## Exploring the Topic

### What do we know about boxes? What do we want to find out?

**Vocabulary—English:** face, corner, cube, storage, lid, cylinder, edge

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1:</strong></td>
<td><strong>Day 2:</strong></td>
<td><strong>Day 3:</strong></td>
<td><strong>Day 4:</strong></td>
<td><strong>Day 5:</strong></td>
</tr>
<tr>
<td><strong>Interest Areas</strong></td>
<td>Toys and Games: collection of boxes to sort</td>
<td>Toys and Games: collection of boxes of different shapes and materials</td>
<td>Blocks: containers to organize the box collection</td>
<td>Library: fiction and nonfiction books about boxes</td>
</tr>
<tr>
<td><strong>Question of the Day</strong></td>
<td>Did you use a box today?</td>
<td>Is this a box? (Display a hatbox or an unlabeled oatmeal box.)</td>
<td>How many boxes do you think we’ll find on our walk today?</td>
<td>How many faces does this box have? (Provide a box for children to explore.)</td>
</tr>
<tr>
<td><strong>Large Group</strong></td>
<td>Song: “One, Two, Buckle My Shoe”</td>
<td>Movement: Silly Willy Walking</td>
<td>Movement: Freeze</td>
<td>Movement: Spatial Patterns</td>
</tr>
<tr>
<td></td>
<td>Discussion and Shared Writing: What Do You Notice About These Boxes?</td>
<td>Discussion and Shared Writing: Where Do We See Boxes at School?</td>
<td>Discussion and Shared Writing: What Do We Know About Boxes?</td>
<td>Discussion and Shared Writing: What Do We Want to Find Out About Boxes?</td>
</tr>
<tr>
<td><strong>Read-Aloud</strong></td>
<td>Selection from the “Children’s Books” list that features illustrations of interesting boxes</td>
<td>Selection from the “Children’s Books” list that features characters using their imaginations</td>
<td>Reread the book from Day 2 that features characters using their imaginations.</td>
<td>Reread the book from Day 2 and 3 that features illustrations of interesting boxes.</td>
</tr>
<tr>
<td><strong>Small Group</strong></td>
<td>Option 1: Find the Matching Letter</td>
<td>Option 1: Observational Drawing</td>
<td>Option 1: Our Names, Our Things</td>
<td>Option 1: Sorting &amp; Classifying</td>
</tr>
<tr>
<td></td>
<td>Intentional Teaching Card LL56, “Find the Matching Letter”; alphabet cards; hole punch; yarn, scissors; song chart</td>
<td>Intentional Teaching Card LL45, “Observational Drawing”; boxes from the collection; small clipboards; paper; felt-tip pens</td>
<td>Intentional Teaching Card LL41, “Our Names, Our Things”; name cards; photos</td>
<td>Intentional Teaching Card M05, “Sorting &amp; Classifying”; objects to define sorting categories (hula hoops, yarn, etc.)</td>
</tr>
<tr>
<td></td>
<td>Option 2: Alphabet Cards</td>
<td>Option 2: Observational Drawing</td>
<td>Option 2: The Name Game</td>
<td>Option 2: Seek &amp; Find</td>
</tr>
<tr>
<td></td>
<td>Intentional Teaching Card LL05, “Alphabet Cards”; small manipulatives</td>
<td>Intentional Teaching Card LL45, “Observational Drawings”; photos of sculptures</td>
<td>Intentional Teaching Card LL57, “The Name Game”; children’s names on sentence strips; basket; blank strip of paper</td>
<td>Intentional Teaching Card M03, “Seek &amp; Find”; collection of boxes to sort and categorize</td>
</tr>
<tr>
<td><strong>Mighty Minutes™</strong></td>
<td>Mighty Minutes 21, “Holly Gally, How Many!”; several small items that make a jingling noise</td>
<td>Mighty Minutes 24, “Dinky Duo”</td>
<td>Mighty Minutes 72, “My Body Jumps”</td>
<td>Mighty Minutes 55, “Mr. Forgetful”; list of compound words on chart paper</td>
</tr>
<tr>
<td></td>
<td>Mighty Minutes 29, “Bigger Than, Smaller Than, Equal To”</td>
<td>Mighty Minutes 58, “Missing Lids”; containers with lids; boxes with lids from the collection</td>
<td>Mighty Minutes 48, “Feely Box”; box; items for children to describe</td>
<td></td>
</tr>
</tbody>
</table>
### Investigation 1

**What can we do with boxes?**

<table>
<thead>
<tr>
<th>Day</th>
<th>Interest Areas</th>
<th>Question of the Day</th>
<th>Large Group</th>
<th>Read-Aloud</th>
<th>Small Group</th>
<th>Mighty Minutes™</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Toys and Games: miniature boxes for stacking, nesting, and lining up by size</td>
<td>Can we use boxes to build?</td>
<td>Game: Riddle, Riddle, What Is That?</td>
<td>Harold and the Purple Crayon Book Discussion Card 29 (first read-aloud)</td>
<td>Option 1: Picture Patterns</td>
<td>Mighty Minutes 12, “Ticky Ricky”; basket of items</td>
</tr>
<tr>
<td>2</td>
<td>Discovery: assortment of boxes, standard and nonstandard measuring tools</td>
<td>What can we create with this box? (Display a large box and offer two or three ideas to choose from, e.g., a building, a robot, an airplane.)</td>
<td>Discussion and Shared Writing: Making a Plan for Our Box Creations</td>
<td>Selection from the “Children’s Books” list that uses positional words (in front of, behind, on top of, under, etc.)</td>
<td>Option 1: Nesting Dolls</td>
<td>Mighty Minutes 36, “Body Patterns”</td>
</tr>
<tr>
<td>3</td>
<td>Dramatic Play: a box large enough for one or more children to fit inside</td>
<td>What can we do with this box? (Display an empty box large enough for one or more children to fit inside.)</td>
<td>Song: “Humphrey Dumpy”</td>
<td>Harold and the Purple Crayon Book Discussion Card 29 (second read-aloud)</td>
<td>Option 2: Which Container Holds More?</td>
<td>Mighty Minutes 35, “My Name, Too”; boxes from the collection; different types of eggs (hard-boiled, plastic, raw)</td>
</tr>
<tr>
<td>4</td>
<td>Library: maps, drawing materials</td>
<td>What can we use to put two boxes together?</td>
<td>Game: My Name, Too</td>
<td>Read the book from Day 2 that uses positional words</td>
<td>Option 1: Where’s the Beanbag?</td>
<td>Mighty Minutes 32, “Which Container Holds More?”; packing peanuts; boxes from the collection; scales; standard and nonstandard measuring tools</td>
</tr>
<tr>
<td>5</td>
<td>Toys and Games: different kinds of open-ended connecting blocks</td>
<td>What do you want to ask our visitor?</td>
<td>Song: “The People in Your Neighborhood”</td>
<td>Harold and the Purple Crayon Book Discussion Card 29 (third read-aloud)</td>
<td>Option 2: Question Basket</td>
<td>Intentional Teaching Card M56, “Where’s the Beanbag”; beanbag, boxes from the collection, masking tape, chart paper, marker</td>
</tr>
</tbody>
</table>

**Make Time for…**

- **Outdoor Experiences**
  - Take large boxes outdoors for building and dramatic play.
- **Physical Fun**
  - Review Intentional Teaching Card P33, “Obstacle Course.” Incorporate boxes from the box collection.
- **Family Partnerships**
  - Invite families to help make and navigate the obstacle course.
- **Wow! Experiences**
  - Day 5: Visit from a family member to demonstrate a special box

Inviting a family member who uses a special type of box (e.g., tackle box, sewing box, pet crate, toolbox) to demonstrate how the box is used.
### Investigation 2

**What are the characteristics of boxes?**

| Vocabulary—English | prism, sphere, triangular prism, rectangular prism, two-dimensional, three-dimensional, label, fragile |
|Spanish| prisma, esfera, prisma triangular, prisma rectangular, bidimensional, tridimensional, etiqueta, fragil |

#### Day 1

**Interest Areas**
- Blocks: collection of differently shaped boxes

**Question of the Day**
- Is this a box? (Display a bowl.)

**Large Group**
- **Song:** “Name Cheer”
- **Discussion and Shared Writing:** What Makes a Box?
- **Materials:** Mighty Minutes 92, “Name Cheer”; collection of objects (e.g., a block, a solid prism, a ball, a bowl); alphabet cards

**Small Group**
- **Option 1:** What’s Missing?
  - Intentional Teaching Card LL18, “What’s Missing”; collection of boxes or small objects
- **Option 2:** We’re Going on a Trip
  - Intentional Teaching Card LL53, “We’re Going on a Trip”; suitcases, maps, travel supplies or photos of supplies for a trip (e.g., suitcases, maps, tickets, packing list)

**Read-Aloud**
- Selection from the “Children’s Books” list that uses descriptive words for the characteristics of a box

#### Day 2

**Interest Areas**
- Blocks: collection of boxes and measuring tools to measure edges

**Question of the Day**
- What is the shape of this box face? (Display square and triangular cut-outs.)

**Large Group**
- **Movement:** Listening Story
- **Discussion and Shared Writing:** Exploring Prisms
- **Materials:** Mighty Minutes 86, “Listening Story”; measuring tools; collection of boxes with a variety of shapes (e.g., rectangular prisms, triangular prisms, cubes, cylinders)

**Small Group**
- **Option 1:** Rhyming Chart
  - Intentional Teaching Card LL10, “Rhyming Chart”; chart paper; poem; prop that illustrates the rhyme
- **Option 2:** Tongue Twisters
  - Intentional Teaching Card LL16, “Tongue Twisters”; chart paper and markers

**Read-Aloud**
- Selection from the “Children’s Books” list that describes children working together or helping each other

#### Day 3

**Interest Areas**
- Blocks: materials to create labeled categories for differently shaped boxes

**Question of the Day**
- Are these the same? (Display a three-dimensional solid cube and a square cut-out.)

**Large Group**
- **Game:** Thumbs Up
- **Discussion and Shared Writing:** What’s the Difference?
- **Materials:** Mighty Minutes 33, “Thumbs Up”; variety of two- and three-dimensional shapes; materials to create labels for categories

**Small Group**
- **Option 1:** I’m Thinking of a Shape
  - Intentional Teaching Card M20, “I’m Thinking of a Shape”; boxes from the collection; threedimensional solids
- **Option 2:** Straw Shapes
  - Intentional Teaching Card M42, “Straw Shapes”; geometric shapes; drinking straws cut to different lengths; pipe cleaners; paper; pencils or crayons

**Read-Aloud**
- Reread the book from Day 1 that uses descriptive words for the characteristics of a box

#### Day 4

**Interest Areas**
- Discovery: materials to make boxes and labels

**Question of the Day**
- What goes in this box? (Display a box with environmental print and offer two or three different options, e.g., display a shoebox without illustrations and offer photos of a camera, a refrigerator, and a pair of shoes.)

**Large Group**
- **Song:** “Clap a Friend’s Name”
- **Discussion and Shared Writing:** Box and Environmental Print
- **Materials:** Mighty Minutes 40, “Clap a Friend’s Name”; a box with environmental print; a box created by the children; sticky notes

**Small Group**
- **Option 1:** Measure & Compare
  - Intentional Teaching Card M12, “Measure & Compare”; nonstandard measuring tools (e.g., plastic links, blocks, yarn, paperclip chain)
- **Option 2:** Egg Salad
  - Intentional Teaching Card M70, “Egg Salad”; recipe chart; ingredients; mixing bowl, measuring spoons; plastic knives; cutting board; mixing spoons

**Read-Aloud**
- Reread the book from Day 2 that describes children working together or helping each other

#### Day 5

**Interest Areas**
- Discovery: collection of boxes made from different materials

**Question of the Day**
- How many boxes do you see on this table? (Display an assortment of boxes.)

**Large Group**
- **Poem:** “Come Play With Me”
- **Discussion and Shared Writing:** Comparing Boxes
- **Materials:** Mighty Minutes 42, “Come Play With Me”; variety of similar-sized boxes of different weights

**Small Group**
- **Option 1:** Making My Name
  - Intentional Teaching Card LL28, “Making My Name”; chart paper; poem; prop that illustrates the rhyme; letter cards
- **Option 2:** Stick Letters
  - Intentional Teaching Card LL29, “Making My Name”; chart paper; poem; prop that illustrates the rhyme; letter cards

**Read-Aloud**
- Reread the book from Days 1 and 3 that uses descriptive words for the characteristics of a box

#### Outdoor Experiences
- Take a collection of two-dimensional shapes and some tape outdoors. Invite children to match the shapes to examples of the shapes in the play area (rectangular water table, circular tire swing, etc.).

#### Physical Fun
- Review Intentional Teaching Card P25, “Kick Hard.” Follow the guidance on the card.

#### Family Partnerships
- Invite families to bring in boxes with environmental print in their home languages.

#### Wow! Experiences
- Research sites that children can visit next week to watch people use boxes in their work.
### Investigation 3

**Which jobs involve boxes?**

<table>
<thead>
<tr>
<th>Vocabulary—English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>package, container, packing tape, shipment</td>
<td>paquete, contenedor, cinta de embalaje, envío</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interest Areas</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Make Time for…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library: books about people who work with boxes</td>
<td>Blocks: photos of people working with boxes; boxes with environmental print</td>
<td>Dramatic Play: collection of boxes similar to those observed on the site visit</td>
<td>Discovery: different types of tape (e.g., packing, masking, transparent, painter’s tape)</td>
<td>Dramatic Play: materials listed by the children on Day 4 to replicate the site of the visit</td>
<td>Outdoor Experiences</td>
<td></td>
</tr>
<tr>
<td><strong>Library:</strong></td>
<td><em>Mighty Minutes 91, Move to the Beat</em>, drum</td>
<td><em>Mighty Minutes 04, “Riddle Dee Dee”</em></td>
<td><em>Mighty Minutes 06, “Thick Is the Way”</em></td>
<td><em>Mighty Minutes 71, “Recycle Song”</em></td>
<td>• Invite children to extend their dramatic play experience outdoors. ♦ If children are observing boxes left outdoors, review photographs of the boxes and encourage children to note and record changes. Invite children to describe the condition of the boxes and document their findings with drawings.</td>
<td></td>
</tr>
<tr>
<td><strong>Blocks:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Physical Fun</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary—English:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Review Intentional Teaching Card P11, “Jump the River,” or P14, “Moving Through the Forest.” Follow the guidance on the card.</td>
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<tr>
<td><strong>Spanish:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Family Partnerships</td>
<td></td>
</tr>
<tr>
<td><strong>Library:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Invite family members to accompany the class on the site visit Day 3.</td>
<td></td>
</tr>
<tr>
<td><strong>Blocks:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Wow! Experiences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Day 3: Site visit to a post office, packing plant, grocery store, etc.</td>
<td></td>
</tr>
</tbody>
</table>

### Large Group

**Chant:** “A-Hunting We Will Go”

**Discussion and Shared Writing:** Preparing for Our Site Visit

**Materials:** Mighty Minutes 58, “A-Hunting We Will Go”; basket or box; alphabet cards; book that features boxes in familiar community sites

**Movement:** Jack in the Box

**Dramatic Play:** Preparing for Our Site Visit

**Materials:** Mighty Minutes 74, “Jack in the Box”; chart paper and markers

**Movement:** Bounce, Bounce, Bounce

**Dramatic Play:** Site Visit

**Materials:** Mighty Minutes 30, “Bounce, Bounce, Bounce”; clipboards; paper; crayons or pencils; digital camera; list of questions generated by the children during large-group time on Day 2

**Poem:** “Thumbs Up”

**Dramatic Play:** Site Visit

**Materials:** Mighty Minutes 33, “Thumbs Up”; children’s observational drawings from the site visit on Day 3; variety of rolls of tape; chart paper and markers; photos taken during the site visit

**Game:** Echo Clapping

**Dramatic Play:** Site Visit

**Materials:** Mighty Minutes 26, “Echo Clapping”; list generated by the children on Day 3 of materials to re-create the site visit environment; materials from the list; chart paper from Day 1; photos taken during the site visit; box collection

### Read-Aloud

**Read-Aloud:** Dear Mr. Blueberry

**Book Discussion Card 30** (first read-aloud)

**Selection from the “Children’s Books” list that features letters of the alphabet**

**Selection from the “Children’s Books” list that features people working with boxes**

**Reread the book from Day 3 that features people working with boxes.**

### Small Group

**Option 1: Talking**

**Intentional Teaching Card M06, “Talking”;**

**clipboard; paper or crayons**

**Option 2: Guessing Jar**

**Intentional Teaching Card M17, “Guessing Jar”;**

**large plastic jar; collection of objects to put in the jar; chart paper and markers**

**Option 2: Asking Questions**

**Intentional Teaching Card LL54, “Asking Questions”;**

**Intentional Teaching Card LL64, “Bookmaking”;**

**cardstock; blank paper; crayons or markers; bookbinding supplies**

(e.g., brads, hole punch, yarn, metal rings, stapler)

**Option 2: Rhyming Riddles**

**Intentional Teaching Card LL11, “Rhyming Riddles”;**

**chart paper and markers; ingredients; bowl; measuring cups**

**Option 1: Asking Questions**

**Intentional Teaching Card LL54, “Asking Questions”;**

**chart paper; paper or markers; pictures of objects that represent two-phoneme words; props that rhyme with chosen words**

**Option 1: Tongue Twisters**

**Intentional Teaching Card LL16, “Tongue Twisters”;**

**chart paper; markers**

**Option 2: Oobleck**

**Intentional Teaching Card M66, “Oobleck”;**

**chart paper and marker; ingredients; bowl; measuring cups**

**Option 2: Rhyming Riddles**

**Intentional Teaching Card LL11, “Rhyming Riddles”;**

**chart paper and markers; pictures of objects that represent two-phoneme words; props that rhyme with chosen words**

### Mighty Minutes

**Mighty Minutes 91, “Move to the Beat”, drum**

**Mighty Minutes 04, “Riddle Dee Dee”**

**Mighty Minutes 06, “Thick Is the Way”**

**Mighty Minutes 71, “Recycle Song”**

**Mighty Minutes 39, “Let’s Pretend”**
How are boxes made?

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Make Time for…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interest Areas</strong></td>
<td>Art: collection of unassembled cardboard boxes; glue sticks; tape; variety of materials used to create boxes (e.g., paper, cardboard)</td>
<td>Discovery: variety of boxes and materials used to make boxes (e.g., cardboard, wooden pieces, small metal tin box); container of water</td>
<td>Discovery: materials to make boxes; materials to reinforce boxes for sturdiness (e.g., glue, tape, cardboard)</td>
</tr>
<tr>
<td><strong>Question of the Day</strong></td>
<td>How can we make this into a box? (Display an unassembled cardboard box.)</td>
<td>How can we make a box with these materials? (Display a collection of box-building materials.)</td>
<td>Which box is sturdier? (Display a picture of two boxes, e.g., a wooden crate and a shirt gift box.)</td>
</tr>
<tr>
<td><strong>Large Group</strong></td>
<td>Game: I Have One</td>
<td>Movement: People Patterns</td>
<td>Game: I’m Thinking Of…</td>
</tr>
<tr>
<td></td>
<td>Discussion and Shared Writing: How Can We Make Boxes?</td>
<td>Discussion and Shared Writing: Can We Make a Box With This?</td>
<td>Discussion and Shared Writing: Testing Sturdiness</td>
</tr>
<tr>
<td></td>
<td>Materials: Mighty Minutes 98, “I Have One”; “Boxes” graphing web; variety of classroom materials to make boxes (e.g., play dough, paper, cardboard, blocks, tape); name and letter cards</td>
<td>Materials: Mighty Minutes 65, “People Patterns”; materials listed by children during yesterday's large-group time; chart paper; marker; paper for origami; additional box-making materials</td>
<td>Materials: Mighty Minutes 18, “I'm Thinking Of…”; chart paper; materials to help test sturdiness (e.g., heavy catalog or blocks, water); boxes with reinforced edges or corners; camera</td>
</tr>
<tr>
<td><strong>Read-Aloud</strong></td>
<td>Dear Mr. Blueberry Book Discussion Card 30 (third read-aloud)</td>
<td>Selection from the “Children’s Books” list that features boxes of different materials, sizes, or shapes</td>
<td>Selection from the “Children’s Books” list that uses descriptive words for boxes</td>
</tr>
<tr>
<td><strong>Small Group</strong></td>
<td>Option 1: Playing With Environmental Print Intentional Teaching Card LL23, “Playing With Environmental Print”; variety of product labels; photos of road and store signs</td>
<td>Option 1: Huff &amp; Puff Intentional Teaching Card M26, “Huff &amp; Puff”; small, lightweight balls; standard and nonstandard tools to measure distance</td>
<td>Option 1: Rhyming Chart Intentional Teaching Card LL10, “Rhyming Chart”; chart paper; marker; rhyming chant that refers to boxes</td>
</tr>
<tr>
<td></td>
<td>Option 2: Making Shiny Paint Intentional Teaching Card LL50, “Making Shiny Paint”; chart paper; marker; bowl; stick for mixing; measuring cups; white glue; liquid tempera paint</td>
<td>Option 2: Cover Up Intentional Teaching Card M34, “Cover Up”; masking tape; photos of floor coverings; floor covering samples; paper; crayons or colored pencils; blocks</td>
<td>Option 2: Rhyming Tubs Intentional Teaching Card LL44, “Rhyming Tubs”; boxes from the collection; materials from the Outdoor area</td>
</tr>
<tr>
<td><strong>Mighty Minutes™</strong></td>
<td>Mighty Minutes 37, “Little Ball”; chart paper; marker</td>
<td>Mighty Minutes 95, “Sorting Syllables”; three hula hoops labeled with the numerals 1, 2, and 3; small objects</td>
<td>Mighty Minutes 93, “Oh, Dear! What Can the Matter Be?”</td>
</tr>
</tbody>
</table>

**Outdoor Experiences**
- If children are observing boxes of different materials left outdoors, record children’s observations each day and ask why they think some boxes have changed (fading, warping, etc.). Invite children to decide whether to continue or end the observation.

**Physical Fun**

**Family Partnerships**
- Invite family members to help their children make boxes at home and bring them to show the class.

**Wow! Experiences**
- Find out if there will be any supply or food deliveries next week that children can observe. If no delivery is scheduled, ask area businesses whether children may observe materials being delivered next week.

**Spanish**
- fuerte, origami, reforzar
How can we move boxes?

Vocabulary—English: hand truck, pulley, ramp, crane, crate, friction

Spanish: carrito, polea, rampa, grúa, cajón, tricén

### AT A GLANCE

#### Investigation 5

**How can we move boxes?**

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Make Time for…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interest Areas</strong></td>
<td>Discovery: balance scale; variety of materials for weighing; number line; paper and pencil</td>
<td>Discovery: photos of or actual moving equipment; weighted boxes; materials to move boxes (e.g., carts, cylinders, pulleys)</td>
<td>Library: books about boxes</td>
<td>Blocks: items for moving heavy boxes (e.g., large dowels and wedges, planks, ropes, pulleys)</td>
<td>Discovery: carpet or tile squares, sealed lightweight, medium-weight, and heavy boxes; variety of materials with different textures (e.g., bumpy, smooth, sticky)</td>
</tr>
<tr>
<td><strong>Question of the Day</strong></td>
<td>Which box is heaviest? (Provide options: cardboard, plastic, metal)</td>
<td>What do you want to look for today on our walk?</td>
<td>Which of these is used to move boxes? (Display two objects/photos: one used to move boxes (e.g., pulley) and one random item [e.g., pencil].)</td>
<td>Which of these is the easiest surface for pushing boxes? (Display floor tiles and a high-pile rug.)</td>
<td></td>
</tr>
<tr>
<td><strong>Large Group</strong></td>
<td>Song: &quot;I'm a Sturdy Oak Tree&quot;</td>
<td>Discussion and Shared Writing: Testing Predictions</td>
<td>Discussion and Shared Writing: Writing Moving Boxes Site Visit</td>
<td>Poem: &quot;Here Is the Beehive&quot;</td>
<td>Game: Step Up</td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>Mighty Minutes 45, &quot;I'm a Sturdy Oak Tree&quot;; weighted boxes used in the question of the day</td>
<td>Materials: Mighty Minutes 63, &quot;Going on a Journey&quot;; moving equipment (or photo); weighted boxes from Day 1; list of box-moving materials</td>
<td>Materials: Mighty Minutes 79, &quot;Here Is the Beehive&quot;; photos of large containers being loaded onto vehicles; book about equipment for moving large boxes</td>
<td>Game: &quot;Here Is the Beehive&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>Read-Aloud</strong></td>
<td>Alexander, Who's Not (Do you hear me? I mean it!) Going to Move Book Discussion Card 31 (first read-aloud)</td>
<td>Reread the book from Day 2 of Investigation 4. Point out the shapes/sizes of the boxes or ask children to compare the different boxes in the story.</td>
<td>Selection from the &quot;Children's Books&quot; list that uses descriptive words for boxes</td>
<td>Alexander, Who's Not (Do you hear me? I mean it!) Going to Move Book Discussion Card 31 (second read-aloud)</td>
<td></td>
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<td><strong>Small Group</strong></td>
<td>Option 1: Ice Cubes Intentional Teaching Card M07, &quot;Ice Cubes&quot;; large ice cubes, brown paper or paper towels; small cups or bowls, measuring tools (e.g., ruler, measuring cups, timer); chart paper</td>
<td>Option 1: Rhyming Riddles Intentional Teaching Card LL11, &quot;Rhyming Riddles&quot;; chart paper; markers; pictures of objects that represent two-phoneme words</td>
<td>Option 1: Story Problems Intentional Teaching Card M22, &quot;Story Problems&quot;, manipulatives</td>
<td>Option 1: Dinnertime Intentional Teaching Card M01, &quot;Dinnertime&quot;; paper or plastic dishes; napkins; utensils; cups; placemats</td>
<td>Option 1: Silly Names Intentional Teaching Card LL19, &quot;Silly Names&quot;; chart paper; sentence strips or sticky notes; marker</td>
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<td><strong>Option 2: Balancing Act</strong></td>
<td>Intentional Teaching Card M49, &quot;Balancing Act&quot;; resealable bags; fill materials (e.g., sand, counters); balance scale</td>
<td>Option 2: Did You Ever See…? Intentional Teaching Card LL14, &quot;Did You Ever See…?&quot;; pictures of familiar animals; audio recorder</td>
<td>Option 2: Ping-Pong Pick-Up Intentional Teaching Card M79, “Ping-Pong Pick-Up”; ping pong balls; tongs; small net; ladle; water for water table</td>
<td>Option 2: Fishing Trip Intentional Teaching Card M63, “Fishing Trip”; fish cards (i.e., cardboard cut into fish shapes); numeral cards; bucket</td>
<td>Option 2: Same Sound Sort Intentional Teaching Card LL12, “Same Sound Sort”, variety of objects, including some with names that begin with the same sound; cardboard box</td>
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<td><strong>Mighty Minutes™</strong></td>
<td>Mighty Minutes 60, &quot;The Name Dance&quot;</td>
<td>Mighty Minutes 95, &quot;Sorting Syllables&quot;</td>
<td>Mighty Minutes 84, &quot;Let's Make Letters&quot;</td>
<td>Mighty Minutes 82, &quot;Let's Clean Up!&quot;</td>
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### Outdoor Experiences
- Take photos of children moving large or heavy boxes using tools or materials outdoors (e.g., pulleys, ropes, ramps, hand trucks).
- **Physical Fun:** Review Intentional Teaching Card P10, "Jumping Rope," or P24, "Swing & Jump Rope." Follow the guidance on the card.

### Family Partnerships
- Invite families to help their children try various ways of moving boxes at home.

### Wow! Experiences
- **Day 5:** Site visit to observe heavy objects being moved