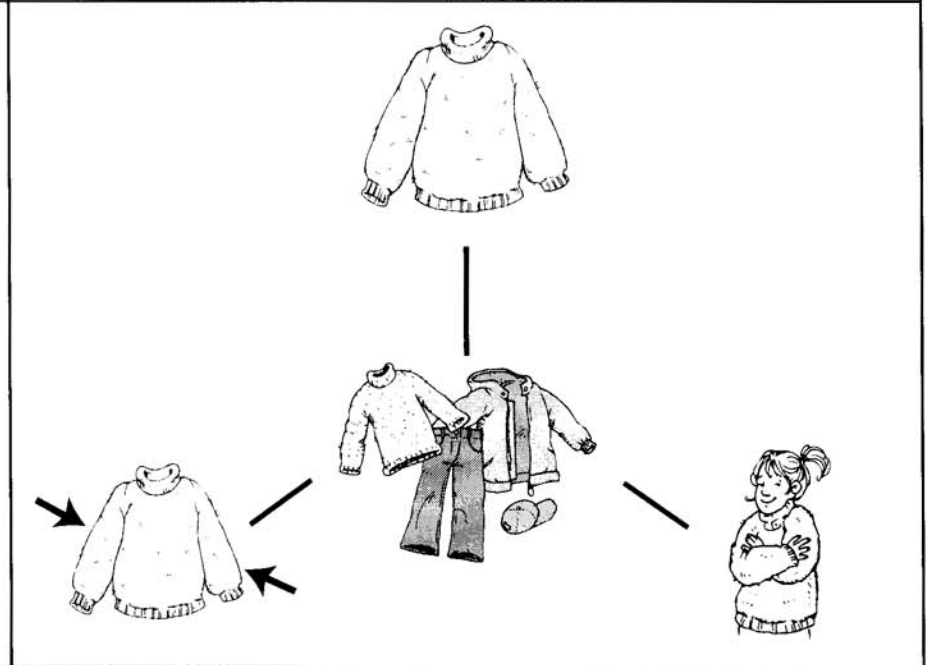
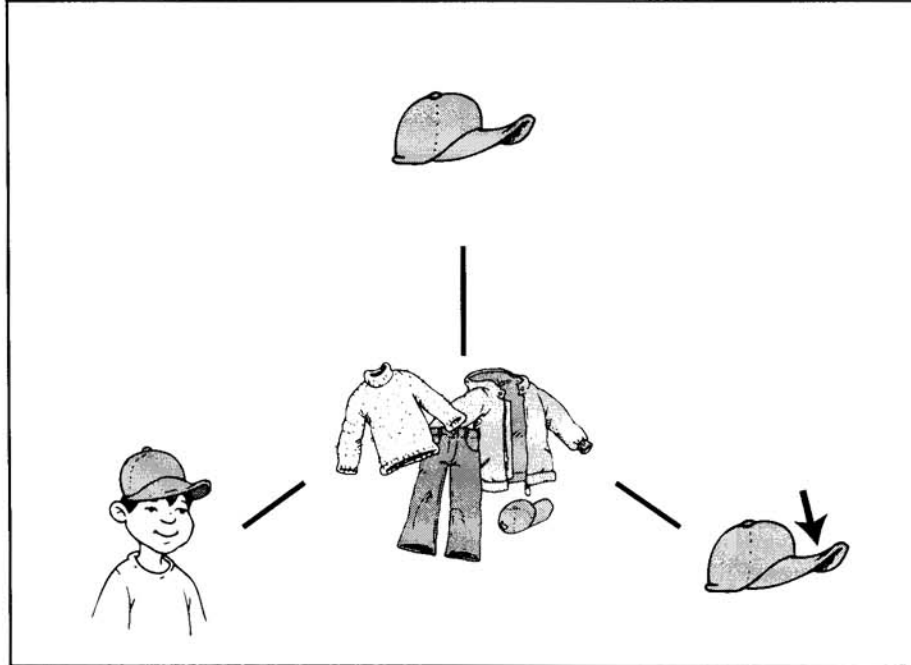
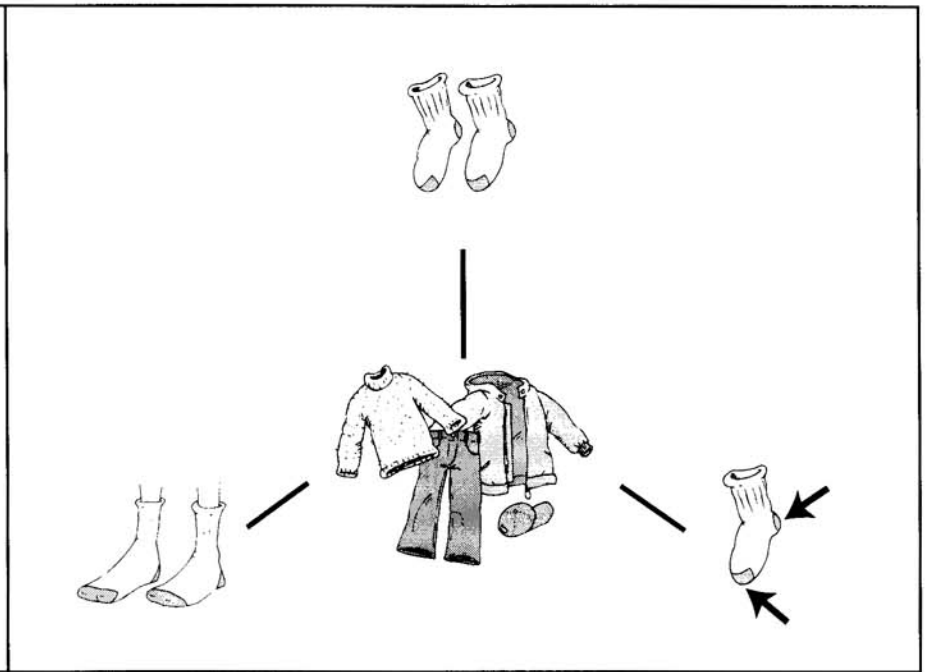
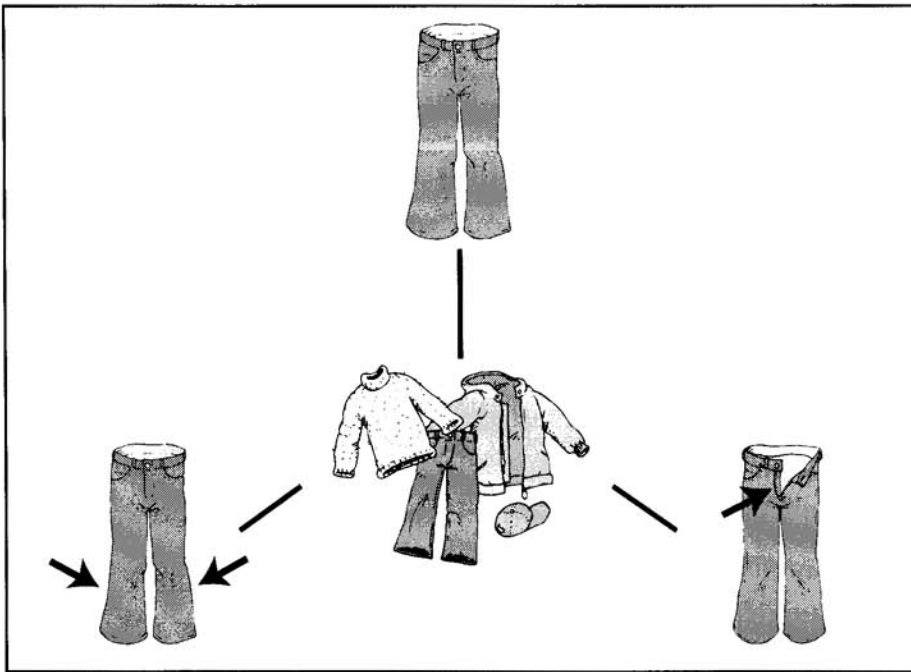
Point to two pieces of clothing. Say, “Look at the _____ and the _____. Tell me how a _____ and a _____ are different.”

Point out clothing pairs until the student has compared each piece of clothing to at least one other piece of clothing.

You may provide the student with the following framework to use when describing differences:

_____ has _____, but a _____ doesn’t.

For example, the student could say, “Jeans have legs, but a swimsuit doesn’t.”



Understanding Definitions

Say, "Listen for the words that describe each piece of clothing."
Then point to each picture and say:

Jeans are clothing that has legs and a zipper.

Socks are clothing that you wear on your feet and has a heel and toe.

A baseball cap is clothing that you wear on your head and has a bill.

A sweater is clothing that has sleeves and keeps you warm.

Completing Definitions

Say, "Now see if you can describe each piece of clothing. Look at the pictures to help you remember the definition." Then say the name of each piece of clothing and read the corresponding sentence. Have the child fill in the blanks.

Jeans are clothing that _____ and _____.

Socks are clothing that _____ and _____.

A baseball cap is clothing that _____ and _____.

A sweater is clothing that _____ and _____.