

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

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

Spanish: cara, esquina, cubo, depósito, tapa, cilindro, borde

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Toys and Games: collection of boxes to sort	Toys and Games: collection of boxes of different shapes and materials	Blocks: containers to organize the box collection	Library: fiction and nonfiction books about boxes	Toys and Games: collection of boxes with removable lids
Question of the Day	Did you use a box today?	Is this a box? (Display a hatbox or an unlabeled oatmeal box.)	How many boxes do you think we'll find on our walk today?	How many faces does this box have? (Provide a box for children to explore.)	Did you see a box this morning?
Large Group	<p>Song: "One, Two, Buckle My Shoe"</p> <p>Discussion and Shared Writing: What Do You Notice About These Boxes?</p> <p>Materials: Mighty Minutes 87, "One, Two, Buckle My Shoe"; collection of a variety of boxes; chart paper</p>	<p>Movement: Silly Willy Walking</p> <p>Discussion and Shared Writing: What Makes a Box?</p> <p>Materials: Mighty Minutes 05, "Silly Willy Walking"; wooden boxes, metal boxes, boxes with and without lids, round boxes, etc.</p>	<p>Movement: Freeze</p> <p>Discussion and Shared Writing: Where Do We See Boxes at School?</p> <p>Materials: Mighty Minutes 25, "Freeze"; box collection; storage containers; clipboards, paper, and writing tools</p>	<p>Movement: Spatial Patterns</p> <p>Discussion and Shared Writing: What Do We Know About Boxes?</p> <p>Materials: Mighty Minutes 99, "Let's All Follow"</p>	<p>Song: "Baa, Baa, Black Sheep"</p> <p>Discussion and Shared Writing: What Do We Want to Find Out About Boxes?</p> <p>Materials: Mighty Minutes 29, "Baa, Baa, Black Sheep"; plastic bags filled with cotton balls; a box from the collection to store</p>
Read-Aloud	Selection from the "Children's Books" list that features illustrations of interesting boxes	Selection from the "Children's Books" list that features characters using their imaginations	Reread the book from Day 1 that features illustrations of interesting boxes.	Reread the book from Day 2 that features characters using their imaginations.	Reread the book from Days 1 and 3 that features illustrations of interesting boxes.
Small Group	<p>Option 1: Find the Matching Letter Intentional Teaching Card LL56, "Find the Matching Letter"; alphabet cards; hole punch; yarn, scissors; song chart</p> <p>Option 2: Alphabet Cards Intentional Teaching Card LL03, "Alphabet Cards"; alphabet cards; small manipulatives</p>	<p>Option 1: Observational Drawing Intentional Teaching Card LL45, "Observational Drawing"; boxes from the collection; small clipboards; paper; felt-tip pens</p> <p>Option 2: Observational Drawing Intentional Teaching Card LL45, "Observational Drawings"; photos of sculptures</p>	<p>Option 1: Our Names, Our Things Intentional Teaching Card LL41, "Our Names, Our Things"; name cards; photos</p> <p>Option 2: The Name Game Intentional Teaching Card LL47, "The Name Game"; children's names on sentence strips; basket; blank strip of paper</p>	<p>Option 1: Sorting & Classifying Intentional Teaching Card M05, "Sorting & Classifying"; objects to define sorting categories (hula hoops, yarn, etc.)</p> <p>Option 2: Seek & Find Intentional Teaching Card M03, "Seek & Find"; collection of boxes to sort and categorize</p>	<p>Option 1: Bigger Than, Smaller Than, Equal To Intentional Teaching Card M09, "Bigger Than, Smaller Than, Equal To"; small boxes from the box collection to stack; standard and nonstandard measuring tools (ruler, yarn, etc.)</p> <p>Option 2: Missing Lids Intentional Teaching Card M58, "Missing Lids"; containers with lids; boxes with lids from the collection</p>
Mighty Minutes™	Mighty Minutes 21, "Hully Gully, How Many?"; several small items that make a jingling noise	Mighty Minutes 24, "Dinky Doo"	Mighty Minutes 72, "My Body Jumps"	Mighty Minutes 55, "Mr. Forgetful"; list of compound words on chart paper	Mighty Minutes 48, "Feely Box"; box; items for children to describe

Make Time for...

Outdoor Experiences

Physical Fun

- Review Intentional Teaching Card P22, "Follow the Leader," or P12, "Exploring Pathways." Follow the guidance on the card.

Family Partnerships

- Introduce the study to families by sending a letter of explanation. Ask them to do a scavenger hunt around their homes to find boxes to share in the class collection.

Wow! Experiences

- Day 3: Take a walk around the building or neighborhood to look for boxes.

Prepare for a site visit around the building by coordinating with staff and asking them to put out interesting boxes (e.g., diaper boxes, first aid boxes, delivery boxes) for children to notice and observe.

What can we do with boxes?

Vocabulary—English: rectangular prism, base, height, length, width, obstacle

Spanish: prisma rectangular, base, altura, longitud, ancho, obstáculo

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Toys and Games: miniature boxes for stacking, nesting, and lining up by size	Discovery: assortment of boxes; standard and nonstandard measuring tools	Dramatic Play: a box large enough for one or more children to fit inside	Library: maps; drawing materials Toys and Games: different kinds of open-ended connecting blocks	Art: materials for making and decorating boxes for the obstacle course
Question of the Day	Can we use boxes to build?	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.)	What can we do with this box? (Display an empty box large enough for one or more children to fit inside.)	What can we use to put two boxes together?	What do you want to ask our visitor?
Large Group	Game: Riddle, Riddle, What Is That? Discussion and Shared Writing: What Can We Do With Boxes? Materials: Mighty Minutes 61, “Riddle, Riddle, What Is That?”; boxes from the collection	Song: “Humpty Dumpty” Discussion and Shared Writing: Making a Plan for Our Box Creations Materials: Mighty Minutes 81, “Humpty Dumpty”; boxes from the collection; different types of eggs (hard-boiled, plastic, raw)	Game: My Name, Too! Discussion and Shared Writing: How Can We Use This Box? Materials: Mighty Minutes 35, “My Name, Too!”; boxes from the collection; large box; boxes with environmental print	Song: “The People in Your Neighborhood” Discussion and Shared Writing: Planning an Obstacle Course Materials: Mighty Minutes 01, “The People in Your Neighborhood”; two large boxes; materials to make a sign	Song: “This Old Man” Discussion and Shared Writing: Visitor Who Uses a Special Box Materials: Mighty Minutes 96, “This Old Man”; camera
Read-Aloud	<i>Harold and the Purple Crayon</i> Book Discussion Card 29 (first read-aloud)	Selection from the “Children’s Books” list that uses positional words (<i>in front of, behind, on top of, under, etc.</i>)	<i>Harold and the Purple Crayon</i> Book Discussion Card 29 (second read-aloud)	Read the book from Day 2 that uses positional words	<i>Harold and the Purple Crayon</i> Book Discussion Card 29 (third read-aloud)
Small Group	Option 1: Picture Patterns Intentional Teaching Card M45, “Picture Patterns”; pictures of objects or animals with patterns; camera; paper and writing materials; collage materials Option 2: Patterns Under Cover Intentional Teaching Card M38, “Patterns Under Cover”; counters in various colors; paper cup; cardboard divider	Option 1: Nesting Dolls Intentional Teaching Card M46, “Nesting Dolls”; boxes of various sizes in place of nesting dolls Option 2: Which Container Holds More? Intentional Teaching Card M32, “Which Container Holds More?”; packing peanuts; boxes from the collection; scales; standard and nonstandard measuring tools	Option 1: Where’s the Beanbag? Intentional Teaching Card M56, “Where’s the Beanbag?”; beanbags; boxes from the collection; masking tape; chart paper; marker Option 2: Shake, Rattle, and Roll Intentional Teaching Card, M61, “Shake, Rattle, and Roll”; five blank-faced cubes; shape stickers; box with lid; paper plates	Option 1: Question Basket Intentional Teaching Card LL59, “Question Basket”; paper; pencils or markers; clipboards; questions and photos on index cards; basket Option 2: Photo Writing Intentional Teaching Card LL57, “Photo Writing”; small clipboards with paper; pens or markers; photos or magazine pictures mounted on index cards	Option 1: Fruit Smoothies Intentional Teaching Card M67, “Fruit Smoothies”; chart paper and markers; smoothie ingredients; plastic knives; blender Option 2: Yogurt Fruit Dip Intentional Teaching Card M57, “Yogurt Fruit Dip”; recipe chart; fruit dip ingredients; measuring cups and spoons; large bowl; whisk; knives; cutting board
Mighty Minutes™	Mighty Minutes 12, “Ticky Ricky”; basket of items	Mighty Minutes 36, “Body Patterns”	Mighty Minutes 25, “Freeze”; dance music	Mighty Minutes 58, “A-Hunting We Will Go”	Mighty Minutes 15, “Say It, Show It”; numeral cards

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.

As families participate with children in the outdoor obstacle course, make sure to use positional words such as *in front of, behind, next to, and on top of*.

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

Invite 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.

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, frágil

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Blocks: collection of differently shaped boxes	Discovery: collection of boxes and measuring tools to measure edges	Blocks: materials to create labeled categories for differently shaped boxes	Discovery: materials to make boxes and labels	Discovery: collection of boxes made from different materials
Question of the Day	Is this a box? (Display a bowl.)	What is the shape of this box face? (Display square and triangular cut-outs.)	Are these the same? (Display a three-dimensional solid cube and a square cut-out.)	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.)	How many boxes do you see on this table? (Display an assortment of boxes.)
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); letter cards	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)	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	Song: “Clap a Friend’s Name” Discussion and Shared Writing: Boxes With Environmental Print Materials: Mighty Minutes 40, “Clap a Friend’s Name”; a box with environmental print; a box created by the children; sticky notes	Poem: “Come Play With Me” Discussion and Shared Writing: Comparing Boxes Materials: Mighty Minutes 42, “Come Play With Me”; a variety of similar-sized boxes of different weights
Read-Aloud	Selection from the “Children’s Books” list that uses descriptive words for the characteristics of a box	Selection from the “Children’s Books” list that describes children working together or helping each other	Reread the book from Day 1 that uses descriptive words for the characteristics of a box.	Reread the book from Day 2 that describes children working together or helping each other.	Reread the book from Days 1 and 3 that uses descriptive words for the characteristics of a box.
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”; supplies or photos of supplies for a trip (e.g., suitcases, maps, tickets, packing list)	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	Option 1: I’m Thinking of a Shape Intentional Teaching Card M20, “I’m Thinking of a Shape”; boxes from the collection; three-dimensional 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	Option 1: Making My Name Intentional Teaching Card LL29, “Making My Name”; marker; small envelopes; letter manipulatives Option 2: Stick Letters Intentional Teaching Card LL28, “Stick Letters”; sticks (e.g., craft sticks, toothpicks, chopsticks, small branches); alphabet cards	Option 1: Measure & Compare Intentional Teaching Card M12, “Measure & Compare”; nonstandard measuring tools (e.g., plastic links, blocks, yarn, paper-clip chain) Option 2: Egg Salad Intentional Teaching Card M70, “Egg Salad”; recipe chart; ingredients; mixing bowl; measuring spoons; plastic knives; cutting board; mixing spoons
Mighty Minutes™	Mighty Minutes 54, “The Green Grass Grows”; chart paper; pens or markers	Mighty Minutes 07, “Hippity, Hoppity, How Many?”	Mighty Minutes 16, “Nothing, Nothing, Something”	Mighty Minutes 53, “Three Rowdy Children”	Mighty Minutes 44, “Two Plump Armadillos”

Make Time for...

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.).
- If children are interested in experimenting to see what happens to boxes left outdoors, put a collection of boxes of different materials outdoors and photograph each box daily to record changes. Invite children to describe the condition of the boxes and document their appearance with drawings. As children observe, ask such questions as, “What do you think is making these boxes change?” and “Why do you think these boxes are not changing?”

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.

Which jobs involve boxes?

Vocabulary—English: package, container, packing tape, shipment

Spanish: paquete, contenedor, cinta de embalaje, envío

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Library: books about people who work with boxes	Blocks: photos of people working with boxes; boxes with environmental print	Dramatic Play: collection of boxes similar to those observed on the site visit	Discovery: different types of tape (e.g., packing, masking, transparent, painter’s tape)	Dramatic Play: materials listed by the children on Day 4 to replicate the site of the visit
Question of the Day	What is this person doing? (Display a photo of somebody packing a box.)	Do you see any letters from your name on this box? (Display a box with print.)	What do you think we’ll see on our site visit?	What do you think people do with this box? (Display a picture of an interesting box, e.g., instrument case, jewelry box, safe, telephone booth.)	Which of these jobs would you like to try? (Display photos from some of the jobs listed on Day 1.)
Large Group	Chant: “A-Hunting We Will Go” Discussion and Shared Writing: Working With Boxes 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 Discussion and Shared Writing: Preparing for Our Site Visit Materials: Mighty Minutes 74, “Jack in the Box”; chart paper and markers	Movement: Bounce, Bounce, Bounce Discussion and Shared Writing: 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” Discussion and Shared Writing: Preparing for Dramatic Play 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 Discussion and Shared Writing: Dramatic Play 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	<i>Dear Mr. Blueberry</i> 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	<i>Dear Mr. Blueberry</i> Book Discussion Card 30 (second read-aloud)	Reread the book from Day 3 that features people working with boxes.
Small Group	Option 1: Tallying Intentional Teaching Card M06, “Tallying”; 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 1: Asking Questions Intentional Teaching Card LL54, “Asking Questions”; chart paper; markers Option 2: Asking Questions Intentional Teaching Card LL54, “Asking Questions”; Intentional Teaching Card LL04, “Bookmaking”; cardstock; blank paper; crayons or markers; bookbinding supplies (e.g., brads, hole punch, yarn, metal rings, stapler)	Option 1: Did You Ever See...? Intentional Teaching Card LL14, “Did You Ever See...?”; pictures of familiar animals; audio recorder Option 2: Rhyming Tubs Intentional Teaching Card LL44, “Rhyming Tubs”; plastic tub; small box; pairs of small toys or other objects with names that rhyme (e.g., duck/truck, hat/cat)	Option 1: Board Games Intentional Teaching Card M77, “Board Games”; board games with dice and playing pieces Option 2: Oobleck Intentional Teaching Card M66, “Oobleck”; chart paper and marker; ingredients; bowl; measuring cups	Option 1: Tongue Twisters Intentional Teaching Card LL16, “Tongue Twisters”; chart paper; markers 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, “This Is the Way”	Mighty Minutes 71, “Recycle Song”	Mighty Minutes 39, “Let’s Pretend”

Make Time for...

Outdoor Experiences

- 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.

Physical Fun

- Review Intentional Teaching Card P11, “Jump the River,” or P14, “Moving Through the Forest.” Follow the guidance on the card.

Family Partnerships

- Invite family members to accompany the class on the site visit on Day 3.

Wow! Experiences

- Day 3: Site visit to a post office, packing plant, grocery store, etc.

How are boxes made?

Vocabulary—English: sturdy, origami, reinforce

Spanish: fuerte, origami, reforzar

	Day 1	Day 2	Day 3
Interest Areas	Art: collection of unassembled cardboard boxes; glue sticks; tape; variety of materials used to create boxes (e.g., paper, cardboard)	Discovery: variety of boxes and materials used to make boxes (e.g. cardboard, wooden pieces, small metal tin box); container of water	Discovery: materials to make boxes; materials to reinforce boxes for sturdiness (e.g., glue, tape, cardboard)
Question of the Day	How can we make this into a box? (Display an unassembled cardboard box.)	How can we make a box with these materials? (Display a collection of box-building materials.)	Which box is sturdier? (Display a picture of two boxes, e.g., a wooden crate and a shirt gift box.)
Large Group	<p>Game: I Have One</p> <p>Discussion and Shared Writing: How Can We Make Boxes?</p> <p>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</p>	<p>Movement: People Patterns</p> <p>Discussion and Shared Writing: Can We Make a Box With This?</p> <p>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</p>	<p>Game: I’m Thinking Of...</p> <p>Discussion and Shared Writing: Testing Sturdiness</p> <p>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</p>
Read-Aloud	<i>Dear Mr. Blueberry</i> Book Discussion Card 30 (third read-aloud)	Selection from the “Children’s Books” list that features boxes of different materials, sizes, or shapes	Selection from the “Children’s Books” list that uses descriptive words for boxes
Small Group	<p>Option 1: Playing With Environmental Print Intentional Teaching Card LL23, “Playing With Environmental Print”; variety of product labels; photos of road and store signs</p> <p>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</p>	<p>Option 1: Huff & Puff Intentional Teaching Card M26, “Huff & Puff”; small, lightweight balls; standard and nonstandard tools to measure distance</p> <p>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</p>	<p>Option 1: Rhyming Chart Intentional Teaching Card LL10, “Rhyming Chart”; chart paper; marker; rhyming chant that refers to boxes</p> <p>Option 2: Rhyming Tubs Intentional Teaching Card LL44, “Rhyming Tubs”; boxes from the collection; materials from the Outdoor area</p>
Mighty Minutes™	Mighty Minutes 37, “Little Ball”; chart paper; marker	Mighty Minutes 95, “Sorting Syllables”; three hula hoops labeled with the numerals 1, 2, and 3; small objects	Mighty Minutes 93, “Oh, Dear! What Can the Matter Be?”

Make Time for...

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

- Review Intentional Teaching Card P17, “Balance on a Beam,” or P20, “Body Shapes & Sizes.” Follow the guidance on the card.

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.

How can we move boxes?

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

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

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Discovery: balance scale; variety of materials for weighing; number line; paper and pencil	Discovery: photos of or actual moving equipment; weighted boxes; materials to move boxes (e.g., carts, cylinders, pulleys)	Library: books about boxes Discovery: weighted boxes; materials to move boxes	Blocks: items for moving heavy boxes (e.g., large dowels and wedges, planks, ropes, pulleys)	Discovery: carpet or tile squares; sealed lightweight, medium-weight, and heavy boxes; variety of materials with different textures (e.g., bumpy, smooth, sticky)
Question of the Day	Which box is heaviest? (Provide three similarly sized, sealed boxes of different weights: light, medium, and heavy.)	Do you know what this is? (Display a box-moving item [or photo], such as a hand truck.)	What do you want to look for today on our walk?	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].)	Which of these is the easiest surface for pushing boxes? (Display floor tiles and a high-pile rug.)
Large Group	Song: “I’m a Sturdy Oak Tree” Discussion and Shared Writing: Moving Heavy Boxes Materials: Mighty Minutes 45, “I’m a Sturdy Oak Tree”; weighted boxes used in the question of the day	Movement: Going on a Journey Discussion and Shared Writing: Testing Predictions Materials: Mighty Minutes 63, “Going on a Journey”; moving equipment (or photo); weighted boxes from Day 1; list of box-moving materials from Day 1; additional box-moving materials	Song: “The Kids Go Marching In” Discussion and Shared Writing: Moving Boxes Site Visit Materials: Mighty Minutes 70, “The Kids Go Marching In”; clipboards; paper; markers; camera	Poem: “Here Is the Beehive” Discussion and Shared Writing: Equipment for Moving Boxes Materials: Mighty Minutes 79, “Here Is the Beehive”; photos of large containers being loaded onto vehicles; book about equipment for moving large boxes	Game: Step Up Discussion and Shared Writing: Pushing Boxes Materials: Mighty Minutes 47, “Step Up”; medium-weight and heavy boxes; tile squares; high-pile rug; standard or nonstandard measuring tools; camera
Read-Aloud	<i>Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move</i> Book Discussion Card 31 (first read-aloud)	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.	<i>Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move</i> Book Discussion Card 31 (second read-aloud)	Selection from the “Children’s Books” list that uses descriptive words for boxes	<i>Alexander, Who’s Not (Do you hear me? I mean it!) Going to Move</i> Book Discussion Card 31 (third read-aloud)
Small Group	Option 1: Ice Cubes Intentional Teaching Card M07, “Ice Cubes”; large ice cubes; brown paper or paper towels; small cups or bowls; measuring tools (e.g., ruler, measuring cups, timer); chart paper Option 2: Balancing Act Intentional Teaching Card M49, “Balancing Act”; resealable bags; fill materials (e.g., sand, counters); balance scale	Option 1: Rhyming Riddles Intentional Teaching Card LL11, “Rhyming Riddles”; chart paper; markers; pictures of objects that represent two-phoneme words Option 2: Did You Ever See...? Intentional Teaching Card LL14, “Did You Ever See...?”; pictures of familiar animals; audio recorder	Option 1: Story Problems Intentional Teaching Card M22, “Story Problems”; manipulatives 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	Option 1: Dinnertime Intentional Teaching Card M01, “Dinnertime”; paper or plastic dishes; napkins; utensils; cups; placemats Option 2: Fishing Trip Intentional Teaching Card M63, “Fishing Trip”; fish cards (i.e., cardstock cut into fish shapes); numeral cards; bucket	Option 1: Silly Names Intentional Teaching Card LL19, “Silly Names”; chart paper; sentence strips or sticky notes; marker 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
Mighty Minutes™	Mighty Minutes 60, “The Name Dance”	Mighty Minutes 95, “Sorting Syllables”	Mighty Minutes 84, “Let’s Make Letters”	Mighty Minutes 82, “Let’s Clean Up!”	Mighty Minutes 28, “Counting Calisthenics”

Make Time for...

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 3: Site visit to observe heavy objects being moved

Coordinate the site visit around the school and/or neighborhood by asking school personnel about the next scheduled delivery of office or food supplies. Alternatively, ask area businesses whether children may observe their next delivery of supplies (grocery or furniture stores, restaurants, etc.). To observe large boxes being moved, consider visiting a warehouse or distribution center to observe moving machinery such as forklifts and pallet jacks.