



Language/ Literacy

Understanding Words

- How author Janell Cannon’s interest in animals helped her write books (Day 1)
- How Janell Cannon’s illustrations can help people like animals that may make them feel scared (Day 2), and her story helps us remember to be kind to people (Day 3)
- How changes in an illustration of the same item can help tell a story (Days 4, 5)



Mathematics

Counting Things

- Practicing how to make groups of different numbers of items (Days 1, 2)
- Comparing groups of different amounts of items (Day 3–5)



Self- Regulation

Paying Attention

- Practicing concentration by looking closely at the color of someone’s eyes
 - *Hello Game* (Day 1)
- Following requests by watching and taking turns
 - “Silly Faces Song” (Day 2)



Social- Emotional

Getting Along with Others

- Reviewing how to take turns (Day 3)
- Reviewing how to cooperate (Days 4, 5)



Science

Exploring Earth and Space

- Different external characteristics of rocks (Days 1, 2)
- Comparing wet and dry rocks (Day 3)
- How water on a rock shows a rock’s colors, spots, and lines (Day 3)



Physical/ Health

Moving Our Bodies

- Practicing how to balance and shift our weight (Day 4)
- Practicing how to roll our bodies (Day 5)

WEEK
45

DAY
1

Understanding Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Oral language

Print knowledge

Children will be familiar with the author Janell Cannon, including how her interest in animals helps her to write books for children.



Key Concepts

Review: Fact
Fiction
Imagination



Materials Needed

Stellaluna by Janell Cannon

BEGIN: [Display book cover.]

This week we will learn how another author and illustrator creates books. The name of the author and illustrator is Janell Cannon.

This is one of Ms. Cannon's books. It is a book about a bat named Stellaluna.

[If you have read this book previously with children in your group, here is an alternative approach to the book. "We (some of you) have read this book before. What do we remember about this book?"]

EXPLAIN: When Ms. Cannon was a young girl, she liked all kinds of animals. She especially liked insects and other animals like bats, spiders, frogs, and snakes. She liked animals that most people didn't like or were afraid of.

Sometimes, animals like frogs and snakes were her pets. She thought they were beautiful, even when other people didn't think her animals were beautiful.

- ASK:**
- What animals do you like?
 - What animals live in your backyard or in your neighborhood?
 - What animals do we see when we're at our center (on the playground, classroom pet)?

EXPLAIN: When Janell Cannon got to be a grown-up, she wanted to help children to learn about animals. She decided to draw pictures and write stories.

She gets ideas for her stories by watching real animals. Sometimes she looks at photographs of animals to help her draw.

ACT: Let's read *Stellaluna* and see what happens. As we read the story, let's think about what animals are in the book.

[Read the book without inviting talk until you have finished reading. Do not elaborate on book information unless children seem confused about what you are reading. Point to and describe illustrations directly related to text.]

ASK: What different animals are in this book? (bats, birds, owl)





EXPLAIN: Birds, owls, and bats are all real animals. Some of the things that they do in the book are real too. At the beginning of the story, Stellanora hung upside down on a branch by her feet. This is something that is true. Bats hang upside down by their feet. It is a fact.

It is also a fact that owls chase other birds at night.

- ASK:**
- In this book, the bats and the birds talk to each other. Do bats and birds talk to each other with words like people do? (no)
 - Is this something that is made up? (yes)

EXPLAIN: The idea that bats and birds talk to each other using people words is fiction. It is made up.

Ms. Cannon got ideas for her stories while she did drawings of animals. She uses her drawings, thinking, and imagination to create a story. Remember, we can think of new or pretend things when we use our imagination.

Some of the information in Ms. Cannon's books is made up. Her stories also include true information about animals.

RECAP: Today we learned about the author Janell Cannon. We learned that she likes animals. She gets ideas for her stories by watching animals and by drawing animals.

Scaffolding Tips

Extra support ■ If children have difficulty identifying things in the story that are made up and things that are true, point out an event in the story and ask if a real animal would do the same thing that is in the book. Examples: "Would real fruit bats hang upside down?" (Yes, that is true) "Do real fruit bats talk to birds or eat insects?" (No, real fruit bats don't talk, and they eat fruit, not insects) That idea is made up.

Enrichment ■ Encourage children to think of animals they might want to add to the story. What animal or animals do children have in mind? What might the animals do or say? ■ Review the last two pages of the book containing factual information about bats. Provide the book for children to look at in the library corner.

 Center Activity

Cut apart provided *bird, bat, and owl cutouts and place on the back of each a small hook and loop fastener for use on a flannel board. Encourage children to use flannel board pieces in retelling the story of *Stellaluna*.



*Printables provided

 Family Child Care

School-age children in your setting might enjoy helping you read *Stellaluna* to other children.

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will deepen their ability to form equal groups, groups with more items, and groups with fewer items.

For Option 2



Key Concepts

Review: Equal
More
Fewer



Materials Needed

*Large dot cards 1–9

Identical counters—10 per child

*Printables provided

Option 1: Offer the Week 8, Day 2 activity to review forming equal groups.

Option 2: Support children in making a group of items that is more than, fewer than, or equal to the number of dots on a randomly-selected card.

Explain that we will pick a dot card, and then each of us will practice making a group of counters (circles). The number of counters we put in our group may be more than, or fewer than, the number of dots on our card. The number of counters we put in our group also may be equal to the number of dots on the card. Remind children that equal means things have the same amount.

Place the dot cards face down in random order in a stack in front of you. Give each child 10 counters. Invite a child to pick one card and show it to all children. Then invite children to use their counters to make a group that is equal to the number of dots on the card. If appropriate, lead children in counting the number of dots on the card as you point to each dot.

Encourage children to return the counters in the group they made to their collection of 10 counters. Then invite another volunteer child to pick and display a different card. Encourage children to make a group that has more counters than the number of dots on the card. The number of counters children put in their respective groups does not matter as long as the group has more counters than the number of dots on the card.

Repeat the process described above, this time inviting children to make a group that has fewer counters than the number of dots on the selected card.

Continue as time and children's interest permit. Alternate the three options (equal, more, fewer) unless it appears that children need more practice with one of the concepts.

Paying Attention



Self-
Regulation

3-5 YEARS

Large Group



Skill and Goal

Concentrate

Children will practice concentrating by looking at the color of a peer's eyes.



Key Concepts

Review: Concentrate



Materials Needed

None

BEGIN: [Arrange children sitting in a large circle, facing inward.]

We are learning how to concentrate on what we hear, see, and do. What does it mean to concentrate? (pay close attention to something)

EXPLAIN: We can understand something better when we concentrate on it.

Today we will concentrate on the person sitting next to us. We will play a game we've played before called the *Hello Game*.

We play the *Hello Game* by turning toward a person sitting next to us and saying "Hello." Then we look in our neighbor's eyes and tell our neighbor what color his/her eyes look like.

Let me show you.

[Sit next to an adult helper. Turn to the adult helper and say "Hello (adult helper). Your eyes look (color) to me today." Then the adult helper turns to you to say "hello" and tells you what color your eyes look.]

(Adult helper) said my eyes look (color). Someone else might tell me my eyes look (different color).

The color of our eyes can look different at different times. That's why we say "your eyes look a certain color," and not, "your eyes are a certain color."

ACT: Each of us will take a turn saying "hello" to our friend, and telling our friend what color his/her eyes look like. Let's go around our circle in the order we are sitting.

[Begin with a volunteer child. Repeat the key words, or offer prompts, if necessary. See Extra Support tips. Continue until each child has had a turn.

If time permits, reverse the direction—turn to friend sitting on the left—so each child has an opportunity to say "Hello" and look into the eyes of a different peer.

If time permits:]

EXPLAIN: Now let's quietly close our eyes and concentrate on our breathing for a few minutes.

ACT: Let's put our hand on our stomach and pay attention to how our breath goes in and out of our body. Our stomach goes out when we breathe in, and in when we breathe out. We will take long deep

Paying Attention *continued*



breaths as we think about the air going in and out, in and out. Let's let our body relax as we focus on our breathing. In and out . . . in and out . . .

[Continue taking deep breaths together for a couple of minutes as children relax and concentrate on their breathing. Talk slowly and quietly as you encourage children to think of the air going in and out, in and out.]

RECAP: Today we played a game we've played before that helped us look closely at the color of someone's eyes. Was it hard to look into your neighbor's eyes? Why? What did you learn about your neighbor's eyes?

We also concentrated on our breathing. How did you feel when you concentrated on the air going in and out of your body? (relaxed, sleepy)



Scaffolding Tips

Extra support ■ Some children may have difficulty looking into another's eyes. Gently encourage their efforts while respecting their hesitancy. Some children may wish to take a pass. You may return to them after other children have had a turn. ■ Some children may not want someone to look into their eyes. They may look away, look down, or cover their eyes with their hands. Again, respect their hesitancy. Encourage the child who is attempting to look into the eyes of a reluctant *Hello Game* participant to describe what he/she sees. Example: "Hello, _____. Your eyes look closed." ■ Children may need a friendly reminder that the *Hello Game* is for practicing how to concentrate. We are looking closely at the color of someone's eyes. There are other times for silliness.

Enrichment ■ Offer more information about why the color of our eyes can look different at different times. Explain that the amount of light around us and the color of our clothing can make the color of our eyes look different. ■ If children are easily able to describe the color of their neighbor's eyes, ask them to describe their neighbor's hair as well. Example: "Hello _____, your eyes look blue and your hair looks brown."



Center Activity

In a quiet area of the room, provide several handheld mirrors for children to use. Encourage children to look at themselves in the mirror and describe what they see.



Family Child Care

Invite children to greet family members at pickup time with an observation about the family member's eyes. Example: "Hello Daddy, your eyes look brown to me today."

The *Hello Game* is described in the following resource: Greenland, S. K. (2013). *The mindful child*. New York: Atria Paperback.

Exploring Earth and Space



Science

3-5 YEARS

Large Group



Skill and Goal

Knowledge of earth and space

Children will recognize differences in external characteristics of rocks.



Key Concepts

New: Rock
Interesting



Materials Needed

Small rocks—2–3 per child
Plastic baggies—1 per child (see Be Prepared)



Also Promotes

Social-Emotional



Optional Reading

Let's Go Rock Collecting by Roma Gans

Be Prepared: Today's activity involves children going on a rock hunt outside. Bring a small cloth on the rock hunt to remove dirt that may be on rocks found by children. Also bring one plastic baggie per child. You may wish to write each child's name on a baggie in advance of the rock hunt. If small rocks are not readily available in your classroom's outdoor area, please import a variety of small rocks and place them in different locations in your outdoor space. Provide an average of 2–3 rocks per child. The activity may be adapted for indoor space, if necessary.

BEGIN: Today we will begin to learn about rocks. A **rock** is a hard object that makes up part of the earth. Rocks are all around us. Rocks can be found almost anywhere we go.

EXPLAIN: Today we will go on a rock hunt. We will each pick up the most interesting rock we see. Something that is **interesting** makes us want to look at it carefully or to know more about it.

Each of us will have our own idea about which rock is the most interesting.

ASK: Is it important for our friend to think we have found a very interesting rock? (no)

EXPLAIN: After each of us finds an interesting rock, we will bring our rocks inside and talk about what we found.

ACT: *[Take children outside to look for rocks. Put each child's most interesting rock in a separate baggie that is labeled with the child's name.]*

After the rock hunt, invite children to sit in a large circle. Place the rocks in baggies in the center of the circle (not one rock in front of each child), with sufficient spacing between rocks so children can see the range of rocks collected during their hunt.]

ASK: We found some very interesting rocks today.

- How are our rocks different in size?
- How are our rocks different in color?
- What differences do we see in the shapes of the rocks?
- How are our rocks the same? (all hard)

RECAP: Today each of us looked for an interesting rock during our rock hunt. Our rocks are different in size, color, and shape. Tomorrow we will take a closer look at our rocks and learn what rocks are made of.

[Ensure children carefully wash their hands at the conclusion of the activity.]

WEEK

45

DAY

1

Exploring Earth and Space *continued*



Science



Scaffolding Tips

Extra support ■ During the rock hunt, encourage children to focus on specific characteristics or details of rocks by comparing two or three rocks.

Enrichment ■ Ask children if it was difficult to decide which rock was the most interesting. Why or why not?



Center Activity

Add sand and several different types of rocks to the sensory table or tub. Provide magnifying glasses, cups, bowls, and spoons to support children's experiences.



Family Child Care

If possible, take children to an area with a large collection of rocks so they can look at a wide range of rocks.

Understanding Words



Language/
Literacy

3-5 YEARS

Large/Small Group



Skill and Goal

Oral language

Print knowledge

Children will understand how Janell Cannon uses drawing to tell stories about animals.



Key Concepts

New: Hyena
Savanna
Zoo
Sketch

Review: Fact
Fiction



Materials Needed

Pinduli by Janell Cannon



Also Promotes

Social-Emotional
Creative Expression

BEGIN: We are learning about Janell Cannon and the books she writes. She writes books about animals. She wants the illustrations in her books to help tell the story.

EXPLAIN: Yesterday we read *Stellaluna*. Remember, *Stellaluna* is a bat.

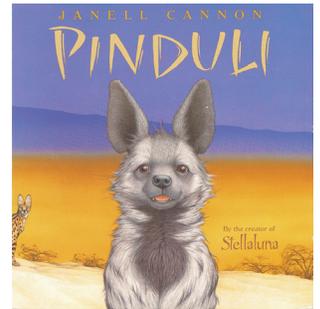
Today we will read a book called *Pinduli*. This is a book about a hyena. A **hyena** is an animal that is about the size of a big dog. In this book, the hyena lives on a savanna in Africa. Africa is a huge area of land on our earth. The **savanna** is a flat landform with few trees.

[Display book cover. Point out that the illustration shows a hyena.]

Let's read this book and see what happens.

ACT: [Read the book without inviting talk until you have finished reading. Do not elaborate on book information unless children seem confused about what you are reading. Point to and describe illustrations directly related to the text.]

ASK: There were many different kinds of animals in this story. Which animals do you remember? (Pinduli the hyena, dogs, lion, zebra, fox, vulture, owl)



EXPLAIN: These are all real animals. They all live on a savanna in Africa.

Janell Cannon says that she often gets the ideas for her books by going to the zoo. A **zoo** is a place where we can go to see lots of different animals.

ASK:

- Have you ever been to a zoo?
- What did you see?

EXPLAIN: When Ms. Cannon is at the zoo, she watches the animals very carefully. She gets ideas for her stories by first making sketches of animals. A **sketch** is a rough drawing. It is not finished. Drawing helps Ms. Cannon to stretch her imagination to create a story. Let's look inside the cover of the book to see some of her sketches.

[Point to sketches inside the cover of the book.]

ASK: What animals do you see here? (lion, zebra, owl, snake, dog, fox, hyena)

EXPLAIN: Janell Cannon says that she wants her drawings to help people begin to like different kinds of animals. She wants her illustrations and books to help us better understand animals that may make us feel uncomfortable or scared.



RECAP: Today we read another book by Janell Cannon. *Pinduli* is a story about an animal called a hyena that lives on a savanna in Africa. Some of the things in the story were facts. They were true and some things in the story were not true. They were fiction. We also learned that Ms. Cannon tries to use her illustrations to help people like animals that they were once afraid of. Ms. Cannon first makes sketches of animals. A sketch is a rough drawing. It is not a finished drawing.



Scaffolding Tips

- Extra support** ■ Provide prompts if children are unsure of the names of animals in the book.
- Remind children that we may feel scared when we are afraid of something (Social-Emotional Week 20, Day 2).
- Enrichment** ■ Explain that the huge area of land called Africa is a continent. There are seven continents in the world. Antarctica is one of the continents. Ask children if they remember learning about Antarctica (Science, Week 17).



Center Activity

Provide books about animals that are probably unfamiliar to children in your room. Examples: *Platypus! (Step into Reading)* by Ginjer L. Clarke and *"Slowly, Slowly, Slowly," said the Sloth* by Eric Carle.



Family Child Care

School-age children might wish to look at books about animals that are unfamiliar to children in your setting and enjoy talking with preschool-age children about what they find.

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will practice forming equal groups.

For Option 2



Key Concepts

Review: Equal



Materials Needed

Big Fat Hen by Keith Baker

Counters—19 per child

Option 1: Offer the Week 8, Day 4 activity to review forming groups that are equal.

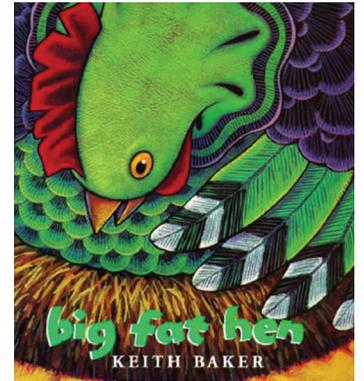
Option 2: Engage children in making two groups of items, each equal to a different numeral in a book.

Introduce *Big Fat Hen*. Explain it is a book about numbers. We will pause while we read the book to make groups equal to the numbers we read in the book. Ask children what it means when things are equal. (they are the same)

Give each child 19 counters. Read the page that says, “1, 2.” Invite children to make a group of one counter and a second group of two counters. After children make their groups, reread the page with numbers, point out that each number shown on the page is equal to one of our groups, and read the following page.

Continue the process described above, beginning on each page that displays two numbers. Stop making groups when you reach the page that says “and her friends.”

At the conclusion of the book, remind children that we made groups that were equal to numbers on a page. Then ask whether the two groups we made for each page were equal. (no, our groups had different numbers of counters; each group was equal to a number on a page)



WEEK

45

DAY

2

Focusing & Remembering



3-5 YEARS

Large Group



Skill and Goal

Executive function

Children will understand how to focus on facial expressions of others.



Key Concepts

Review: Silly



Materials Needed

None

Be Prepared: If time permits, offer *It's Raining, It's Pouring* from Week 44, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *It's Raining, It's Pouring* from Week 44, Day 1. The game for today may be less challenging when offered again at a later point.

BEGIN: [Arrange children so they are sitting in a circle on the floor.]

We are learning about many different emotions. We know what it means to feel silly. Remember, we feel happy and playful when we feel silly. Let's all show our silly faces!

EXPLAIN: Today we are going to sing a song we've sung before. It's the "Silly Faces Song."

ASK: What do we do when we sing the "Silly Faces Song"?

EXPLAIN: Each of us will get a turn to make a silly face while we sing the "Silly Faces Song." We know there are many different types of silly faces we can make!

Now (adult helper) and I are going to sing the song first to remind you of what to do.

[The "Silly Faces Song" is sung to the tune of "Mary Had a Little Lamb." Sing the following song using the adult helper's name:]

" _____ make a silly face, silly face, silly face. _____ make a silly face, watch and copy her!"

ACT: [Invite children to imitate the adult helper's silly face.]

EXPLAIN: Remember, each time we sing the song, we will use the name of a different child in our circle. The child we name will make a silly face and then the rest of us will copy the silly face. We need to make sure we are paying attention so we know what kind of silly face to make. Remember, we need to wait patiently for our turn. If you do not wish to make a silly face when it is your turn, just say "no thank you."

Let's try it together!

ACT: [Lead children in singing the song as you move around the circle from child to child. As each child takes his/her turn making a silly face, encourage the other children to imitate the silly face.]

If a child chooses not to make a silly face, that is okay. Move to the next child in the circle. Continue until you have sung each child's name. If children who did not initially want to make a silly face wish to do so after all other children have gone, invite them to do so.]



EXPLAIN: Now we are going to change our song a little. This time we are going to call our song the “Sad Faces Song.” When we sing the “Sad Faces Song,” we will each get a turn to make a sad face. Show us your sad face! Let’s try it!

ACT: *[Lead children in singing the song as you move around the circle from child to child. As each child takes his/her turn making a sad face, encourage the other children to imitate the sad face.]*

If a child chooses not to make a sad face, that is okay. Move to the next child in the circle. Continue until you have sung each child’s name. If children who did not initially want to make a sad face wish to do so after all other children have gone, invite them to do so.]

RECAP: Today we practiced paying attention to other children and copying someone else’s silly and sad face!



Scaffolding Tips

Extra support ■ If children are unsure of a silly or sad face to make when their name is sung, give suggestions. ■ If children have difficulty waiting for their turn, remind them that we are following the order of children’s placement in the circle and we can wait for our turn by copying other children’s silly and sad faces. ■ If the “Silly Faces Song” or “Sad Faces Song” lead to an increase in silly behaviors, you may need to help children calm down. Example: “I see that we are all feeling a bit more silly after making silly/sad faces. Let’s take a moment to calm down before we go to our next game. Let’s take three deep breaths and pretend we are a sleepy kitten.”

Enrichment ■ For more variety, invite children to replace “sad” in the song with “angry” or “surprised.” As the group sings, invite each child in turn to make an angry or surprised face and encourage the group to imitate the expression



Center Activity

Encourage children to continue the “Sad Faces Song.” Invite children to change the song to include options other than making a sad face. Examples: doing a sad dance or moving in a sad way.



Family Child Care

Sing the “Sad Faces Song” while outside. Encourage children to mimic each other while playing on the swings or playing with a ball.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of earth and space

Children will strengthen their understanding of external characteristics of rocks.



Key Concepts

Review: Characteristic
Magnifying
glass



Materials Needed

Children's rocks found on Day 1
Magnifying glasses—1 per child
Science journals
Drawing tools



Optional Reading

National Geographic Readers: Rocks and Minerals by Kathleen Weidner Zoehfeld

BEGIN: We are learning about rocks.

- What did we do on our rock hunt yesterday? (each found an interesting rock)
- Did all of our rocks look the same? (no; differences in size, shape, color)

ACT: [Give each child the baggie containing the rock he/she found yesterday, plus the child's science journal. Invite children to remove their rock from its baggie.]

EXPLAIN: Today we will use a magnifying glass to look at our rocks, and then we will draw a picture of our rock in our science journal.

ASK: How does a magnifying glass help us see things better? (can see things up close)

EXPLAIN: Let's look closely at our rock before we begin drawing a picture of our rock. Let's focus on our rock's color, shape, and size. These are characteristics of our rock that we could include in our drawing. Remember, a characteristic is something special about our rock.

ACT: [As children draw, gently mention some rock characteristics they may wish to include in their drawing: color, shape, size.]

RECAP: Today each of us looked closely at characteristics of our rock using a magnifying glass. We then drew a picture of our rock in our science journal. Who would like to tell us what is interesting about their rock?

Scaffolding Tips

Extra support ■ Help children who may need guidance on how to use a magnifying glass with their rock. ■ As children describe their journal drawings, help with vocabulary if needed. Repeat their descriptions as a model for others. Example: "Callie said her rock was small with silver sparkles in it."

Enrichment ■ Ask children how use of a magnifying glass helped them include characteristics of their rock in their drawing. How would their drawing be different if they did not use a magnifying glass to look closely at their rock?

Center Activity

Supply a collection of rocks, glue, googly eyes, markers, and other decorative items that can be used to decorate a "pet rock."

WEEK

45

DAY

2

Exploring Earth and Space *continued*



Science



Family Child Care

Encourage pairs of children to look closely at each other's rock to compare characteristics. How are the two rocks similar and different?



3-5 YEARS

Large/Small Group



Skill and Goal

Oral language

Print knowledge

Children will understand how Janell Cannon uses illustrations in her books to help readers learn that it is important to be kind to other people.



Key Concepts

Review: Sketch



Materials Needed

Pinduli by Janell Cannon
Clipboards—1 per child
Paper—1 per child
Drawing tools—1 per child



Also Promotes

Social-Emotional
Creative Expression

BEGIN: We are learning about Janell Cannon and the books she writes. She writes books about animals. Ms. Cannon gets ideas for her stories as she sketches and draws. Remember, a sketch is a rough drawing. It is not finished.

EXPLAIN: [*Display book cover.*]

Yesterday we read *Pinduli*. Today we are going to look more carefully at the illustrations. We are also going to do some drawing.

ASK: What animals were in this story? (Pinduli the hyena, lion, zebra, dogs, fox, owl)

EXPLAIN: All of the animals in the story made fun of Pinduli. They said mean things about how she looked.

ASK:

- How do you think this made Pinduli feel? (sad, bad)
- How would we feel if somebody made fun of how we look?

EXPLAIN: Pinduli felt so bad that she rolled in the mud and the dust to try to make herself look different. The other animals thought she was a ghost! They were scared! They didn't know it was really Pinduli.

ASK: [*Turn to the page that begins: "As she headed back to the rocky den . . ." Focus on the opposite page.*]

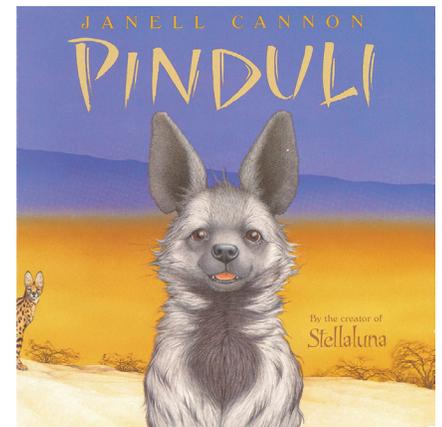
How do the drawings in the book help us to understand that the animals felt scared? (big eyes, lion crouched down, running away)

EXPLAIN: Then the animals ran away, but they ran into a place where they couldn't get out. They were trapped. The animals explained that they had said something to hurt Pinduli's feelings because someone had been mean to them.

The animals apologized to Pinduli and each other. The animals learned that mean words can hurt someone's feelings.

ASK:

- Do you think it is okay to say mean things to someone because someone else has been mean to you?
- How does our book help us remember that it is important to be kind to other people? (by telling us how Pinduli's feelings were hurt when other animals made fun of her)



Understanding Words *continued*



EXPLAIN: Drawings are a very important part of Janell Cannon’s stories. Ms. Cannon wants the drawings in her book to help us understand what is happening in the story. She says that she gets the ideas for her stories when she sits quietly and draws what she sees.

Let’s practice doing what Ms. Cannon did to get ideas for her books. Each of us can make a sketch of something that interests us. It can be a sketch of a tree or another child or a toy or something else you want to draw. It does not need to be an animal. Each of us can do a sketch of something different. Remember, a sketch is a rough drawing. It is not finished. We looked at some sketches in Ms. Cannon’s books.

Each of us will get a piece of paper, a pencil, and a clipboard. Move to the part of our classroom (or outside) where you want to make a sketch of something. I will put your name on your paper when you are done.

ACT: [Put children’s names on their work and keep their sketches for use on Day 5.]

RECAP: Today we talked about how Ms. Cannon used illustrations and a story to remind us that it is important to be kind to other people. We learned how Ms. Cannon used sketches and drawings to help tell a story. We also drew our own sketches.



Scaffolding Tips

Extra support ■ Remind children that when we apologize, we let someone know we feel bad about something we’ve done or for causing a problem. (Social-Emotional Week 23, Day 3). ■ Some children may benefit from looking again at examples of Ms. Cannon’s sketches in *Pinduli*.

Enrichment ■ Display the book’s back cover. Invite children to describe the drawings. (animals sitting together) What do the drawings tell us about how the animals felt at the end of the story? (getting along with each other, not saying mean things)



Center Activity

Provide copies of Ms. Cannon’s other books for children to look at and enjoy. Encourage children to look closely at her illustrations and try to determine what the story is about.



Family Child Care

School-age children in your setting might enjoy helping you read *Pinduli* to other children.

3-5 YEARS

Large/Small Group



Skill and Goal

Number knowledge

Children will practice comparing groups of different amounts.

For Option 2



Key Concepts

Review: More
Fewer
Equal



Materials Needed

Plastic cups—1 per child
(see Be Prepared)
Pom-poms (see Be Prepared)

Option 1: Offer the Week 13, Day 1 activity to review comparing groups of different amounts.

Option 2: Engage children in comparing different amounts of pom-poms in plastic cups. This option involves children determining how many more items would be needed to make groups equal, when the groups are not equal.

Be Prepared: Fill plastic cups with groups of 1–10 pom-poms. The number of pom-poms should vary across cups. Keep a set of nine pom-poms for your use in the activity.

Arrange children in a circle. Explain that each of us will get a plastic cup with a group of pom-poms. Our cups have different amounts of pom-poms. We will compare groups of pom-poms to determine which group has more. Remind children that when something has more, it has a larger (or bigger) number of something. Explain that sometimes our two groups of pom-poms may be equal. Remind children that equal means things are the same.

Invite two children sitting next to each other to go first. Give each child a cup of pom-poms. Invite the two children to dump the pom-poms out of their cups, with each child keeping his/her pom-poms in a small group (do not combine the two cups of pom-poms). Invite one of the children to lead children in counting aloud his/her pom-poms. Invite the other child to do the same with his/her pom-poms.

Ask the two children whether one of the groups has more pom-poms. If the answer is “yes,” ask two follow-up questions:

- Which group has more, and
- How many pom-poms would the group with fewer pom-poms need to make the two groups equal?

As part of the last question, it may be helpful to ask the two children to point to the group that has fewer pom-poms. Also, for demonstration purposes, offer your collection of pom-poms to the child with the smaller group. Encourage the child to add the appropriate number of pom-poms to his/her group, so the two groups are equal. Describe for all children what the child is doing with your collection of pom-poms and how the two groups are equal after he/she adds the appropriate number of pom-poms to the group with fewer pom-poms.

Invite the two children to return the pom-poms to their cups and give the cups to you. Continue the process described above until all children have had a turn to dump a cup of pom-poms and compare

WEEK

45

DAY

3

Counting Things *continued*

123

Mathematics

the two groups. Move systematically around the circle, inviting the next two children sitting next to each other to take a turn. Omit the demonstration of adding more pom-poms to the group with fewer pom-poms if a child readily responds to the question of how many more pom-poms are needed to make the groups equal.

WEEK

45

DAY

3

Getting Along With Others



3-5 YEARS

Large Group



Skill and Goal

Relationship skills

Children will strengthen their understanding of taking turns.

For Option 2



Key Concepts

New: Audience

Review: Take turns

Share

Personal space



Materials Needed

Upbeat music

Music player



Also Promotes

Physical/Health

Self-Regulation

Option 1: Offer the Week 3, Day 3 activity to review taking turns.

Option 2: Support children in taking turns dancing on a pretend dance floor.

Be Prepared: Use tape to define a “dance floor” where one-third of children can dance. Make sure the space is large enough for children to move around without bumping into each other. Space is needed for the other two-thirds of children to sit near the “dance floor.”

Open the session by pointing to the space marked by tape and inviting children to pretend it is a dance floor. Explain that we will take turns being dancers. Remind children that taking turns is one way to share. Children who are waiting for a turn to dance will pretend to be the audience. An **audience** is a group of people who watch a show or performance. Our audience will watch the dancers. Audience members can clap to the beat of the music. We will take turns being in the audience.

When we are in the dancing group, we need to stay inside the tape line. We also need to stay in our personal space. Our personal space is the area around our body that is empty and open for us to use. Explain that when the music plays, the dancing group will dance on the dance floor.

Organize children into three groups. Gather a dancing group on the “dance floor.” Make sure the audience group is outside of the tape line. Play the music and encourage the dancers to dance and the audience members to watch and clap. Stop the music after several minutes. When you stop the music, remind children we are taking turns today. Invite children to describe what will happen next. (another group of dancers moves to the “dance floor,” the audience watches the dancers and can clap when the music is playing) Repeat the process as time and interest permit.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of earth and space

Children will understand that water can help a rock look more colorful.



Key Concepts

New: Pebble

Review: Rock



Materials Needed

Magnifying glass

4 small rocks

4 pebbles

Tray or large plate

5 cups of water

Be prepared: Pebbles are a useful form of rock for children to know, but may pose a choking hazard for younger children. Only a staff member should touch the pebbles used in this activity.

BEGIN: We are learning about rocks. We know that a rock is a hard object that makes up part of the earth.

[Display magnifying glass.]

EXPLAIN: Yesterday we used a magnifying glass to look at our rocks.

ASK: What did a magnifying glass help us do? (look more closely at our rock, make rock look bigger)

EXPLAIN: We could see characteristics of our rocks better when we used a magnifying glass.

Today we will learn how putting water on a rock can make it easier to see characteristics of a rock.

[Display two rocks and a cup of water.]

I am going to dip one of these two rocks in the cup of water so the rock gets wet. I will leave the other rock dry.

ACT: *[After dipping one of the rocks in water, put the two rocks next to each other for children's ease in comparing. Point to the wet rock and the dry rock as you ask about each.]*

How does the wet rock look different than the dry rock? (darker, more colorful)

[Follow-up prompt, if needed: "Can we see things in the wet rock that we do not see in the dry rock?"]

Let's compare two more rocks.

[Display two more rocks. Guide a volunteer child in dipping one of the rocks in the water and then putting the wet rock next to the dry rock. Point to the wet rock and dry rock when you invite children to compare.]

What differences do you see between the wet rock and the dry rock?

EXPLAIN: Putting a little water on a rock can help us see a rock's colors, spots, and lines. Some rocks look darker when they are wet.

Let's find out what happens when we put water on a small rock, called a pebble.



A **pebble** is a small rock that is round and usually smooth. Pebbles can be found near sand and water, like an ocean, lake, or river. The water and sand rub against a pebble and, over time, can make a pebble very smooth.

ACT: *[Display four dry pebbles on a large plate or tray. Point to and describe several of their differences.]*

These are pebbles. They are all small and round. There are some differences between the pebbles.

These pebbles are dry. I will dip two of the four pebbles in water so we can find out what pebbles look like when they are wet.

Do we see things in the wet pebbles that we do not see in the dry pebbles? (coloring, markings, lines, spots)

RECAP: Today we put water on a rock and compared a wet rock to a dry rock. We also put water on small rocks called pebbles. Putting water on a rock can help us see a rock's colors, spots, and lines.



Scaffolding Tips

Extra support ■ If the pebbles are big enough, dip half of each into water to provide a stronger contrast between wet and dry.

Enrichment ■ Provide magnifying glasses so children can find out whether they can see more characteristics of a wet rock with a magnifying glass. Some children may wish to compare wet and dry rocks with and without a magnifying glass.



Center Activity

Provide four rocks and a balance scale. Invite children to use the rocks to try to balance the two sides of the scale. Encourage children to look for similarities and differences in the rocks.



Family Child Care

If you live near a creek, river, or lake, consider taking children on a rock hunt near the water. Can they see the differences between the wet and dry rocks near the shore?



3-5 YEARS

Large/Small Group



Skill and Goal

Oral language

Print knowledge

Children will understand how changes in an illustration can help tell a story.



Key Concepts

Review: Illustration



Materials Needed

Pinduli by Janell Cannon
(2 copies)

*Our Feelings poster (for
Extra Support tip)



Also Promotes

Social-Emotional

Creative Expression

*Printables provided

BEGIN: We are learning about Janell Cannon and the books she writes.

EXPLAIN: We know that pictures drawn by Ms. Cannon are an important part of her books. Let's look more carefully at how different pictures of Pinduli helped us understand the story.

[Display book cover.]

This is the first illustration of Pinduli that we see. We know that an illustration is art found in a book. We meet Pinduli with this picture on the cover of our book.

ASK: What does Pinduli's face look like? (eyes wide open, ears up, mouth slightly open)

EXPLAIN: [Display illustration that is next to the page that begins: "Pinduli had never given a thought to her ears."]

Here is the next drawing of Pinduli that we see in the book.

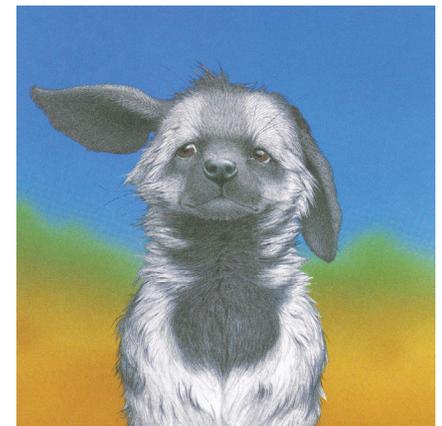
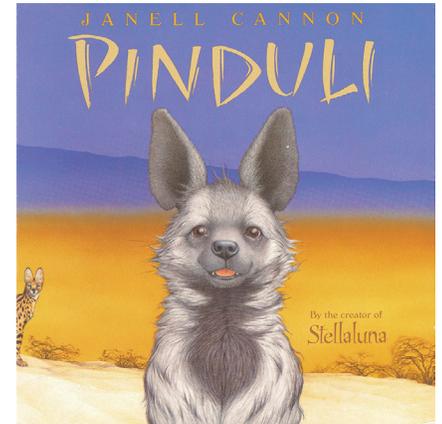
[Pause so children have time to look closely at the second illustration. Then use second copy of book to display this illustration next to the illustration on the book cover.]

ASK: How are these two pictures of Pinduli different from one another? (first illustration has more color in it; facial expressions are different)

EXPLAIN: Ms. Cannon changed how Pinduli looks to help us understand how she felt. Remember, the animals said mean things to Pinduli. She felt sad and bad. Ms. Cannon used different colors in the two illustrations. She changed the expression on Pinduli's face for the second illustration.

ASK: What did Ms. Cannon do in the second illustration to help us understand how Pinduli felt when the animals made fun of her? (eyes are partly closed, ears are down, mouth is closed)

EXPLAIN: Let's look at one more picture of Pinduli.





[Display illustration that is next to the page that begins: "The terrified crowd tore through thorny brush, . . ."]

This is the illustration of Pinduli after she had rolled in mud and dust because she felt so bad about herself. She wanted to look different. But the animals thought she was a ghost. They did not know it was Pinduli.

ASK: What did Ms. Cannon do in this picture to tell us that Pinduli was not happy and that she looked like a ghost? (ears flat against her head, eyes partly closed, mouth closed, smaller neck, all white)



[Display each of the three illustrations so children can compare.]

EXPLAIN: Janell Cannon changed the look of Pinduli in each picture to help us understand the story. The pictures tell us how Pinduli felt in each situation. Ms. Cannon changed Pinduli's ears and eyes and used different colors to tell how Pinduli felt.

Ms. Cannon uses both pictures and words to tell a story. She made changes to the pictures of Pinduli. When Pinduli's ears were droopy, it helped us to understand that she felt bad. When her fur was white, then we knew the other animals thought Pinduli was a ghost.

RECAP: The illustrations in a book can help tell a story. Today we looked closely at how Janell Cannon changed the look of Pinduli to help us understand how she felt in different parts of the story. Droopy ears helped us realize Pinduli felt bad. Her white fur helped us understand why other animals thought she was a ghost.

Scaffolding Tips

Extra support ■ Remind children that a picture and a drawing are illustrations. The activity plan text uses the words "picture," "drawing," and "illustration" interchangeably.

Use the word(s) that is most helpful to children in your classroom. ■ Point to specific features of illustrations (such as the droopy ears) when you describe them. ■ Look at and discuss some of the facial expressions in the Our Feelings poster to remind children of how our faces can show how we may be feeling.

■ Review the basic messages of the curriculum's Social-Emotional activities focused on being helpful (Week 7) and giving compliments (Week 9). Explain that giving compliments is the opposite of saying mean things to someone.

Enrichment ■ Invite children to describe what it would be like to read *Pinduli* without any pictures of Pinduli, or just the picture of Pinduli on the cover of the book. How much of the story would we understand?



WEEK

45

DAY

4

Understanding Words *continued*



Language/
Literacy



Center Activity

Continue to provide other books written by Ms. Cannon for children to explore her illustrations. How are the illustrations in her other books similar to, or different from, the illustrations in the books we read this week?



Family Child Care

School-age children in your setting may like to describe some of the illustrations in Ms. Cannon's other books to preschool-age children.

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will practice comparing two groups of items.

For Option 2



Key Concepts

Review: More
Equal
Fewer
Listen



Materials Needed

2 sound-making containers (see Be Prepared)
2 sets of 10 sound-making items (see Be Prepared)



Also Promotes

Self-Regulation

Option 1: Offer the Week 13, Day 3 activity to review forming and comparing groups of varying amounts.

Option 2: Engage children in listening to and comparing two sets of sounds to determine which set has fewer sounds.

Be Prepared: Use two containers, such as coffee cans, that will make a sound when an item is dropped in them. Select two different sets of 10 items (total: 20) that will make a distinct sound and not bounce when dropped in a container. Examples: one set of 10 Legos®, one set of 10 counters.

Explain that today we will use our ears to listen carefully to things that are dropped into a container. Display a container and one item that will be dropped into the container. Hold the item about six inches above the container, drop the item, and draw attention to the sound it makes. Drop one more of the same item and draw attention to the sound it makes when reaching the container. Ask children how many (name of item) you dropped into the container. (two)

Explain that we will listen to (name of one item) and (name of second item) being dropped into two different containers. First we will listen to (name of one item) being dropped into a container. Then we will listen to (name of second item) being dropped into a different container. Display the second item and the second container. Drop one of the second item into the container to provide experience in hearing the sound of the second item.

We will close our eyes to listen because we can pay better attention when our eyes are closed. After we listen to the (name of one item) and the (name of second item) drop into containers, we will decide which container has fewer items. The container with fewer items is a smaller group.

Invite children to close their eyes. Indicate you are now going to drop some (name of first item) into one of the containers. Drop 2–3 items. Then indicate you are going to drop some (name of second item) into the other container. Drop fewer items than you dropped into the first container.

Invite children to open their eyes. Without displaying the contents of each container, ask children which container—the one with (name of first item) or the container with (name of second item)—has fewer things. If children respond by reporting the number of items in each container, supportively respond by emphasizing the numbers tell us

WEEK

45

DAY

4

Counting Things *continued*

123
Mathematics

which container has fewer items. Show and lead children in counting the number of items in each container. Say again which container has fewer items.

Repeat the process described above, dropping different numbers of the two items into their respective containers. For one of the practices, drop equal numbers of items to remind children of the meaning of equal. Consistently emphasize the concept of fewer (the activity goal). The purpose of counting the number of items in each container is to determine which has fewer.

The Option 2 activity plan is an adaptation of Activity #18 in *Math Is Everywhere*, a preschool math curriculum compiled in approximately 2001 from a variety of resources by David Arnold, Jennifer Dobbs-Oates, Greta Doctoroff, and Paige Fisher at the University of Massachusetts, Amherst and implemented in a Head Start setting. The Arnold et al. group cites the following source for Activity #18: University of Chicago School Mathematics Project. (2016). *Everyday Mathematics*. New York City, NY: McGraw-Hill Education.

WEEK
45

DAY
4

Getting Along With Others



3-5 YEARS

Large/Small Group



Skill and Goal

Relationship skills

Children will strengthen their understanding of how to cooperate with another person.

For Option 2



Key Concepts

Review: Cooperate



Materials Needed

2 traffic cones

2 large baskets with 2 handles

Cardboard bricks or similar items—1 per pair of children



Also Promotes

Self-Regulation

Option 1: Offer the Week 4, Day 2 activity to review what it means to cooperate.

Option 2: Support children in cooperating with a partner to move a cardboard brick from one area to another using a two-handed basket.

Be Prepared: A large area is needed for this activity. Consider offering this activity outside, weather permitting, if indoor space is limited. Place two strips of tape on the floor to designate two adjacent starting points. Place one cone about 10 feet directly across from each starting point. Place half of the cardboard bricks by one cone and half of the cardboard bricks by the other cone. Use of a larger (vs. smaller) basket, such as a clothes basket, is likely to support the idea that cooperating with another person can help us easily move the basket. If adult assistance, space, and material are available, increase the number of stations so more children can be actively involved at the same time.

Open the session by explaining we have an activity today that will help us practice cooperating. Remind children that we work together when we cooperate.

We will work with a partner to carry a pretend brick in a basket. Each of us will hold one end (handle) of the basket. We will hold the basket together, walk from the tape line to the cone, pick up our pretend brick, and walk back to the tape line with the basket. We will put our pretend brick near the tape line and give our basket to the next pair of children, who will do the same thing. Point to and display the key elements of the activity (line, basket, cone, pretend brick) as you describe this simple activity. Emphasize the two handles and how we will always move the basket by having both children carry it.

Organize children into two (or more) groups and form pairs. Provide guidance on where children wait for their turn and where they stand or sit after carrying the basket. It is useful for children to watch other children jointly carry a basket rather than leave the activity area to do something else. Continue this process until all children have had an opportunity to complete the activity in cooperation with a partner. At the conclusion of the activity, ask children to describe how we practiced cooperating today.

This activity was adapted from the following source: Braley, P. (2013, September 18). Group games for kids: Wacky relay! [Web log post]. Retrieved from <https://theinspiredtreehouse.com/wacky-relay>

Moving Our Bodies



3-5 YEARS

Small Group



Skill and Goal

Motor development

Children will practice balancing and shifting their body weight.

For Option 2



Key Concepts

New: Donkey kick

Review: Shift
Weight
Opposite
Balance



Materials Needed

None

Option 1: Offer the Week 23, Day 4 activity to review shifting weight.

Option 2: Engage children in shifting their body weight by practicing a set of donkey kicks.

Be Prepared: A large area is needed for today's activity. Secure the assistance of another adult.

Invite children to stand with both feet flat on the floor and arms at their sides. Ask children what is holding the weight of their body. (both feet and legs) In asking this question, children may benefit from a reminder that weight means how heavy something is.

Invite children to slowly shift their weight from one leg/foot to another leg/foot several times. Ask children what we are doing with the weight of our body when we shift it. (moving our weight from one foot/leg to another) Remind children that we use other parts of our body to help us keep our balance (stay steady) when we shift our weight. When we shift our weight to one foot/leg, we use our opposite arm to keep balanced.

Explain that we can use our hands/arms to shift our weight. Children may recall using their hands/arms to get in a frog position (Physical/Health Week 23, Day 4) or in a yoga position. Invite a volunteer child to demonstrate balancing his/her body with hands/arms in a frog, or similar position, if it seems children would benefit from a demonstration.

Introduce a way to shift our weight called a donkey kick. When we do a **donkey kick**, we put all of our weight on our hands and kick both feet up behind us. Invite a volunteer child to demonstrate a donkey kick. Encourage the child to put his/her feet about a hip's width apart. Then encourage the volunteer child to place his/her hands on the ground so that his/her hands are in line with his/her head. The child's bottom will be up in the air. Invite the child to kick his/her legs up behind him/her. Explain to children that in a donkey kick, our weight shifts from being held by our hands and feet, to being held on our hands only.

Invite all children to do some donkey kicks. Make sure there is adequate space between children so no one gets bumped. Some children may prefer to kick one leg at a time before attempting to kick up both legs. At the conclusion of donkey kicks, encourage children to describe what happened with their body weight and how they kept (or tried to keep) balanced.

Understanding Words



Language/
Literacy

3-5 YEARS

Large/Small Group



Skill and Goal

Oral language

Print knowledge

Children will strengthen their understanding of how changes in an illustration can help tell a story.



Key Concepts

Review: Sketch



Materials Needed

Children's sketches from Day 3

Clipboards—1 per child

Paper—1 per child

Drawing tools



Also Promotes

Social-Emotional

Creative Expression

BEGIN: Yesterday we looked closely at how Janell Cannon changed the picture of Pinduli to show how Pinduli felt during different parts of the story. The different illustrations of Pinduli can help us understand the story.

ACT: Two days ago each of us made a sketch of something of interest to us. Remember, a sketch is a rough drawing. It is not finished. I am going to give each of you the sketch you did. Today let's make the same sketch a little different. We can draw a second picture that shows our first picture in a different way. This is what Ms. Cannon did with her illustrations of Pinduli.

[Follow-up prompts, if needed: "If you drew a sad face, today you might draw a happy face." "If you drew a picture of a tree with leaves, you might draw a picture of a tree without leaves."]

Return children's sketches from Day 3 and provide paper, pencils, and clipboards (if needed).]

RECAP: We can change only part of a picture to help tell what is happening in a story. How did you change the sketch you drew on Day 3?



Scaffolding Tips

Extra support ■ Offer individualized help to children who may have difficulty thinking about a different way to draw the subject of their sketch.

Enrichment ■ Invite individual children to look at another child's two drawings (with the child's permission) and describe the differences he/she sees.



Center Activity

Provide paper and drawing tools for children who wish to draw a third version of the two pictures they have drawn.



Family Child Care

Encourage children to show and describe their drawings with family members at pickup time.

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will strengthen their understanding of how to compare the quantities of groups.

For Option 2



Key Concepts

Review: More
Equal
Fewer



Materials Needed

Up to 30 counters that represent 3 different colors—1 per child

Option 1: Offer the Week 13, Day 4 activity to review comparing groups of different amounts.

Option 2: Engage children in sorting counters by color and then comparing the quantities of three groups of counters organized by color.

Remind children that we are practicing how to compare two groups of items. Today we will compare three groups of items.

Give each child up to 30 counters that include three different colors of counters. Provide quantities of colored counters that are close in number. Example: two blue, three green, four yellow. Encourage each child to sort his/her collection of counters into groups by color. Then invite children to point to (a) the group that has more than other group, and (b) the group that has fewer than the other groups. Encourage children to raise their hand if any of their groups are equal. If a child does not have any groups that are equal, encourage the child to determine how many more counters are needed to make two of his/her groups equal.

Invite children to gather all of their counters and trade counters by color with another child. Repeat the process described with children's "new" collection of counters and continue as time and child interest permit.

WEEK

45

DAY

5

Getting Along With Others



3-5 YEARS

Large/Small Group



Skill and Goal

Relationship skills

Children will strengthen their understanding of how to cooperate with others.

For Option 2



Key Concepts

Review: Cooperate



Materials Needed

Chart paper

Blue marker or similar drawing tool

15–20 small blocks

Small person figure

Option 1: Offer the Week 4, Day 3 activity to review the concept of cooperation.

Option 2: Engage children in cooperating to build a bridge with small blocks across a pretend river.

■ **Be Prepared:** Draw a river lengthwise on the chart paper.

Display the “river” and the person figure. Explain that the person wants to cross the river and does not have a boat or canoe. We can cooperate (work together) to build a bridge across the river so the person can walk to the other side of the river.

Display the collection of small blocks and explain that we can work together to build our bridge with the blocks. The blocks need to be placed so that each block is touching another block. Lead children in planning how they will work together to make a bridge. Place the collection of blocks in the middle of children and encourage children to cooperate with one another to make a bridge. Provide verbal support as needed.

When the bridge is completed, invite a child to pretend to walk the person across the bridge. Materials may be left out for children to use during center time, if appropriate.

WEEK

45

Moving Our Bodies



DAY

5

3-5 YEARS

Small Group



Skill and Goal

Motor development

Children will practice rolling their bodies.

For Option 2



Key Concepts

Review: Roll



Materials Needed

Floor mats (if indoors)

2 empty plastic two-liter bottles

Option 1: Offer the Week 28, Day 4 activity to review rolling.

Option 2: Support children in rolling their bodies toward a two-liter bottle.

Be Prepared: Today's activity requires a large space for children to practice rolling. A grassy outside play area may work best. If indoor space is used, use floor mats to provide a cushion. Secure the assistance of another adult. Place two-liter bottles a safe distance from each other. Children will roll toward a bottle as part of the activity.

Ask children what happens when something is rolling. (it turns over and over) Remind children of how we roll our bodies: 1) lie flat on the ground or floor, 2) put our legs close together, 3) our arms at our sides, and 4) turn our bodies over and over. If appropriate, remind children that we see the sky or ceiling when we lie on our back, and we see the floor or ground when we lie on the front of our body. Invite a volunteer child to demonstrate how to roll over.

Explain that in today's activity we will roll toward a two-liter bottle to knock it over with our rolls. We might not always be able to knock over the bottle, but we can try. Place the bottle 2–3 body rolls from the starting position. Invite a volunteer child to demonstrate rolling toward a two-liter bottle.

Divide children into two groups. Explain that if we knock over a bottle with the roll of our body, we will place the bottle upright for the next person to try to knock over. It is okay if we do not knock over a bottle. Invite children to take turns rolling toward the bottle, one at a time.