

# Balls, Blankets and Boxes



June 2020



Growing. Playing. Learning.

  
**Gee Whiz**™  
Education

Keep in mind that any materials you might need a little bit more time to gather are featured in red.

# Get Ready!

You will need all kinds of boxes and balls for this unit. Start gathering them now and ask parents/guardians to do the same. You can also get free Priority Mail boxes from the post office. See link below. See Materials List for other things to gather/prepare.

What child does not like to play inside a cardboard box? Our next unit, "Balls, Blankets & Boxes" will invite children to use their imaginations as they use these common, every day items in new and unique ways. From cardboard boxes to empty food cartons to soccer balls, the children will have fun using these items, along with blankets, for games, small group experiences and more. Many of the experiences planned would work well outdoors. If the weather is nice, feel free to take them outside. If you need boxes, you can request free priority mail boxes from the USPS. Here is the link to that website: <https://store.usps.com/store/browse/subcategory.jsp?categoryId=free-shipping-supplies&categoryNavIds=shipping-supplies%3Afree-shipping-supplies>. They will even deliver them right to your door!

The activities included in this guide are merely a starting point and not an "end all." Please incorporate your own activities and experiences you believe the children would enjoy and adapt those in this guide to better meet the unique needs of the children in your care. Be sure to use the Customized/Individualized Lesson Planning sheet as well as the Individualization Web to help you achieve this goal.

Don't forget to email or send home a copy of the Family Letter with each child as you begin this unit. In addition, email or text the Digital Family Notes when you believe they would be the most beneficial. Most importantly, have fun!

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## Program Symbols for Developmental Areas

 = Language Development

 = Literacy Knowledge

 = Math Knowledge

 = Science Knowledge

 = Logic & Reasoning

 = Social Studies Knowledge

 = Social & Emotional Development

 = Music & Creative Arts

 = Physical Development & Health

 = Approaches to Learning

### Get Moving!

Activities with this icon help you address the goals of the Let's Move! Child Care campaign ([www.letsmove.gov](http://www.letsmove.gov)).



Activities with the sunshine icon may be done outdoors if you desire.



This icon helps you quickly locate some of the activities that address Character Education included in this unit

## 2 Week/10 Day Planning Grid

All the daily experiences are included on this grid so you know EXACTLY what is planned for each day.



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>Exploring Together:</b> Special Delivery (p.4)  <b>Center/Small Group:</b> Will It Fit? (p.5)  <b>Center/Small Group:</b> Box Artists (p. 5)  <b>Infants:</b> A Box (p. 5)	<b>Exploring Together:</b> Deliver the Package (p. 6)  <b>Center/Small Group:</b> Packing and Shipping (p. 7)  <b>Center/Small Group:</b> Banging on Boxes (p. 7)  <b>Infants:</b> Pop! (p. 7)	<b>Exploring Together:</b> Food Box Fun (p. 8)  <b>Center/Small Group:</b> Food Box Puzzles (p. 9)  <b>Center/Small Group:</b> From Carton to Block (p. 9)  <b>Infants:</b> Snack from a Box (p. 9)	<b>Exploring Together:</b> Games with Boxes (p. 10)  <b>Center/Small Group:</b> How Do Boxes Help? (p. 11)  <b>Center/Small Group:</b> Box Bowling (p. 11)  <b>Infants:</b> Someone's in the Box (p.11)	<b>Exploring Together:</b> Blanket Bouncers (p. 12)  <b>Center/Small Group:</b> Blanket Fun (p. 13)  <b>Center/Small Group:</b> Look What I Can Do! (p. 13)  <b>Infants:</b> Soft on Your Tummy (p. 13)
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<b>Exploring Together:</b> You Can Throw It (p. 14)  <b>Center/Small Group:</b> Balls and Friends (p. 15)  <b>Center/Small Group:</b> Roll 'N Paint (p. 15)  <b>Infants:</b> Big, Big, Beach Ball (p.15)	<b>Exploring Together:</b> Kick It! (p. 16)  <b>Center/Small Group:</b> How Far Did It Go? (p. 17)  <b>Center/Small Group:</b> Soccer Ball Art (p. 17)  <b>Infants:</b> Ball Under a Blanket (p. 17)	<b>Exploring Together:</b> Fun with Boxes & Balls (p. 18)  <b>Center/Small Group:</b> Will It Sink or Float? (p. 19)  <b>Center/Small Group:</b> Patterning with Balls & Boxes (p. 19)  <b>Infants:</b> Catch the Ball (p.19)	<b>Exploring Together:</b> Making Up Fun (p. 20)  <b>Center/Small Group:</b> Catch It! (p. 21)  <b>Center/Small Group:</b> I Can Make a Ball (p. 21)  <b>Infants:</b> Can You Find the Ball? (p.21)	<b>Exploring Together:</b> Fun with Balls, Blankets & Boxes (p. 22)  <b>Center/Small Group:</b> More Patterning Fun (p. 23)  <b>Center/Small Group:</b> Marvelous Melon Balls (p. 23)  <b>Infants:</b> Singing & Learning (p. 23)

### School-Age Activities:

Unfold/Fold (p. 24)

Repurposing a Box (p. 24)

How Much Can It Hold? (p. 25)

We Built a.... (p. 25)

Measuring Circumference (p. 26)

Making Up Games (p. 26)

## DAY 1

**Unit:** Balls, Blankets & Boxes

**Today's Focus:** Mail Carriers & Boxes

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Food poisoning can be deadly, especially for very young children. Make sure to keep hot foods hot and cold foods cold.

### Teaching Tip of the Day

Self-regulation is a child's internal ability to control his/her actions and emotions. Children learn this skill through practice and reinforcement from you.

### Transition Time

Have the children name something they would like to receive in a package delivered by a mail carrier before moving to the next activity.

### **Exploring Together: Special Delivery** (all ages, )

Materials:

- ☐ **Max the Mail Carrier puppet, prepared** - You can find preparation directions on p. 31.
- ☐ **Cardboard box with a surprise for the children in it** (e.g., stickers, new markers for the group, a new toy, special snack...)
- Many different things come in boxes. Some arrive at your home via the mail. Today, you will use the puppet friend, Max the Mail Carrier, to introduce this concept. The excitement around what is inside the box Max brings will be evident on the children's faces! During the course of this experience, the children will use clues to solve a riddle, build both expressive and receptive language skills and utilize their senses to make discoveries.
- If at all possible, make the doorbell ring and then answer it. When you do, put the Max the Mail Carrier puppet on your hand. The cardboard box containing the surprise should be near as well. As children become curious about who is at the door, introduce them to Max and then bring him in to visit with the children. Don't forget to bring the box as well!
- Talking through the puppet, have Max explain that he is a mail carrier. Encourage more verbal children to share what they know about mail carriers and then to ask Max questions about things they would like to know. Next, have Max show the children the box. Encourage the children to guess what might be inside. Then, have Max give the children clues. He can invite the children to use their senses to guess what is in the box as well. They could listen to the box, hold the box, gently shake the box or even smell the box. See if the children can guess what is inside. Then, when they think they know the answer, have the children open the box to see if their predictions were correct.
- **EXTENSION:** During this entire unit, have the children get the mail each day with you. Count the number of pieces of mail received and record this information on a simple graph. At the end of the unit, see which day the most mail was received.

### Today's Vocabulary

Use some of these words in conversations with children today!

**package mail carrier**

**box deliver tape cardboard**



**As younger children participate in activities today, model language by...**

- Using words such as **package, mail carrier, box, deliver, tape** and **cardboard** as children complete activities.
- Engaging children in conversations as they decorate cardboard boxes (p. 5).
- Encouraging children to make and test predictions and to describe their ideas verbally (p. 5).

### **Questions to Spur Thinking**

- What does a mail carrier do in his/her job?
- What do you think you would enjoy about being a mail carrier?
- Max brought us a box. What do you think is inside?
- What could not be inside the box?
- What could be inside the box?
- Which clue helped you figure out what was inside the box?



## DAY 1 - Center/Small Group Activities

### Will It Fit?

(Toddlers–4 years, 🖐️ 😊 🔑 ❶ ? ❤️ 💬)

Materials:

☐ **Assorted boxes (different sizes)**

- Exploring invites problem-solving. This experience does both of these things while challenging children to make and test predictions. In addition, because the children will be choosing the items to test, they will be involved in decision-making as well. This experience also provides a wonderful opportunity for children to build both expressive and receptive language skills.
- Set out the cardboard boxes in various sizes. As children show interest, invite them to join you. Encourage the children to explore the boxes. More verbal children can explain how the boxes are the same and how they are different. At this point, choose the option below you feel would work best for each child based on his/her developmental level.
- Toddlers/Twos/Young Threes: Invite each child to find an item to bring to you. Describe the items the children find. This is extremely important and also is a great strategy to use with ELL/DLL children. Then, pick up one of the items and try to put it inside a box that is too small. Can the children suggest where it should go? Because this group may not be verbal, pointing is OK. Just be sure to put words to their actions and talk with them during the entire process.
- Older Threes/Fours/Advanced Preschoolers: These children can find items and then experiment to see which boxes are the best fit. As they do so, encourage them to describe what they are thinking as they make their choices. Be sure to ask plenty of questions as well such as, "Why can you put a small item in a big box but you can't put a big item in a small box?"

### A Box

(Infants, 🗨️ 🔑 🖐️ ❤️)

Materials:

☐ **A cardboard box**

- Infants learn about their world through hands-on exploration. Using their senses helps them take in new information. While a cardboard box may seem like a very basic item to you, it is a lot of fun for infants! This experience will also help the infant build receptive language skills as well.
- Place the cardboard box on the floor in front of you and the infant. Watch to see what they infant does. Describe his/her actions. Talk about how the box feels and looks. Turn the box upside-down and pat on the bottom of the box. Talk about the sound the box makes as well. Encourage the infant to continue exploring the box. Who knows...he/she may even try to get inside if the box is big enough!

### Questions to Spur Thinking

- Which box do you think will be the best choice for your item? Why do you think that?
- What items do not fit in the biggest box? Why not?
- Tell me about how you chose to decorate the box.

### Box Artists

(Toddlers–4 years, 🗨️ 😊 🖐️ 🔑 🖍️ ❤️)

Materials:

- ☐ **Assorted boxes** (you can use the ones from "Will It Fit?" or other ones)
- ☐ Crayons/markers

- Working with crayons and markers is an excellent way for children to develop fine motor control and eye-hand coordination. In addition, as you observe and engage children in conversations as they create, you have the perfect opportunity to talk about colors in a meaningful way.
- Set out the boxes and crayons/markers. As children show interest, they can use the crayons/markers to decorate the boxes as desired. If you have Toddlers/ Twos in your group, you might want to use rubberbands to bundle a few crayons/markers together to make them easier for little ones to hold.
- As the children decorate the boxes (both inside and out), challenge them to use their senses. How do the crayons sound when they move on the boxes? What about the markers? Do they sound the same? In addition, take time to evaluate each child's level of knowledge about colors as they decorate. Record this information in each child's file or developmental record.
- Advanced Preschoolers: These children may want to write their names or other words on the boxes. In addition, as these children create, point out the preprinted words on the boxes. Can the children read any of the words? Do they recognize any letters? Read the words to the children can talk about why they are on the boxes.

### Your Own Activities



## DAY 2

Unit: Balls, Blankets & Boxes

Today's Focus: Fun with Packing Boxes

Developmental Areas Addressed Today:



### Be Healthy & Safe!

Fresh air and sunshine are very important to the health and well-being of children and adults. Make sure to have outdoor play time every day...weather permitting.

### Teaching Tip of the Day

Make saying, or singing, nursery rhymes a part of your daily routine. It is an excellent way to build language/literacy skills.

### Transition Time

Have the children pretend to deliver packages as they move from activity to activity today.



Get Moving!

### Exploring Together: Deliver the Package!

(all ages, )

Materials:

- ☐ Max the Mail Carrier puppet
  - ☐ **Packing/Mailing box with your address printed on the outside** (You can get Priority Mail boxes for free at the post office. See link on page 2).
  - ☐ Recorded music
- 
- Let's face it...children love to move! This experience incorporates music and movement in a fun way. As the children participate, they will also engage in dramatic play as they pretend to be mail carriers delivering packages. This would be a great experience to take outdoors if the weather is nice in your area.
  - Sit on the floor with the Max the Mail Carrier puppet and one of the packing/ mailing boxes. As the children gather, invite them to explore the box. What does the box look like? Are there any words written on the outside of the box? Challenge more advanced children to point out the words they see and then read them to them. Do they recognize any letters within those words?
  - Encourage the children to talk about a time when they may have received a box like this in the mail. What was inside? Who sent the box? How do they think the box got from where it was sent to their own house? Use these discussions to help the children learn more about how boxes get from here to there. Sometimes they fly on airplanes, sometimes they go by truck and many times are delivered on foot. This would be a great time to involve Max in the discussions!
  - Next, introduce the game, "Deliver the Package." Use a lawn chair, bucket or any other object to designate the turning around point (about 15 feet from the children). Then, turn on recorded music and give one child a box. Have this child pretend to be a mail carrier as he/she runs to the turning around point and then back to the group to "deliver" the package to the next person. Continue playing until each child has a turn to "deliver the package."

### Today's Vocabulary

Use some of these words in conversations with children today!

**package deliver weight**  
**address post office**



**As younger children participate in activities today, model language by...**

- *Using words, such as those listed above, while engaging children in conversations during the day's activities.*
- *Talking with children as they role-play a post office (p. 7).*
- *Describing children's actions as they use boxes to make music (p. 7).*

### **Questions to Spur Thinking**

- *What do you see on the box? What do you think those words say?*
- *How does the mail carrier know where to deliver a package?*
- *How long do you think it would take to mail a package to (place)?*
- *Who would you like to mail a package to? What would you send him/her?*



## Packing and Shipping

(Toddlers–4 years, 🗨️ 😊 ❤️ ✂️ 📦 🔍 🙌)

### Materials:

- ☐ **Assorted boxes** (see note on p. 2 about getting free boxes from the USPS)
- ☐ **Assorted types of tape**, crayons/markers, **tissue paper**, scissors, etc.
- Children use dramatic play to not only show what they know but also to build skills in many other areas. During this experience, the children can pretend to pack and ship surprises to family or friends. This is also an excellent way for them to build fine motor control. Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos/Young Threes: This age group will just enjoy putting things in boxes and taking them out. As they play, be sure to not only describe the objects they choose as well as their actions. This would be an excellent time to reinforce the opposites in and out as well.
- Older Threes/Fours/Advanced Preschoolers: These children can choose items to pack and then tape up the boxes in preparation for “shipping” them. As they do so, your most advanced group can even write their addresses on the boxes or can dictate them for you to write. Be sure to talk about letter names and beginning sounds during this time. Once packed, the children can even pretend to deliver their packages. Then, they can unpack them and repack them again and again. If possible, keep this learning station open for this entire unit.

## Pop!

(Infants, 🗨️ 🔍 🙌 📦 ① ❤️)

### Materials:

- ☐ Box and plush animal
- Reciting rhymes is a wonderful way of exposing infants to new language and vocabulary. Adding action makes the rhyme more engaging and also challenges the infant to use his/her senses.
- Have the infant sit beside you (if he/she is able to do so) or hold him/her in your lap. Put the box in front of you. Recite the rhyme and then make the animal pop out of the box at the corresponding time.

What is in the box?  
 What is in the box?  
 I will count and you will see...  
 What is in the box!  
 1....2....3....  
 POP!

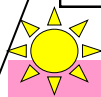
## DAY 2 - Center/Small Group Activities

### Questions to Spur Thinking

- *Tell me about what you chose to pack and ship.*

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- *What technique did you find worked best for using the box to make music?*



## Banging on Boxes

(Toddlers–4 years, 🙌 🗨️ ❤️ 🎵 ? 🔍 😊)

### Materials:

- ☐ **Assorted boxes**
- ☐ **Plastic or wooden cooking spoons**
- Using every day items in different ways is a wonderful way for children to think outside the box and use problem-solving skills. During this experience, the children will do all of these things while building fine motor control and eye-hand coordination at the same time. In addition, the children will have the opportunity to make and test predictions as well.
- Set out the boxes as well as the plastic and wooden cooking spoons. As children show interest in these materials, engage them in conversations. Challenge them to use the boxes to make music. Some children may choose to bang on the boxes with the spoons while others may choose to use their hands. Some children may choose to hit the boxes on the sides while others may use the bottoms. Whatever the children decide is great! Describe not only the children's actions but the results as well.
- Advanced Preschoolers: These children may think of other ways to use the boxes to make music. Encourage their ideas! This may mean they need to seek out other materials...which is fine. In addition, these children can make predictions about which techniques (or materials) they think will enable them to make the “best” music.

### Your Own Activities

## DAY 3

Unit: Balls, Blankets & Boxes

Today's Focus: Some Foods Come in Boxes

Developmental Areas Addressed Today:



### Be Healthy & Safe!

Fingernails can be harbors for nasty bacteria. Make sure to use a nail brush on both your hands and those of the children.

### Teaching Tip of the Day

Running errands can be a learning experience for children in many ways. Watching how you interact with other adults is a great way of teaching respect and communication skills.



### Transition Time

Have more verbal children name foods that come in boxes or cartons before moving from activity to activity today.

Get Moving!

### Exploring Together: Food Box Fun

(all ages, )

Materials:

- ☐ **An assortment of packaged food** (e.g., cereal, rice, pasta, granola bars, etc.)
- ☐ **An apple, orange, banana, green pepper, etc.** (any food that does not come in a box or carton)

- Many foods come in boxes or cartons. This experience helps children think about why some foods are packaged like this (e.g., cereal) while other foods are not (e.g., apple). During this activity, the children will make comparisons, share experiences and sort/group. This experience also opens the door for exposing children to words, letters and logos.
- Sit on the floor with the items listed above. As children become curious, invite them to join you. Encourage the children to explore the packaged foods as well as the unpacked produce. Talk with the children about which foods they enjoy eating at home with their families. See if more verbal children can name other foods their families enjoy eating & whether or not they come in boxes or cartons. Now would be a meaningful time to also read the words/text on the boxes & introduce the concept of food labels to more advanced children.
- Encourage the children to share which of the foods they enjoy eating. Nonverbal children can point and you can add dialogue. Do all of the children like the same foods? Why not? Then, talk about why some foods, like cereal, are in boxes while others, like apples, are not. Why do the children think this is? Have the children sort the foods into two groups...those that are packaged in a box and those that are not. Can they count the number in each group?

**EXTENSION:** Take the children with you to the grocery store. At checkout, have the children help put the foods on the belt...doing those in boxes first and those without next. Which type of foods are there more of on the belt?

### Today's Vocabulary

Use some of these words in conversations with children today!

**boxes cartons foods**

**grocery store shelves**

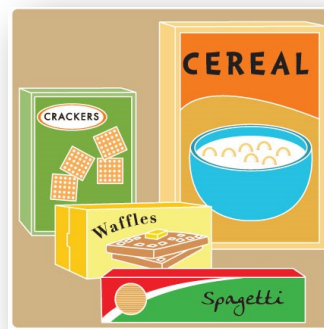


**As younger children participate in activities today, model language by...**

- Using words, such as those above, as children participate in the daily experiences.
- Giving hints as children work with food box puzzles (p. 9).
- Describing children's actions as they use food boxes to create blocks (p. 9).

### Questions to Spur Thinking

- What foods do you see here that your family likes to eat at home?
- Why do you think some foods, like cereal, come in boxes or cartons and other foods, like apples, do not?
- What would happen if cereal did not come in a carton?
- Which food do most of you like to eat? Why did you make that choice?
- What is the same about all of the foods that do not come in cartons/boxes?





## Food Box Puzzles

(Toddlers–4 years, ☺ ♥ 🍴 ✋ ① ? 🔍 💬)

### Materials:

- ☐ **Food box panels** (preferable the front panel BUT the back panel would work as well)
- ☐ Child-safe scissors
- Puzzles challenge children to problem-solve. The key to puzzles is choosing those that match the developmental level of each child. The beauty of this experience is that each child will make his/her own puzzle from a food box panel. This will enable him/her (or you) to select the number of pieces that is developmentally appropriate. This material can then be sent home so parents/caregivers can work the puzzle there with their children.
- Set out the materials and as children show interest, invite them to create food box puzzles. Because different developmental levels will require adaptations, we are providing options below.
- Toddlers/Twos/Young Threes: This group more than likely has limited fine motor control. You will want to have each child choose a food box panel and then you can cut it into pieces based on the developmental level of each child. A toddler may have just 2 pieces while a young three may have 4. As these children (as well as ELL/DLL learners) try to put their puzzles together, be sure to engage them in conversations.
- Older Threes/Fours/Advanced Preschoolers: These children should be able to choose a food box panel and cut it into pieces. As this group works, talk about the logos, letters and words they see on their puzzles.

## Snack from a Box

(Infants - ♥ ✋ 🔍 💬)

### Materials:

- ☐ Snack for the infant that comes in a box (e.g., cracker, cereal, etc.).
- This experience is designed for infants eating solid foods like cereal or crackers. The purpose of this experience is to help infants build background knowledge that some foods come in boxes or cartons. At the same time, as the infant enjoys the snack he/she will build fine motor control and use his/her senses.
- Show the infant the box containing the snack. Shake the box and describe what you hear. Then, open the box and let the infant look inside. Finally, remove the snack from the box and put on the infant's high chair tray. Watch to see what the infant does. Now would be a great time to record an anecdotal note about how well the infant can feed him/herself. As the infant eats, talk about how the snack looks, smells, sounds and, of course, tastes!

## DAY 3 - Center/Small Group Activities

### Questions to Spur Thinking

- *Tell me about the puzzle you created.*
- *What do you plan to build with your food box blocks?*
- *How is building with these blocks like building with wooden ones? How is it different?*

### From Carton to Block

(Toddlers–4 years, ✋ ① 💬 ? 🌐 ♥ 🔍 ☺)

### Materials:

- ☐ **Empty cardboard food cartons**
- ☐ Tape, **old newspapers**
- Using old newspapers and empty food cartons to create blocks is a way for children to problem-solve and repurpose. At the same time, it helps children build fine motor control and encourages them to work together toward a common goal.
- Set out the materials listed above and invite interested children to use them to create blocks. This will require children to put on their thinking caps! Eventually, they will probably figure out that they can stuff the boxes with old newspaper and tape shut. Children with limited fine motor control can ball up the newspaper and put it inside the boxes while you (or older children) add the tape to secure the flaps.
- Once prepared, the children can use their box blocks to build. As they explore, talk about the sizes and shapes of the blocks. Invite children to problem-solve as they stack and arrange the blocks in different ways.
- Advanced Preschoolers: These children can explore using different throwaway containers (e.g., plastic butter tubs with lids) as part of their building materials. What do they need to do to prepare these items for building?

### Your Own Activities

## DAY 4

**Unit:** Balls, Blankets & Boxes

**Today's Focus:** What Can You Do with a Box?

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Make sure you have each child's insurance information up-to-date. You will need this in the event of an emergency.

### Teaching Tip of the Day

Reading books about honesty is a great way to help children understand this character trait.



### Transition Time

Have the children follow Max the Mail Carrier puppet when moving from activity to activity today.



**Get Moving!**

### **Exploring Together: Games with Boxes**

(all ages, )

Materials:

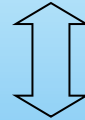
- ☐ **2-3 cardboard boxes**
- ☐ **Balls (e.g., tennis) and/or beanbags**
- ☐ Max the Mail Carrier puppet

- This experience will challenge the children to put on their thinking caps! At the same time, it will invite the children to share their ideas with others, problem-solve and demonstrate both gross and fine motor skills. More advanced children can serve as role models and "teachers" for younger ones. This provides them with the opportunity to assume a leadership role.
- Set out the boxes, balls and/or beanbags. As children become curious, use Max the Mail Carrier to invite them over to join him. Have Max share that many people use boxes, like these, to ship things from place to place. Once used, some people throw boxes away BUT they can be reused for lots of fun!
- Have the children suggest ways they believe they could use the boxes along with the balls and/or beanbags to create games everyone can play. They may suggest tossing the beanbags into a box. They might position a box on it's side and then try to roll the balls into the box. The possibilities are endless! As the children create their own games with the boxes, describe their actions and challenge more verbal children to share their ideas behind those actions. Nonverbal children will learn and build vocabulary by listening to your conversations with more advanced children. As the children play, take photos or record video. This could be added to each child's portfolio along with a brief anecdotal note. In addition, we are sure parents/ caregivers would love to see the photos and videos as well!

### Today's Vocabulary

Use some of these words in conversations with children today!

**boxes      games      toss**  
**roll      beanbags      balls**



**As younger children participate in activities today, model language by...**

- *Using words such as those listed above as children participate in today's activities.*
- *Describing how boxes help people (p. 11)*
- *Engaging children in conversations as they play Box Bowling (p. 11).*

### **Questions to Spur Thinking**

- *Why is reusing the boxes good for the environment?*
- *What do you think happens to a box, like this one, if it is thrown in the trash?*
- *How could you use the boxes to create a game?*
- *How did you choose to use the (beanbags or balls)?*
- *What part of the game is working well?*
- *What part of the game are you going to change? Why are you going to change it?*



## DAY 4 - Center/Small Group Activities

### How Do Boxes Help?

(Toddlers–4 years, 🗨️ ❤️ ? 🧐 😊 ① 🖐️)

#### Materials:

- ☐ **Cardboard box**
- ☐ Blocks or books
- ☐ Cellphone or stopwatch

- Ironically, most of us do not even think about how boxes and cartons help us in our daily lives. The truth is...they do! Just think how much more work moving would be without boxes. This experience is designed to help children build background knowledge about why boxes are important. Because different developmental levels will be ready for different levels of discussion, we are providing options.
- Toddlers/Twos/Young Threes: This age group is too young to fully comprehend how boxes help BUT they are not too young to experience this concept. Show the children a pile of blocks or books. Tell them that you want to move the blocks or books to a different part of the room. Have them help you put the books or blocks in a box and then pick them up and move them. Talk about how much easier the box makes this process while doing so.
- Older Threes/Fours/Advanced Preschoolers: These children can experience how boxes make a big difference first-hand. First, have them take the books or blocks to the new area by hand (no box). Use your cellphone or a stopwatch to time them to see how long this takes. Then, have them repeat the process using a box. How long does that take? Compare the times.

### Someone's in the Box

(Infants, 🗨️ 🧐 🎵 ❤️)

#### Materials:

- ☐ **Box large enough for an infant to sit inside**

- Infants love boxes! This experience invites the infant to sit inside a cardboard box while you sing a song. This experience also provides the perfect opportunity for you to use the positional words *in* and *out* within the context of a conversations.
- If the infant is interested, put him/her in the cardboard box and sing the following song.

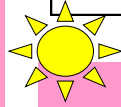
SOMEONE'S IN THE BOX  
(tune: "The Farmer in the Dell")

Someone's in the box.  
Someone's in the box.  
Who is sitting in the box?  
Someone's in the box.  
POP!

(when you sing, "POP!" invite the infant to pop up or you can help him/her do this)

#### Questions to Spur Thinking

- How do you think boxes help people?
  - How did we move the blocks/books without a box?
- 
- What did you like best about box bowling?



### Box Bowling

(Toddlers–4 years, 🗨️ ? 😊 🖐️ ① 🧐 ❤️)

Get Moving!

#### Materials:

- ☐ **Several empty food boxes** (tape the flaps shut)
- ☐ Playground balls

- Building coordination involves many different muscles group as well as the brain! Bowling is an activity that challenges children to build coordination in many areas while problem-solving at the same time. In addition, younger children explore cause and effect as they discover what happens when the ball hits the boxes.
- If the weather is nice, take this activity outdoors. If not, it can be played inside as well. Just be sure to use a soft ball safe for indoor play. Set out the boxes as well as the playground balls and invite the children to use these to play, "Box Bowling." Ultimately, the children will decide how to play the game in their own way. You will be there to add oral commentary and to challenge children to problem-solve.
- The children can stand the boxes up, step back and then roll the balls to knock them down. They may choose to use just one box and one ball or multiple boxes and one ball. As they play, be sure to not only describe the children's action but also what happens as well.
- Advanced Preschoolers: These children can experiment to see which boxes work best for this game. In addition, they can count to see how many boxes fall over each time they roll the ball.

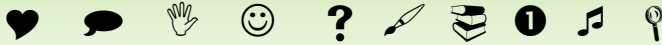
#### Your Own Activities

## DAY 5

**Unit:** Balls, Blankets & Boxes

**Today's Focus:** Fun with Blankets

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Both sand and water play can be very calming for children. When children are upset or seem anxious, have sand or water play available.

### Teaching Tip of the Day

When children know, "what comes next," they feel secure. Make sure to keep your daily routine consistent as much as possible.

### Transition Time

Have your more verbal children say a word that describes a blanket (e.g., soft, fluffy, cozy, etc.) when moving from activity to activity today.



**Get Moving!**

### **Exploring Together: Blanket Bouncers**

(all ages, ☺ 🖐️ ❤️ 🔍 ? 🎵 💬)

#### **Materials:**

- ☐ Max the Mail Carrier puppet
- ☐ **Large blanket in a box** (like it was delivered in the mail)
- ☐ **Beach ball**

- Blankets are so much fun! This experience will invite children to use a blanket to play a game that also involves cooperation, language and music. While playing, the children will need to demonstrate self-regulation skills as well. Hopefully the weather will be nice in your area today and you can take this activity outdoors.
- Act excited as you sit on the floor with the box containing the blanket and Max the Mail Carrier. Have Max explain that he has a package for the children today! Invite the children to explore the package. They can shake it, listen to it, lift it, etc. Can they figure out what is inside? After they make their predictions, open the box and have them take out the blanket. Encourage more verbal children to describe the blanket. How does it feel? Look? Even smell?
- Next, have the children choose a small plush animal to use for a game. Encourage the children to work together to spread out the blanket. Then, put the plush animal in the center and have the children stand around the perimeter and lift the edges. Can the children work together to make the plush animal bounce up and down? This is going to take cooperation! As the children lift and lower the blanket, sing the following song.

THE BLANKET GOES UP  
(tune: "The Farmer in the Dell")

The blanket goes up.  
The blanket goes down.  
See the (name of animal) as it bounces,  
Up and up...then down.

### Today's Vocabulary

Use some of these words in conversations with children today!

**blanket**   **edges**   **soft**  
**warm**   **cuddle**   **size**

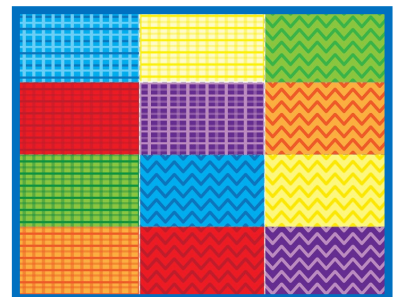


**As younger children participate in activities today, model language by...**

- *Saying the words listed above as children complete activities.*
- *Engaging children in conversations as they freely use blankets in their play (p. 13).*
- *Giving children specific directions to follow that incorporate positional concepts (p. 13)*

### **Questions to Spur Thinking**

- *What do you think is in the package that Max brought to us?*
- *What do you hear when you shake the box?*
- *How does the box feel when you lift it?*
- *What words would you use to describe the blanket?*
- *What type of blanket do you have on your bed at home?*
- *What happens if we do not lift the blanket at the same time?*







## Blanket Fun

(Toddlers–4 years, ♥ 🖐️ ? 😊 ① 🗣️)

Get Moving!

### Materials:

- ☐ Large blanket

- Learning to follow oral directions is a very important skill for children. Very young children (e.g., toddler/twos) may only be able to follow a 1-step oral direction while more advanced children can follow those with 2 or more steps. This game will not only help children practice following directions, it will also provide you with a meaningful way to reinforce positional concepts.
- Spread out a large blanket and invite those children who seem interested to join you. To begin, have the children sit on the blanket and describe where they are. Then, ask the children to get off the blanket. Once off, introduce the game. Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos/Young Threes: Focus on 1-step directions with this group. For instance, you might say, “Ms. (your name) says...walk around the blanket” or “Ms. (your name) says...get under the blanket.” See how many different positional concepts the children understand as you play.
- Older Threes/Fours/Advanced Preschoolers: With this group, you can start with 1-step directions but then move to 2-step ones. For instance, “Ms. (your name) says... jump up and down on the blanket and then jump off” or, “Ms. (your name) says...crawl under the blanket and say your name 3 times.” This is a meaningful way of incorporating numerals into the experience as well.



## Soft on Your Tummy

(Infants, 🗣️ 🖐️ ♥)

Get Moving!

### Materials:

- ☐ Small blanket

- Taking tummy time outside can be a wonderful sensory experience for infants. There is so much to see when you lift your head! Just remember that tummy time is very hard for infants so keep a close eye out for signs of frustration. In addition, make sure to sit so the infant sees you when lifting his/her head.
- Put the infant on his/her tummy on the blanket and position yourself above his/her head. Describe the blanket as well as the infant’s actions. In addition, talk about anything the infant might see when he/she lifts his/her head (e.g., birds flying, other children playing, etc.). This is an excellent way to build the infant’s receptive language skills!

## DAY 5 - Center/Small Group Activities

### Questions to Spur Thinking

- *What was your favorite part of this game? Why did you like that part best?*
- *How did you choose to use the blankets?*

### Look What I Can Do!

(Toddlers–4 years, 🗣️ ♥ 🖐️ ? 🗣️ 🖐️ 😊)

### Materials:

- ☐ **An assortment of blankets**

- The imagination is a powerful thing! This experience invites children to use their imaginations as they play with common household objects...blankets. As the children use the blankets in many different ways, they will also build both fine skills. As more verbal children share their ideas with you, they will build expressive language skills while nonverbal children build receptive language skills while listening to the conversations.
- Set out an assortment of blankets and sit back, watch and listen. Interested children can use the blankets in any way they would like. Some children may decide to use larger blankets to build structures while other children may use smaller ones for capes, picnics...the possibilities are endless!
- As the children play, be sure to engage them in conversations. Not only will this help them build their expressive language skills, it will also give you insight into their imaginations. Now would be an excellent time to take photos and record anecdotal notes!
- Advanced Preschoolers: It is hard to tell what these children may choose to do with the blankets. Just be sure to talk with them as they play. Learning to express ideas verbally is an important skill. If you choose to take photos of the children as they play, this age group can add captions if you print out the pictures (on regular paper).

### Your Own Activities



## DAY 6

Unit: Balls, Blankets & Boxes

Today's Focus: Balls You Can Throw

Developmental Areas Addressed Today:



### Be Healthy & Safe!

Tornadoes and earthquakes are natural disasters that can strike unexpectedly. If you live in an area where these are a possibility, be sure to practice drills so children know what to do.

### Teaching Tip of the Day

"1...2...3....eyes on me!" is a fun way to catch the children's attention.

### Transition Time

Have the children pretend to throw balls when moving from activity to activity today.

### Today's Vocabulary

Use some of these words in conversations with children today!

**ball**

**throw**

**safe**

**beach ball**

**whiffle ball**

**foam ball**



**As younger children participate in activities today, model language by...**

- *Using the words above as the children complete the day's activities.*
- *Describing children's actions as they toss or roll balls back and forth (p. 15).*
- *Encouraging children to describe what happens as painted balls roll down a long sheet of paper (p. 15).*



**Get Moving!**

### **Exploring Together: You Can Throw It**

(all ages, ☺ ♥ 🖐️ 🔑 ? ① 💬)

Materials:

☐ **Assorted balls that can be safely thrown** (e.g., beach ball, foam ball, whiffle ball, soft football)

- Today the children will play with a toy that has been around for hundreds of years...balls! Balls come in many different shapes, sizes and materials. The purpose of this experience is to help children think about the types of balls that can be thrown such as beach balls, foam balls, whiffle balls and footballs. Notice we are steering away from balls that could hurt such as baseballs. This opens the door for you to talk about safety regarding throwing balls as part of this experience. As the children participate in this activity, they will build gross motor skills, enhance coordination and demonstrate self-regulation.
- Put an assortment of balls (such as those listed above) in a paper bag. Peek into the bag and act excited. As children choose to join you, invite them to reach into the bag with their eyes closed, touch one of the items inside and then take it out. Encourage the children to talk about what was inside the bag. Invite the children to explore the different types of balls while using their senses. Compare and contrast the balls. How are they the same? How are they different?
- Next, take the children outdoors and invite them to attempt to toss the balls. As they do so, introduce the terms speed, velocity and distance to more advanced children. In simplistic terms, you can talk about how fast the balls fly and how far they go. This is also the best time to review safety rules to follow when tossing balls. Why are these rules important?
- **EXTENSION:** Teach more advanced children to play whiffle ball.

### **Questions to Spur Thinking**

- *What do you think is inside the bag?*
- *What does it feel like?*
- *How are the balls the same? How are they different?*
- *When have you seen someone playing with a (type of ball)?*
- *Why do you think you must always look before throwing any type of ball?*
- *Why is it best to only throw balls that are soft?*



## Balls and Friends

(Toddlers–4 years, ☺ ♥ 🎵 ? ① 🖐️ 💬)



## DAY 6 - Center/Small Group Activities

### Materials:

- ☐ **Playground or foam balls (soft)**
- ☐ Recorded music

- During this experience, the children will build gross motor skills and practice cooperation as they either toss, or roll, balls back and forth with their friends. Because different developmental levels will approach this experience differently, we are providing options.
- Set out the balls and turn on the recorded music. Choose the option from below that you believe would work best for each child.
- Toddlers/Twos/Threes: Have these children sit on the ground. They can then roll the balls. They may, or may not, choose to roll the balls back and forth between each other. This is fine! If any of the children want to roll the balls back and forth with a friend, you can volunteer! As the balls roll, be sure to talk about how they move as well as what the children do to make them move. This exposes the children to cause and effect.
- Fours/Advanced Preschoolers: These children should be able to toss soft balls back and forth. To make the game more exciting, you can turn the music on and off. The child caught holding the ball when the music is off must make a silly face. In addition, as these children play, be sure to talk about the shape of the balls as well. This would be a meaningful time to introduce these children to the sphere shape.

### Questions to Spur Thinking

- Which ball do you like best? Why do you like that one?
- What do you think is going to happen when you roll the ball on the paper?

## Roll 'N Paint

(Toddlers–4 years, 🖐️ ♥ ? 🎨 🖐️ ☺ ① 💬)

### Materials:

- ☐ **Assorted colors of washable paint in shallow dishes**
- ☐ Long sheet of white paper OR several sheets taped together to make one long sheet
- ☐ **Plastic or rubber balls** (make sure they are washable)

- This experience exposes the children to the concept of cause and effect while also encouraging them to make, and test, predictions. At the same time, the children will work together to create a beautiful piece of art! This activity will work best outdoors where clean up will be much easier. Just make sure the surface where you put the paper can be washed and will not be damaged by the paint.
- Put the long piece of white paper on either the grass, a picnic table, deck or patio. Again...just make sure the area can be washed and that paint will not damage anything. Position the balls and dishes of paint at the ends of the paper. Invite those children who show interest to dip or roll the balls in paint and then roll them down the paper to their friends at the other end. At the same time, the children at the other end will be rolling their balls as well. What happens if two balls meet? What does the paint do? Keep a dialogue going with the children as they create. This would also be a meaningful time to talk with each child about colors and record this information in his/her developmental profile.
- Advanced Preschoolers: These children can compare and contrast how different balls make different marks. In addition, they should be able to identify all of the colors of paint used during this experience.

## Big, Big, Beach Ball

(Infants - ♥ 🖐️ 🎵 💬)

### Materials:

- ☐ Beach ball

- A beach ball is fun for infants to explore because it is so big and so colorful. A beach ball also moves in different ways, has a unique smell and even makes a sound when you hit it. So much sensory fun for infants!
- Hold the infant in your lap and show him/her the beach ball. Invite the infant to explore and describe not only his/her actions but the ball as well. As the infant explores, sing the following song to add even more literacy to the experience.

THE BIG BEACH BALL  
(tune: "The Wheels on the Bus")

The big beach ball rolls 'round and 'round,  
'Round and 'round...'round and 'round.  
The big beach ball rolls 'round and 'round,  
Watch it go!

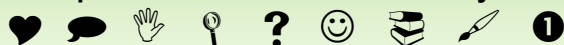
### Your Own Activities

## DAY 7

**Unit:** Balls, Blankets & Boxes

**Today's Focus:** Some Balls Can Be Kicked

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Make sure hot beverages such as coffee and tea out of the reach of children.

### Teaching Tip of the Day

Keep your rules simple and limit the number you have. This helps the children remember them.

### Transition Time

Have the children pretend to kick soccer or playground balls as they move from activity to activity today.

### Today's Vocabulary

Use some of these words in conversations with children today!

**kick**      **goal**  
**soccer**    **foot**    **measure**



**As younger children participate in activities today, model language by...**

- Using the words such as those listed above during Exploring Together and throughout the day.
- Reading how far balls kicked by the children go (p. 17).
- Talking with children as they create soccer



### **Exploring Together: Kick It**

(all ages, )

**Get Moving!**

Materials:

- ☐ **Balls that can be kicked (e.g., soccer/playground...put out of sight)**
- ☐ Max the Mail Carrier puppet

- Many children will already be familiar with our next types of balls...those you can kick. Soccer balls and playground balls are typically balls that young children play with when outdoors. Today, the children will learn more about these types of balls, including how to play with them safely. At the same time, they will develop gross motor, coordination and self-regulation skills.
- Sit with Max the Mail Carrier on the floor and watch to see which children seem interested. Use Max to invite these children to join you. Have Max share that he has some different types of balls to deliver today. Using, Max give the children clues about the balls you located ahead of time and see if they can figure out what they are. Then, go get the balls and show them to the children.
- Give the children time to explore the balls. For more verbal children, talk about how these balls are the same as, and different from, those they played with yesterday. For instance, would it be safe to throw a soccer ball? Probably not (at least for this age group!).
- Next, introduce the group game, "Kick It Around." You may choose to use either the playground ball or the soccer ball for this game. Again, you will want to play this game outdoors. Have the children stand in a circle. Give one child the ball. Have this child try to kick the ball to a child across the circle from him/her. If the child is a toddler/two and unable to kick at this time, that's OK! He/She can roll the ball instead. As the children kick the ball around the circle, talk about how it moves. Also, note how each child kicks the ball. This would be a good time to record an anecdotal note about each child's ability to kick. Make sure to give the children time to play with the balls independently after this experience is over.

### **Questions to Spur Thinking**

- What types of balls do people kick?
- Why do you think a soccer ball is meant to be kicked and not thrown?
- Why do you think people like playing soccer?
- Which foot do you prefer to use when kicking...your right or your left?
- Why is it important to always wear shoes when kicking balls?





Get Moving!

## How Far Did It Go?

(Toddlers–4 years, ☺ ♥ ⓘ ? 🖐)

### Materials:

- ☐ Playground or soccer ball
- ☐ **Tape measure**

- This experience exposes children to the concept of measurement in a meaningful way. At the same time, it exposes the children to larger numerals. Of course, those children who choose to participate will also build gross motor skills, practice kicking and take turns sharing materials. Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos/Young Threes:** This age group may, or may not, be able to kick a ball. If a child is not developmentally ready to kick a ball, he/she can push or roll it instead. Use the tape measure to read how far the ball went. While the measurement itself will not mean much to these children, you are still exposing them to what it means to measure and the tool you use to do so.
- Older Threes/Fours/Advanced Preschoolers:** How far do you think you can kick a ball? This is the question you will pose to children interested in this experience. Write down the children's predictions (with their names) on a piece of paper. This helps children see the connection between written and spoken words. Next, have the children take turns kicking the ball. Then have the children help you use a measuring tape to determine the distance. Write this measurement down next to the child's predictions. After all of the children have a turn, compare the actual results to the children's predictions. How accurate were they?

## DAY 7 - Center/Small Group Activities

### Questions to Spur Thinking

- How far do you think you will be able to kick the ball?
  - Who do you think kicked the ball the farthest?
- 
- What colors did you choose to use on your soccer ball?
  - Why do you think many soccer balls are colorful?

### Soccer Ball Art

(Toddlers–4 years, ☺ ? ⓘ 🖐 🎨 ♥ ☺)

### Materials:

- ☐ **Sponges cut in pentagon shapes**
- ☐ Large white paper plate per child
- ☐ Assorted colors of paint in shallow dishes

- In the past, most soccer balls were black and white. Today, soccer balls can be many different colors! However, a soccer ball is still a combination of pentagons and hexagons...all stitched together. Today the children will create their own soccer ball art using pentagon-shaped sponges and paint. In the process, they will build fine motor control, make choices and explore colors.
- Set out the materials listed above and invite interested children to use them as desired to create soccer ball art. While toddlers, twos and even young threes may simply use the sponges to smear the paint around, more advanced children may choose to use them to create a soccer ball-type pattern. Either way, be sure to engage in conversations with the children as they create. Once again, this would be a meaningful time to talk about colors with the children and evaluate their knowledge of this concept.
- Older Threes/Fours/Advanced Preschoolers:** These children can also be introduced to the pentagon shape during this experience. They can count the sides of the sponges as well as the points to determine that a pentagon has five of each.

## Ball Under a Blanket

(Infants, ☺ ? 🖐 ? ♥)

### Materials:

- ☐ **Soccer ball under a small blanket**

- During this experience, infants will use their senses as the attempt to solve a problem. At the same time, as you describe the infant's actions and the resulting outcomes, you will expose the infant to cause and effect while building receptive language skills.
- Put the soccer ball under the small blanket and sit with the infant on the floor or ground beside it. Pat the ball with your hand (while it is under the blanket). Describe what you feel and what you hear. Watch to see if the infant imitates your actions. As the infant explores, describe not only what he/she does but what happens to the ball as well. Talk about what you think might be under the blanket. Peek under the blanket and then put it down. Watch to see if the infant attempts to lift the blanket up. If so, help him/her and then reveal the soccer ball. Give the infant plenty of time to explore the ball and be sure to describe his/her actions as well as the ball.

### Your Own Activities

## DAY 8

**Unit:** Balls, Blankets & Boxes

**Today's Focus:** What Can You Play with a Ball?

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Toys left on the floor are tripping hazards not only for the children (particularly new walkers) but you as well. Remind children to put things away when they are done using them.

### Teaching Tip of the Day

Print pictures of toys you have in your program from the internet or cut from catalogs. Mount to index cards, cover with clear Contact paper and tape to shelves. Children can match the toys to the pictures when it is clean-up time.

### Transition Time

Have the children name games that involve balls before moving from activity to activity today.



### Exploring Together: Fun with Boxes & Balls

(all ages, ☺ ☑ ? 🎵 1 ❤️)

Get Moving!

Materials:

- ☐ Cardboard box and assorted balls
- ☐ Recorded music

- Today the children will use their imaginations as they create their own games with boxes and balls. You will get the group started and then challenge them to make up their own games. In the process, the children will practice problem-solving, build gross motor skills and utilize self-regulation.
- Take the children outside (weather permitting) along with assorted boxes and balls. Be sure to have the children help carry the boxes and balls. This is a great way for them to practice helping others.
- Next, introduce the group game, "Balls in Boxes." To play, have the children position the boxes around your outdoor play space. Then, turn on recorded music and have the children play with the balls in any way they would like. They may choose to kick the balls, roll the balls, toss the balls, etc. Then, when the music stops, the children must put all the balls in boxes. See how fast they can accomplish this task. Once all the balls are in the boxes, count with the children to see how many balls are in each box. Then dump out the balls and play again.
- After playing this game for awhile, invite the children to use the balls and boxes to make up their own games. Different developmental levels will approach this differently. Toddlers, twos and even young threes will probably choose to play independently while more advanced children may make up games that involves partners or teams. As you observe, take photos and record anecdotal notes to put in each child's portfolio. You may want to focus on social skills, motor control and/or the ability to problem-solve as you observe.

### Today's Vocabulary

Use some of these words in conversations with children today!

**games   play   balls**  
**sink   float   pattern**



**As younger children participate in activities today, model language by...**

- *Using the words, such as those listed above as children complete today's activities.*
- *Encouraging children to make and test predictions while experimenting with different types of balls in water (p. 19).*
- *Using words to describe patterns while exploring the Boxes & Balls Teaching Tool (p. 19).*

### **Questions to Spur Thinking**

- *Where should we put the boxes?*
- *How many balls do you think are in this box?*
- *Which box has the most balls?*
- *What did you like about this game?*
- *How could we play this game in a different way?*
- *What game did you make up with the boxes and balls? How do you play your game?*





## DAY 8 - Center/Small Group Activities

### Will It Sink or Float?

(Toddlers–4 years, 🗨️ 😊 🖐️ ❶ ? 🕒 ❤️)

#### Materials:

- ☐ Water table or container/tub of water
- ☐ **Assorted balls** (make sure they OK to put in water...e.g., ping pong ball, golf ball, old tennis ball, rubber ball, etc.)
- Making and testing predictions is an important science skill. This experience invites children to not only make and test predictions but also explore the concepts of sink and float at the same time. Additionally, the children will build fine motor control and practice comparing/contrasting during this experience.
- Set out the water table or container/tub of water along with the assorted balls. As children show interest, challenge them to see if the balls sink or float when put in water. Because different developmental levels will approach this activity differently, we are providing options.
- Toddlers/Twos: These children will more than likely just enjoy putting the balls in the water and taking them out. Because this age group often has limited language skills, you will want to describe what the balls do in the water. In addition, describe the children's actions.
- Threes/Fours/Advanced Preschoolers: These children can predict which balls will float and which will sink before putting them in the water. Then, they can compare the results to their predictions. In addition, this group can be challenged to compare and contrast the balls that sank with those that did not. How are they the same? How are they different?

### Catch the Ball

(Infants, 🗨️ 🕒 🖐️ ? ❤️)

#### Materials:

- ☐ **Large bowl or plastic tub filled with water**
- ☐ **Ping pong ball OR plastic ball that floats**
- ☐ Small towel
- Water play is a wonderful sensory experience for infants. Just be sure to supervise carefully and anticipate wet children and floors! During this experience, the infant will use problem-solving as he/she tries to catch a ball that is floating in water. This will also challenge the infant's fine motor skills.
- Put a small towel on the infant's high chair tray and add the large bowl or tub of water. As the infant watches, put a ping pong (or plastic) ball in the water. Describe what happens. Then, watch to see what the infant does and describe his/her actions as well. This would be a great time to use the terms *sink* and *float* in a meaningful way.

#### Questions to Spur Thinking

- Which balls do you think will float? Sink? Why do you think that?
- What do you see on the pattern strips?
- Which is easier for you...copying the pattern or extending it? Why do you think that is?

### Patterning with Balls & Boxes

(Toddlers–4 years, 🖐️ 🗨️ 😊 ❤️ ? ❶ 🕒)

#### Materials:

- ☐ **Boxes & Balls Teaching Tool, prepared** - To prepare, see p. 31.
- This experience will help the children practice copying, extending and even creating patterns. In the process, the children will develop visual discrimination, fine motor control and language skills. Because different developmental levels can use this material in different ways, we are providing options.
- Toddlers/Twos/Young Threes: Put the cards and strips for the Boxes and Balls Teaching Tool on a table or the floor and invite those children who show interest to join you. As the children pick up the cards, identify the objects on them. This will help this group, as well as ELL/DLL children, build receptive language and vocabulary skills. Then, pick up a card and ask the children to find one that is the same. Repeat, using a different card each time. More advanced children in this group may be able to match individual cards to those on the strips.
- Older Threes/Fours/Advanced Preschoolers: These children should be able to copy the patterns on the strips by placing the cards above, below or on top of the pictures. Then, they can extend the patterns by placing the cards at the ends of the strips to keep the pattern going. Finally, see if the most advanced children in this group can use the cards to create new patterns and then describe them for the group.

#### Your Own Activities

## DAY 9

**Unit:** Balls, Blankets & Boxes

**Today's Focus:** Fun with Balls, Blankets & Boxes

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Some children are extremely sensitive to scents and dyes. If you notice a child scratching or if he/she has a rash, mention this to parents/caregivers to see if an allergy may be to blame.

### Teaching Tip of the Day

Persistence is a skill all children need to develop. By presenting them with tasks that require more concentration, you are helping them build this skill. Just keep an eye out for signs of excessive frustration.

### Transition Time

Have the children pretend to bounce balls when moving from activity to activity today.



**Get Moving!**

### **Exploring Together: Making Up Fun**

(all ages, ☺ ♥ ? ✎ 🌐 🖐️ 💬)

**Materials:**

☐ Boxes, blankets and assorted balls

- This unit has provided the children with numerous opportunities to use their imaginations and today is no exception. Often, the most powerful activities are those that are entirely child-directed. This is one of those activities. As children use their imaginations, they will problem-solve, make and test ideas and interact with other children. There will be plenty of opportunities for children to explore concepts like size, shape, volume, distance, etc. as they play.
- Once outdoors, provide interested children with an assortment of Balls, Blankets & Boxes. Sit back and watch to see what the children choose to do with these materials. Challenge more advanced children to use them to create their own games, structures and more. Note how the children are "repurposing" the boxes...which is great for the environment!
- As you did yesterday, take time as the children play with the materials to record anecdotal notes and/or take photos/videos. Watch to see how the children interact with one another, how they use language (verbal or nonverbal) to communicate and their level of both fine and gross motor control. There are so many different developmental areas you could evaluate during this experience!
- **TIP FOR YOU!:** This video is sure to inspire you to use cardboard boxes to make some amazing things for the children in your group! <https://www.youtube.com/watch?v=ZWytPytIJB0>

### Today's Vocabulary

Use some of these words in conversations with children today!

**boxes**      **blankets**

**balls**      **build**      **catch**



**As younger children participate in activities today, model language by...**

- *Using words such as those above during daily activities.*
- *Describing children's actions as they attempt to use boxes and/or blankets to catch balls (p. 21).*
- *Engaging children in conversations as they make paper bag "balls" (p. 21).*

### **Questions to Spur Thinking**

- *Tell me about how you are using the (boxes, balls, blankets).*
- *Which material do you think is the most useful?*
- *What other things could you make/do with boxes, balls and blankets?*
- *If you wanted a very big box, where do you think you could go to find one?*
- *If you had balls, blankets & boxes at your home, what would you do with them?*





## Catch It!

(Toddlers–4 years, )

Get Moving!

### Materials:

- ☐ **Small blankets, balls (safe for throwing) and boxes (large enough for balls to fit inside)**

- This experience will challenge children to problem-solve as they use common items for a new purpose. At the same time, it will help them build both fine and gross motor skills as well as coordination. Different developmental levels will approach this experience differently so we are providing options.
- Set out the materials listed above and as children show interest, invite them to use them to play a catching game.
- Toddlers/Twos/Young Threes: These children will more than likely not be able to hold the box to catch a ball thrown by you (or another child). Instead, you can hold the box and invite the children to “toss” the balls into your box. As the children do so, be sure to describe both their actions and the results.
- Older Threes/Fours/Advanced Preschoolers: These children can take turns holding boxes and tossing balls into them. For instance, one child can hold a box while a friend tosses balls into it. The children can try different techniques for tossing the balls into the boxes. The children holding the boxes will need to figure out that they might need to move the box once the ball is tossed in order to catch it. This will require strong eye-hand coordination! As the children play, encourage them to try different techniques for tossing and catching the balls. Which work the best? Why do the children think this is?

## Can You Find the Ball?

(Infants, )

### Materials:

- ☐ Board books featuring balls (see the Book List on p. 30 for suggestions)
- Looking at books with an infant is a wonderful experience. Not only does it provide you with the opportunity to build the infant/caregiver bond, it also opens the door for you to help the infant build receptive language and future vocabulary.
- Invite the infant to pick one of the books for you to “read.” Remember...reading to infants may just mean talking about the pictures. In fact, for this experience, this approach will work well. Turn the pages (or have the infant do so) and see if the infant can point to any balls he/she sees in the photos or illustrations. Each time a ball is spotted, you can describe it for the infant and then clap together.

## DAY 9 - Center/Small Group Activities

### Questions to Spur Thinking

- *Is it easy or hard to catch a ball in a box? Why do you think that is?*
- *How is the ball you made like a real ball? How is it different?*

## I Can Make a Ball

(Toddlers–4 years, )

### Materials:

- ☐ Old newspapers or scrap paper
- ☐ Tape (assorted types)
- Can you make a ball with old newspaper? This will be the challenge you pose to the children during this experience. As children create, they will need to problem-solve, demonstrate fine motor control and think creatively. Because different developmental levels will approach this activity differently, we are providing options.
- Set out the materials listed above. As children show interest, challenge them to use these materials to make balls they can toss or even roll.
- Toddlers/Twos/Young Threes: These children should be able to crumple newspaper or scrap paper into a ball...with a little assistance from you. As the children do this, be sure to talk about how the newspaper looks, feels, sounds and even smells. This is extremely important for this group as well as ELL/DLL learners. Then, tear pieces of tape to stick to the edge of the table. While you hold the newspaper in a tight ball, the children can peel the pieces of tape off the table and stick them on the paper to hold the ball in place. When the newspapers balls are complete, the children can play with them.
- Older Threes/Fours/Advanced Preschoolers: These children should be able to use the materials independently to create their balls. When finished, challenge these children to compare their newspaper balls to real ones.

### Your Own Activities

## DAY 10

**Unit:** Balls, Blankets & Boxes

**Today's Focus:** More Fun with Balls, Blankets & Boxes

**Developmental Areas Addressed Today:**



### Be Healthy & Safe!

Be sure to check expiration dates on foods before serving to children.

### Teaching Tip of the Day

Remember...a good mood is contagious! If you are in a good mood, the children will more than likely be as well.

### Transition Time

Have the children sing some of their favorite songs from this unit while moving from activity to activity today.



Get Moving!

### Exploring Together: Fun with Balls, Blankets & Boxes

(all ages, ☺ ☑ 📖 ❤️ ✋ 🗝️ ? ❶ ?)

#### Materials:

- ☐ Books (see Book List, p. 30 for suggestions)
- ☐ Blanket + assorted toys/common household objects
- ☐ Playdough
- ☐ **Assorted balls** (different sizes)

- Today the children will have more fun with Balls, Blankets & Boxes. Choose the activities below that you think will work best for your program and feel free to add others you think your children will enjoy.
- What Is Under the Blanket? - Invite interested children to play a game. Have the children close their eyes while you put a toy or common household item under the blanket. Then, have the children open their eyes and use their sense of touch to try to figure out what is under the blanket. Once they think they know, lift the blanket to see if their guess is correct. Then repeat this procedure with a different toy or item.
- Playdough Balls – Provide the children with playdough and challenge them to roll it into balls. As the children create, describe their technique and engage them in conversations by asking questions. Talk about the color of the playdough as well as the size of the balls the children create.
- Sorting Balls by Size - Set out an assortment of different sized balls. Challenge more advanced children to sort the balls by size. As the children sort, describe the different types of balls and whether they are balls that are meant to be thrown or kicked. Is there any correlation between the size of the ball and whether it is meant to be kicked or thrown? Hmm.
- What Type of Balls Can You Find? - Set out a variety of books and challenge interested children to see how many different types of balls they can find in the photos or illustrations.

### Today's Vocabulary

Use some of these words in conversations with children today!

**boxes blankets balls**

**size roll pattern melon**



**As younger children participate in activities today, model language by...**

- *Saying the words listed above as children complete activities during the day.*
- *Talking with children as they practice copying, extending and creating patterns (p. 23).*
- *Engaging children in conversations as they make a melon ball snack to enjoy (p. 23).*

### Questions to Spur Thinking

- *What do you think is under the blanket?*
- *How can you tell?*
- *Which senses are helping you figure out what is under the blanket?*
- *Tell me about the ball you are making with playdough.*
- *How are these balls the same? How are they different?*
- *Which balls do you kick? Which do you throw?*



## DAY 10 - Center/Small Group Activities

### More Patterning Fun

(Toddlers–4 years, ♥ 😊 🖐️ ? ① 🔍 💬)

Materials:

☐ Boxes & Balls Teaching Tool

- Exploring a learning material repeatedly helps children scaffold their learning. During this experience, the children will continue to explore patterning skills. Your less advanced children can practice matching instead. Either way, the children will engage in problem-solving and build visual discrimination skills as they participate in this experience.
- Set out the Boxes & Balls Teaching Tool and watch to see who shows interest in this material. Choose the option from below you feel will work best based on the developmental level of each child.
- Toddlers/Twos/Young Threes: Pick up on of the pattern strips, point to each picture and name it. Then, point to the first picture on the strip and see if the children can find a card that is the same. Repeat with the second picture on the strip. When you start repeating the pattern, note this for the children. Remember...the goal at this point is simply exposure to the concept of what a pattern is.
- Older Threes/Fours/Advanced Preschoolers - Because these children are already familiar with this material, they can use it on their own to practice copying, extending and creating patterns. As you interact with the children, engage them in conversations. Challenge them to describe their thought processes to you as well as the patterns they are copying, extending or creating.

### Questions to Spur Thinking

- *Tell me about how you are using the pattern strips and cards.*
- *Which type of melon is your favorite? Why do you like that one best?*

### Marvelous Melon Balls

(Toddlers–4 years, ♥ 😊 🖐️ ? ① 🔍 💬)

Materials:

- ☐ **Cantaloupe, watermelon, honeydew\***
- ☐ **Melon ballers** (see if parents/caregivers can send some in)
- ☐ Large bowl, individual bowls, forks or spoons
- ☐ Sharp knife (adult use ONLY...put out of reach)

- How much fun would it be to make balls you can eat? That is exactly what this experience accomplishes! As the children use melon ballers to make balls of cantaloupe, watermelon and honeydew, they will not only build fine motor control but utilize their senses at the same time. This is also an excellent experience for helping the children work together toward a common goal...snack!
- Set out the fruits as well as the other materials. Show interested children the melons. Do the children know the names of any of them? Have they eaten them before? Give them plenty of time to share. Then, have the children predict what they think they will see when you cut each melon in half. After they share, have the children compare their predictions to the actual results. Were they correct? Next, have the children help remove the seeds and then take turns using melon ballers to scoop balls from each melon to put into a large bowl. As the children do so, be sure to talk about how the melons look, smell and feel. Once all the flesh from the melons has been scooped into the large bowl, mix, serve & enjoy!
- Advanced Preschoolers: These children should be able to use the melon ballers without too much help.

*\* As always, be sure to check with parents/caregivers before serving any foods.*

### Singing & Learning

(Infants, 💬 🎵 📖 ♥)

Materials:

☐ None needed

- Rhymes and songs are excellent tools for helping infants build language and vocabulary skills. Reciting rhymes and singing songs repeatedly helps build exposure to language in a fun way.
- Hold the infant in your lap and sing some of the infant's favorite songs from this unit. See pages 7, 11 and 15. In addition, feel free to incorporate any songs from the Exploring Together experiences as well.

### Your Own Activities



# School-Age Activities

If you have school-age children in your care, use these experiences with them as desired. Most require little preparation and can be implemented with just a few children. In addition, all of them can be extended to last more than one

## Unfold/Fold



### Materials:

- ☐ **Cardboard boxes and cartons (assorted)**, tape, child-safe scissors

- Your school-age children are probably familiar with cardboard boxes and cartons. But have they ever stopped to think about what shape the cardboard is in before it is folded into a 3-dimensional shape? This experience will challenge the children to do just that. In the process, the children will problem-solve, make and test predictions and build fine motor control.
- Set out the assortment of cardboard boxes and cartons. As children show interest, invite them to share why they think these types of containers are important. What would happen if we did not have cardboard boxes and cartons? See if the children can identify the 3-dimensional shape of each box as well.
- After discussing, challenge the children to predict what they think they will see when you deconstruct a cardboard box or carton. If desired, have them write down their predictions. Then, have the children help you carefully deconstruct a box or carton. When finished, have the children compare their predictions to the results. How accurate were they?
- **EXTEND FOR ANOTHER DAY:** Have the children deconstruct other boxes or cartons. Then, if desired, see if they can put them back together again, using tape to secure the flaps.

### How Are Boxes Made?

### Questions to Spur Thinking

- *Why are boxes and cartons important?*
- *What would happen if we did not have cartons for things like food?*
- *What do you think the box will look like when it is deconstructed?*
- *How accurate were your predictions?*
- *What does it mean to repurpose something?*
- *How could you repurpose this box?*
- *Why do you think having a recycling bin for paper scraps is important?*
- *How could you repurpose other*

## Repurposing a Box



### Materials:

- ☐ **Cardboard box (medium to large)**, crayons/markers

- Boxes have a purpose but can also be repurposed for different uses. This is actually a wonderful way for children to care for the environment. During this experience, the children will repurpose a box to create a recycling bin for paper scraps. Not only is this a hands-on way for them to learn about the importance of recycling, it also provides an opportunity for them to build literacy skills (as they label the box) and oral communication skills as they share the purpose of the box with younger children.
- Set out the box as well as the crayons/markers. Talk with the children about what it means to repurpose something. Do they know? Then, invite the children to repurpose the box you gathered to create a recycling bin for paper scraps. Invite the children to label the box using printed words and then they can decorate as desired. When finished, have the children present the repurposed box to younger children. They can explain why they made the box and what the children are supposed to use it for.
- **EXTEND FOR ANOTHER DAY:** Provide the children with additional cardboard boxes they can repurpose. How many different ways can they come up with for using the boxes?

### Boxes Have a Purpose



# School-Age Activities

## How Much Can It Hold?



### Exploring Volume

#### Materials:

- ☐ **Empty food cartons** (e.g., cracker, rice, cereal)
- ☐ Sand, small blocks (e.g., Legos®), old newspaper
- ☐ **Measuring spoon (tablespoon)**

- Volume is probably a new concept for many school age children. This experiment will challenge children to investigate how the contents of a carton affects the volume. In simple terms, volume is the space a material takes up within a confined space...like a box. During this experience, the children will make and test predictions, utilize their senses and practice counting.
- Set out the materials listed above and as children show interest, invite them to explore volume. Pick up one of the food cartons. Does anyone know what the volume of the box is? Explain that volume is how much it can hold. Show the children the sand, small blocks and old newspapers. How much of each item do the children think the box can hold? Write down their predictions on a piece of paper. Then, have the children fill the box with each item (e.g., cups of sand, # of blocks, sheets of old newspaper). Use a tablespoon for the sand. After the children fill the box with one of the items, have them compare their predictions to the actual results. How close were they? What did they learn about volume by doing this experiment?

**EXTEND FOR ANOTHER DAY:** Have the children fill the boxes with other items and/or compare the volume of different boxes. This is a great way for children to build background knowledge.

### Questions to Spur Thinking

- *What is volume?*
  - *Why do you think it might be important to know the volume of a box or carton?*
  - *Which do you think you will need more of to fill the box...sand or Legos? Legos or newspaper? Why do you think that?*
- 
- *Tell me about how you are using the blankets to build.*
  - *What do you think would happen to a real house built from blankets?*
  - *Which blankets work best for building? Why do you think that is?*
  - *How many blankets did you end up using in your structure?*

## We Built a...



### Building with Blankets

#### Materials:

- ☐ **Assorted blankets, pinch-type clothespins**
- ☐ **Lawn chairs, picnic table or folding table**
- ☐ White paper, crayons/markers/pencils

- Building with blankets is something most children love to do...even older children! During this experience, the children will need to practice cooperation, demonstrate fine motor control and engage in problem-solving independently and with their peers.
- Set out the blankets, clothespins and other materials. Invite those children who seem interested to use the blankets as a building material. As you observe, listen to the children's conversations as well as how they work together. Take note of their fine motor coordination as well as how they problem-solving. All of this information can be recorded in anecdotal notes of each child's developmental profile.
- Once the children complete their structure, have them write and draw to record not only what they built but also how they built it. This is an excellent way for them to use writing to share step-by-step directions with others.

**EXTEND FOR ANOTHER DAY:** Definitely keep these materials available for several days.

# School–Age Activities

## Measuring Circumference



What is  
Circumference?

### Materials:

- ☐ **Assorted balls** (different types and sizes)
  - ☐ **Measuring tape** (like the type you would use when sewing)
  - ☐ Large sheet of white paper, crayons/markers/pencils
- Circumference is a mathematical term some of your older school-age children may know while your younger ones may not. This experience introduces children to the concept of circumference using an assortment of balls. In addition to measuring, the children will write down information they will then use to create a graph.
  - Set out the materials listed above and as children show interest, invite them to explore the balls. Have the children share what they know about each type of ball. What game is it used to play? Who do they know that plays that game? How are the balls the same? How are they different?
  - Next, introduce the concept of circumference...explaining in very simple terms that it is the distance around each ball. Show the children how to use a measuring tape to find the circumference of one of the balls. Then, have the children record this information on a piece of paper. The children can then measure the circumference of each ball and record this information. Once all of the balls have been measured, the children can use this information to create a simple graph. They can then use this to compare and contrast the circumferences of the balls.

**EXTEND FOR ANOTHER DAY:** Have the children measure other types of balls at home (or in your program) and add this information to the graph.

### Questions to Spur Thinking

- *What is circumference?*
  - *Why do you think a tape measure, like this one, is the right tool for measuring the circumference of the balls?*
  - *What can you learn about the circumference of the balls by looking at your graph?*
- 
- *What do you think it means to repurpose something?*
  - *How could you repurpose the boxes/ cartons and use them in a game?*
  - *Which game that you created did you enjoy playing the most? Why did you like that one the best?*

Get Moving!

What is  
Repurposing?

## Making Up Games



### Materials:

- ☐ **Cardboard boxes, empty food cartons, balls (different sizes), blankets (different sizes)**
- Both cardboard boxes and empty food cartons can be recycled. This experience introduces the children to the concept of repurposing these materials instead of throwing them away or recycling them. At the same time, it challenges children to use their imaginations and problem-solve. You will note that younger children are doing a similar experience. The difference with this group will be that they will be challenged to come up with games they can play together instead of independently.
  - Begin by setting out the materials listed above. Challenge those children who show interest to use the materials to create games they can play as a group. As they work together and discuss the possibilities, introduce the concept of repurposing the cardboard boxes and cartons. Do they know what this word means? If so, encourage the children to explain it to you. Invite the children to see how many different ways they can repurpose the boxes/cartons in the games they create. This will be a challenge!

**EXTEND FOR ANOTHER DAY:** Have these materials available for multiple days. Challenge the children to use them to create new games to play each day. How many different games can they come up with? Can they come up with games for younger children to play as well?

## Directions for Make It! Sheets

The Make It! sheets enhance the experiences presented in the lesson plans. Feel free to incorporate these activities where you feel they would fit best. Each one can be completed in different ways for children of different ages. The details below explain how each sheet COULD be used. Feel free to use them in other ways as well.

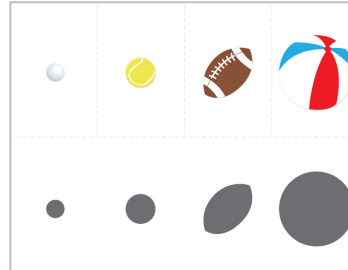
### Make It! Sheet #3 – Ball Match-Up Game

#### You Will Need:

- Child-safe scissors
- Crayons/markers

#### What to Do:

- The purpose of this sheet is to help each child create a simple matching game he/she can play in your program and then take home to play with parents/caregivers.
- Print out a copy of the sheet for each child and have him/her cut along the dotted lines.
- To play, the children should put the colored picture of each ball on top of the dark grey shape. As the children work to make the balls to the “shadows,” be sure to engage them in conversations. Can they name the different balls on the cards? Which ones are spheres? Which ones are not?
- HELPFUL TIP: If you are worried the children may mix up their pieces, have each child choose a marker (different color for each child). Have the children make dots on the backs of their playing pieces. This way, if they get mixed up, you can sort them out easily.



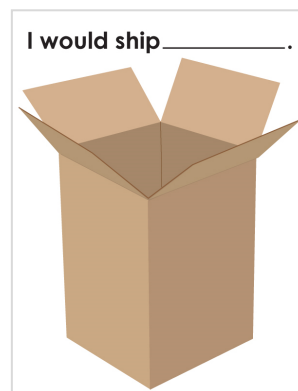
### Make It! Sheet #4 – What Would You Ship? Available in English & Spanish

#### You Will Need:

- Copy of the sheet for each child
- Child-safe scissors
- Old magazines, catalogs or store sale flyers
- Gluesticks

#### What to Do:

- The purpose of this sheet is to help each child practice making choices and then sharing those choices with others. At the same time, more advanced children can practice writing to share their ideas and also explore letters/words.
- Print out a copy of the sheet for each child. Begin by reading the title at the top of the sheet. Encourage the children to talk about things they would ship in a package to a family member, friend or even neighbor. Then, provide the children with old magazines, catalogs and/or store sale flyers. Have the children cut, or tear, pictures of things they would ship to glue in/on the box. As the children work, be sure to engage them in conversations. This provides the perfect opportunity for nonverbal children to learn by listening.
- Have each child dictate, or write, the name of one item he/she put in the box to print in the line at the bottom of the sheet. Be sure to name letters and talk about letter sounds with your more advanced children while doing so.

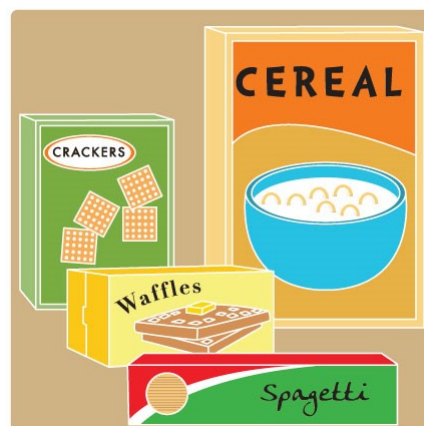


## Experiences for Advanced Preschoolers: School Readiness

The following experiences are designed for advanced preschoolers that are ready to learn more about letters and sounds as well as numbers, mathematical operations (addition/subtraction), and spatial concepts. The following extension ideas blend well with the activities presented in this Teaching Guide. Incorporate them as you complete activities if they are appropriate for the advanced children in your care.

### Letter Recognition, Beginning Sounds and Creative Writing:

- ❑ **What Does It Say?:** Reading food cartons is an important life skill. Knowing how many calories a food has or how much fat it contains is important information. In addition, understanding the ingredients listing is important as well. This experience will introduce these ideas to children. While many may not be able to read the words yet themselves, just understanding why those words are on the box is very important. Set out an assortment of food boxes and invite the children to find words on them. Read the words the children find to them. Can they find the brand name? Where are the ingredients? Take time to read and explore the boxes with the children. They will more than likely be surprised to hear all the very long names of the ingredients in their food! During this entire process, be sure to talk about letter names, letter sounds and words.



- ❑ **It Starts With...:** As you introduce each new vocabulary word, print it on paper and have children identify the beginning letter and sound. Can children list other words that begin with the same letter and sound?
- ❑ **Creating Lists:** This experience provides a wonderful opportunity for you to help children make written/spoken language connections. Creating a list is a good way for children to organize ideas. At the same time, this experience will challenge them to use their imaginations. First, show the children a cardboard box, a blanket and a ball. Print the words *cardboard box* at the top of a large sheet of paper. Then, challenge the children to create a list of all the things a cardboard box can be (e.g., a boat, a car, a shelf, etc.). How many different things can they name? As you write their ideas on paper, be sure to talk about letter names and letter sounds. Then, repeat this procedure for both the blanket and the ball. Once all of the lists are complete, compare and contrast them.

### Mathematical Operations:

- ❑ **Blanket Bowling:** For this experience, you will need a blanket and 10 balls. They can be any type of balls but should be the type that can be rolled. Tennis balls would work well. First, have the children help spread out the blanket. Then, show the children the balls. Have the children count the balls to discover that there are 10. Then, have the children take turns trying to roll the balls on to the blanket. After all 10 balls have been rolled, have the children count to see how many landed on the blanket and how many missed. Write this as either an addition or subtraction fact. For instance, if the children roll the balls and 4 balls land on the blanket and 6 miss, you could write this as  $4 + 6 = 10$  OR  $10 - 6 = 4$ . Your choice! See how many different number combinations the children can make as they play.



# Learning Indicators Addressed By Activity

## Unit: Balls, Blankets & Boxes

	Exploring Together	Small Group	Small Group	Infant
<b>DAY 1</b>	Special Delivery LD1, LD2, LD3, LD4, AL3, SE2, SE3, SK1, SK2, LR1, SS2, MK1, PD5	Will It Fit? LD3, LD4, AL2, SK1, SK2, MK5, LR1, SE2, PD5	Box Artists LD3, LD4, AL1, AL3, PD5, SK1, CA3, SE2, SE3, LK5	A Box LD1, LD2, SK1, SE1, PD5
<b>DAY 2</b>	Deliver the Package! LD1, LD2, LD3, LD4, SE2, SE3, PD4, LR1, PD4, CA1, CA4, SS2, AL3	Packing and Shipping LD3, LD4, AL1, AL2, SE2, CA4, LK3, LK4, LK5, SK1, PD5	Banging on Boxes PD5, LD3, LD4, SE2, CA1, LR1, LR2, SK1, AL1	Pop! LD1, LD2, SK1, PD5, SE1, LK1, MK3
<b>DAY 3</b>	Food Box Fun LD1, LD2, LD3, LD4, SE2, AL3, SS1, SK1, MK1, LK2, LK3, LK4, LR1, PD5	Food Box Puzzles LD3, LD4, SE2, AL2, LK2, LK3, LK4, PD5, MK1, LR1, SK1	From Carton to Block PD5, MK6, LD3, LD4, LR1, LR2, SS3, SE2, SK1, AL1, AL3	Snack from a Box SE1, PD5, SK1, LD1, LD2
<b>DAY 4</b>	Games with Boxes LD1, LD2, LD3, LD4, SE2, SE3, PD4, PD5, SK1, SK2, LR1, LR2, SS3, AL3	How Do Boxes Help? LD1, LD2, LD3, LD4, SE2, SE3, LR1, SK1, SK2, AL3, PD5, MK1	Box Bowling LD3, LD4, LR1, LR2, AL3, PD4, MK1, SK1, SE2, SE3	Someone's in the Box LD1, LD2, SK1, CA1, SE1
<b>DAY 5</b>	Blanket Bouncers AL3, PD4, PD5, SE2, SE3, SK1, SK3, LR1, LR2, CA1, LD1, LD2, LD3, LD4	Blanket Fun SE2, SE3, PD4, LR1, LR2, AL3, MK1, MK3, SK1, LD1, LD2, LD3, LD4	Look What I Can Do! LD3, LD4, SE2, SE3, LR1, LR2, LK3, LK4, LK5, PD5, SK1, AL2, AL3, CA4	Soft on Your Tummy LD1, LD2, SE1, SK1, SK3, PD4
<b>DAY 6</b>	You Can Throw It LD1, LD2, LD3, LD4, SE2, SE3, SK1, MK6, LR1, PD3, PD4, PD5	Balls and Friends LD3, LD4, AL2, AL3, SE2, SE3, SK1, LR1, PD4, MK3, CA1	Roll 'N Paint AL1, AL3, SE2, SE3, PD5, LR1, LR2, CA3, SK1, SK2, LD3, LD4, MK6	Big, Big, Beach Ball LD1, LD2, SK1, CA1, SE1
<b>DAY 7</b>	Kick It LD1, LD2, LD3, LD4, PD4, SE2, SE3, SK1, LR1, AL3	How Far Did It Go? LD1, LD2, LD3, LD4, AL2, AL3, SE2, SE3, MK5, LK3, LK4, LK5, SK1, LR1, PD4	Soccer Ball Art AL1, AL2, LR1, MK3, SK1, PD5, CA3, SE2, LD3, LD4	Ball Under a Blanket LD1, LD2, SK1, PD5, SE1, LR1
<b>DAY 8</b>	Fun with Boxes & Balls AL3, LD1, LD2, LD3, LD4, SK1, PD4, LR1, MK1, CA1, SE2, SE3	Will It Sink or Float? LD3, LD4, AL2, AL3, PD5, MK6, LR1, SK1, SK2, SK3, SE2, SE3	Patterning with Balls & Boxes PD5, LD1, LD2, LD3, LD4, AL3, SE2, LR1, MK4, SK1	Catch the Ball LD1, LD2, SE1, SK1, LR1, PD5
<b>DAY 9</b>	Making Up Fun AL3, SE2, SE3, SK1, LR1, PD4, PD5, LD1, LD2, LD3, LD4, CA4, SS3	Catch It! LD3, LD4, PD4, PD5, SE2, SE3, SK1, SK2, LR1, LR2, AL2, AL3	I Can Make a Ball PD5, SE2, SK1, LR1, LR2, AL1, AL2, LD3, LD4, MK6	Can You Find the Ball? LD1, LD2, SE1, SK1, LK1, PD5
<b>DAY 10</b>	Fun with Balls, Blankets & Boxes AL3, LD1, LD2, LD3, LD4, SE2, SE3, LK1, PD4, PD5, SK1, SK2, LR1, MK6	More Patterning Fun PD5, LD1, LD2, LD3, LD4, AL3, SE2, LR1, MK4, SK1	Marvelous Melon Balls SE2, AL1, AL3, PD2, PD5, LR1, SK1, SK3, LD1, LD2, LD3, LD4, MK3	Singing & Learning LD1, LD2, SE1, CA1, LK1

For a full list of learning indicators, please see the Gee Whiz Education User's Guide.

## School-Age Activities (p. 24-26 of Teaching Guide)

Unfold/Fold – LD1, LD2, LD3, LD4, AL1, AL2, AL3, SK1, SK2, LK3, LK4, LR1, PD5, SE2, MK3

Repurposing a Box - AL3, SE2, PD5, SK1, SS3, LR1, LR2, LK3, LK4, LK5, LD1, LD2, LD3, LD4

How Much Can It Hold? – LD1, LD2, LD3, LD4, SE2, PD5, SK1, SK2, SK3, LR1, MK1, MK5, AL1, AL2, AL3

We Built a... – LD1, LD2, LD3, LD4, SE2, SE3, SK1, LR1, LR2, PD5, LK3, LK4, LK5, AL3

Measuring Circumference - LD1, LD2, LD3, LD4, SE2, SE3, AL3, SK1, LR1, MK4, PD5

Making Up Games – LD1, LD2, LD3, LD4, SE2, SE3, PD4, PD5, SK1, LR1, LR2, AL3

### Book List

Here is a list of books that complement our unit, “Balls, Blankets & Boxes”:

*Ball* by Mary Sullivan

*A Ball for Daisy/Un Pelota Para Daisy* by Chris Raschka

*Balls!* by Michael Rosen

*Biscuit Plays Ball* by Alyssa Satin Capucilli

*Box* by Min Flyte

*A Box Can Be Many Things* by Dana Meachen Rau

*The Cardboard Box Book* by Roger Priddy

*Charlie Plays Ball* by Ree Drummond

*Christina Katerina and the Box* by Patricia Lee Gauch

*Curious George at the Baseball Game* by H.A. Rey & Margaret Rey

*Delivering Your Mail* by National Geographic Learning

*Football with Dad* by Frank Berrios

*Franklin's Blanket* by Paulette Bourgeois

*Froggy Plays Soccer* by Jonathan London

*Geraldine's Blanket* by Holly Keller

*Not a Box/No es una caja* by Antoinette Portis

*Mr. Putter & Tabby Drop the Ball* by Cynthia Rylant

*Pete the Cat: Play Ball!* by James Dean

*Pigs in a Blanket* by Hans Wilhelm

*Small Bunny's Blue Blanket* by Tatyana Feeney

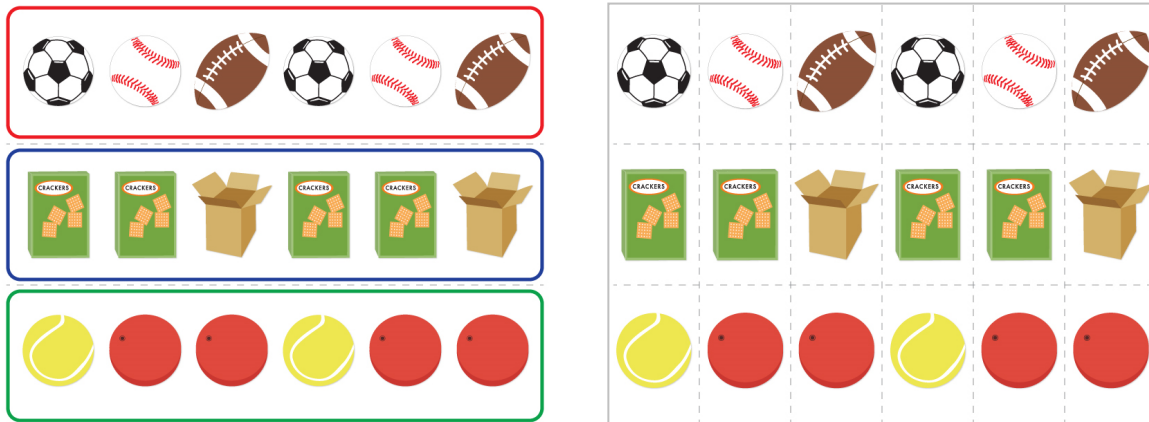
*Where is Baby's Ball?* by Karen Katz

*Yellow Ball* by Molly Bang



### Boxes and Balls Teaching Tool Preparation Directions

1. Print the sheets from the Teaching Tool file.
2. Cover the sheets with clear Contact® paper (if desired) and cut apart by following the dotted lines.
3. This Teaching Guide will provide you with details on when, and how, to use this material.



### Max the Mail Carrier Puppet Preparation Directions

1. Print page with the puppet from the separate file.
2. Cut apart by following the dotted lines. Put Max's head on the flap of a paper lunch bag and his body on the side.

