

 <p><b><u>Big Ideas</u></b></p>	<p>Here are some big ideas about toddlers and their toys that you can help them explore:</p> <ul style="list-style-type: none"> <li>➤ I can stack and build with blocks.</li> <li>➤ I can roll, toss, catch and throw a ball.</li> <li>➤ I can do lots of things with beanbags.</li> </ul>
 <p><b><u>Materials to Collect and Make</u></b></p>	<p><b><u>Featured Books</u></b></p> <p><i>Changes, Changes</i> by Pat Hutchins</p> <p><b>Note:</b> <i>Since there is only one featured book for this week, consider reading some of the children's favorite books. The books can be from previous Focus Areas and weeks as well as other books from your library that toddlers enjoy.</i></p> <p><b>Key:</b> (BB) – Available in Board Book only (+BB) – Also available in Board Book</p> <p><b><u>Books to Make</u></b></p> <p><i>Playing with Balls is Fun</i> (See Attachment: <a href="#">Playing with Balls is Fun</a>) <i>Playing with Toys is Fun</i> (See Attachment: <a href="#">Playing with Toys is Fun</a>)</p> <p><b><u>Additional Materials</u></b></p> <ul style="list-style-type: none"> <li>• Balls for play (beach balls, textured/sensory balls of different sizes and colors)</li> <li>• Balls for exploration (tennis balls, basketball, football, soccer ball, golf ball)</li> <li>• Beanbags</li> <li>• Cardboard brick blocks</li> <li>• Soft vinyl building blocks</li> <li>• Paper sack blocks</li> <li>• Grocery bag blocks</li> <li>• Shoebox blocks</li> </ul>
 <p><b><u>Book List</u></b></p> <p>*Featured Books</p>	<p><i>Changes, Changes</i> by Pat Hutchins</p>



## Reading Books with Toddlers

**Note:** Review the section in **Curriculum Tips and Techniques** on Reading Books with Children, for suggestions on how to use books with children.

**Benchmarks:** 4.5.C Shows enjoyment of books and stories  
4.4.C Communicates through language

Book: *Changes, Changes* by Pat Hutchins (OT)

### **First Reading** of *Changes, Changes*

- Place some unit blocks of different shapes and sizes in a box and take the box to the library area, keeping it out of sight until you have read the book with the children.
- Show the children the book, give the title and invite them to say what they see on the cover.
- Show the pages and invite children to comment on what is happening on each page.
- Ask questions such as, "What do you think will happen next?" before turning a page where the blocks are transformed into something else such as a fire truck.
- Describe what is happening on each page if children need help with this.
- Follow up by bringing out the box of blocks and placing them on the floor in front of the children.
- Invite children to explore the block. Ask questions such as, "Do you think you could build a house with the blocks? A fire truck? A boat?"
- Remind children that blocks will be in the block center for them to use for building.

**Note:** This is a wordless book and is an excellent tool for encouraging children to communicate.

**Note:** Have enough blocks so that each child in the group will have at least two. Be responsible for distributing the blocks if children seem to need this assistance from you.

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### **Second Reading** of *Changes, Changes*

- Go to the library area and invite children to join you for the book about building with blocks.
- Show the cover and give the title.
- Show each page and invite children to say what is happening on the page.
- Accept that some may only point and say a word or two and others may give a more detailed explanation.

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Book: *Playing with Balls is Fun* (YT & OT)

### **First Reading** of *Playing with Balls is Fun*

- Say to children, "I'm going to the book area to read a book about playing with balls."
- Show the cover and read the title to the children who join you.
- Invite children to name and talk about the balls on the cover.
- Read the book with the children, allowing them to add comments about their family's experiences with balls.

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### **Second Reading** of *Playing with Balls is Fun*

- Take a tennis ball and a golf ball to the book area. Keep them out of sight of children until the end of the story.
- Show the cover and read the title.

- Read the book with the children, allowing them to add comments about their family's experiences with balls.
- Show the children the tennis ball and the golf ball and involve them in discussing what they know about each.
- Allow the children to explore each of the balls. Listen to what they say about them.
- Point out likenesses and differences in the balls if children do not do so. For example, both balls are round and small, the tennis ball is soft and the golf ball is hard, the tennis ball has a smooth surface and the golf balls has a bumpy surface.

**Extensions:**

- Repeat the reading experience and include a different set of balls; for example, a beach ball, basketball and/or a soccer ball
- Repeat the reading experience and include a basketball and a football. Involve children in exploring the two balls and discussing the texture of each. Invite them to tell you how they are different.

**Additional Benchmark: 6.1.C Gains an understanding of basic concepts and relationships**

**Note:** *For the hands-on experiences, include the balls with which children are most familiar.*

**Book:** *Playing with Toys is Fun (YT & OT)*

**First Reading of *Playing with Toys is Fun***

- Go to reading area and say, "I'm going to read a book about some of our favorite toys."
- Show the cover and give the title. Invite children to name the different toys on the cover.
- Read the book with the children, allowing them to make comments about their experiences with the toys.

**Second Reading of *Playing with Toys is Fun***

- Place items such as a block, a beach ball, a small bucket with shovel, and a beanbag in a large bag or pillowcase and take the bag with you to the reading area. Keep it out of sight until after you have read the story to the children.
- Invite children to join you to read about their favorite toys.
- Read the book with children, allowing them to make comments.
- Bring out the bag and say to children, "I have some of your favorite toys in this bag. What do you think is in the bag?"
- Allow children to predict what they think is in the bag.
- Bring out one toy at a time and invite children to talk about how they play with the toy.

**Extension:**

- Read the story with two children.
- Place two of the selected toys on the floor.
- Invite each child to say which toy he likes to play with the most. Encourage the child to discuss what he likes to do with the toy.

**Additional Benchmark: 1.4.C Asserts independence**



**Language  
and  
Cognitive  
Materials  
and  
Experiences**

**Count the Balls**

I have three balls to play with (hold up 3 fingers)  
They all belong to me. (point to self)  
Can you help me count them?  
1 – 2 – 3. (count each finger)

**Playing Ball**

*(Sing to tune of "Mulberry Bush")  
(Make appropriate motions as you sing each verse)*

This is the way we roll the ball (pretend to roll ball on floor)  
Roll the ball, roll the ball.  
This is the way we roll the ball.  
Playing ball is fun.

This is the way we bounce the ball (pretend to bounce ball)  
Bounce the ball, bounce the ball.  
This is the way we bounce the ball.  
Playing ball is fun.

This is the way we throw the ball (make throwing motion)  
Throw the ball, throw the ball.  
This is the way we throw the ball.  
Playing ball is fun.

This is the way we catch the ball (pretend to catch a ball)  
Catch the ball, catch the ball.  
This is the way we catch the ball.  
Playing ball is fun.

This is the way we bat the ball (pretend to bat ball)  
Bat the ball, bat the ball.  
This is the way we bat the ball.  
Playing ball if fun.

This is the way we kick the ball (pretend to kick a ball)  
Kick the ball, kick the ball.  
This is the way we kick the ball.  
Playing ball is fun.

**Note:** *Invite children to make the motions with you.*

**Note:** *Make sure each child has sufficient space to make the motions without interfering with the other children.*

**Roll, Roll, Roll the Ball**

*(Sing to tune of "Row, Row, Row Your Boat")*

Roll, roll, roll the ball (pretend to roll ball)  
Roll it to a friend.  
Roll and roll and roll the ball.  
Roll it to a friend.

Throw, throw, throw the ball (pretend to throw ball)  
Throw it to a friend.  
Throw and throw and throw the ball.  
Throw it to a friend.

Kick, kick, kick the ball (pretend to kick ball)  
Kick it to a friend.  
Kick and kick and kick the ball.  
Kick it to a friend.

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### **I Use My Hands**

*(Sing to tune of "Mary Had a Little Lamb")*

I use my hands to catch the ball (pretend to catch ball)  
Catch the ball, catch the ball, catch the ball.  
I use my hands to catch the ball.  
I can catch the ball.

I use my arms to throw the ball (pretend to throw)  
Throw the ball, throw the ball, throw the ball.  
I use my arms to throw the ball.  
I can throw the ball.

I use my feet to kick the ball (pretend to kick)  
Kick the ball, kick the ball, kick the ball.  
I use my feet to kick the ball.  
I can kick the ball.

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**Benchmarks: 6.1.C Gains an understanding of basic concepts and relationships  
3.3.C Demonstrates caring and cooperation**

**Planned Experience: Making Grocery Bag Blocks (YT & OT)**

**Materials:** brown grocery bags, newspaper, tape

**How to begin:**

- Invite toddlers to help you make grocery bag blocks.
- Involve them in scrunching newspaper and stuffing it into the bags.
- Fold down the tops of the bags to create a flat top. Tape the tops securely.
- Place the bags in the block area and observe children as they play with the blocks. Do they stack them? Do they place them side-by-side? Do they line them up? Do they create an enclosure and put animals or small vehicles inside?
- Comment on what you see children doing with the blocks. For example, say, "Kaley, you've stacked 3 blocks on top of each other."

**Extension: Small Paper Sack Blocks**

- Repeat this process with small grocery sacks.
- Place the small bags in the block area and observe children as they play with them.

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**Planned Experience: Making Shoebox Blocks (YT & OT)**

**Materials:** shoeboxes, newspaper, tape

**How to begin:**

- Invite each family to send an empty shoebox with lid to the center. Explain that the children will be making blocks with the shoeboxes.
- Involve toddlers in scrunching newspaper and stuffing it into the shoebox.
- Help toddlers securely tape the lid on the box.
- Cover the shoebox with self-adhesive paper.
- Add the shoebox blocks to the block area.

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**Benchmark: 6.1.C Gains an understanding of basic concepts and relationships**

**Planned Experience: Big, Middle-size and Small Blocks (OT)**

**Materials:** large paper bag block, small paper bag block and shoebox block

**How to begin:**

- Place all 3 blocks on the floor in front of you.
- Invite a child to help you put the blocks in order from biggest to smallest. Say, "Nathan, I'm looking for the biggest block. Now I need the middle-size block. Now I need the smallest block."
- Acknowledge child's efforts and/or accomplishments. "Nathan, you found the biggest block. Can you put it here?" "Look at these two blocks. Which of these two is the biggest block?"

**Extension:**

- Consider using 3 sizes of purchased blocks for this same type of activity. Small wooden unit blocks may be used with older toddlers if carefully supervised.

**Note:** *When you invite a child to join you in an activity, make sure the child is not actively engaged in something of interest.*

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**Benchmark: 6.1.C Gains an understanding of basic concepts and relationships**

**Planned Experience: Block Shapes (OT)**

**Materials:** pairs of wooden unit blocks with the same shape: 2 small squares, 2 rectangles, 2 large squares and 2 triangles for example

**How to begin:**

- Go to block area and locate the pairs of blocks.
- Mix up the blocks.
- Invite children to come and help you find the blocks that go together.
- Select one of the blocks and invite a child to find the other block that matches it. Say, "Shawna, you found the other small square."
- Continue this with the pairs of blocks.
- Name the shapes of each block as children match them.

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**Benchmarks: 6.1.C Gains an understanding of basic concepts and relationships  
6.3.C Develops strategies for solving problems**

**Planned Experience: Building a Fence (OT)**

**Materials:** wood unit blocks, vinyl covered blocks or blocks made from small paper sacks, small vinyl or rubber farm animals

**How to begin:**

- Add a container of vinyl animals to the block area.
- Observe children to see what they do with the animals. Do they incorporate them into their block play?
- Join children in the block area and say, "We need to build a fence for the animals so they don't run away." Begin to build a fence.
- Involve children who join you in helping to build the fence. Say, "Isaac, can you find me another square block like this one?" "Which block do we need to put here?"
- Invite children to put the animals inside the enclosure.
- Leave the area and observe to see if they continue to build enclosures for the animals.

**Extension:**

- Add small vehicles to the block area and observe them in play. Do they incorporate the vehicles into their block play?
- Join children and invite them to help you build a garage for their cars.

**Benchmarks: 5.2.C Develops fine motor skills****5.3.C Coordinates eye and hand movements****6.1.C Gains an understanding of basic concepts and relationships****6.2.C Applies knowledge to new situations****Planned Experience: Balls and Tubes (YT & OT)****Materials:** small balls such as golf balls and tennis balls, paper tubes from paper towels, packing tubes, clear plastic or acrylic tubes, PVC pipe**How to begin:**

- Cut the tubes or pipe into different lengths.
- Place the tubes and balls in a box or tub.
- Invite no more than 2 or 3 children to play with the balls and tubes.
- Observe as children explore the materials. Do they try a ball, find it is too large and select another one?
- Join the children and encourage their exploration. Say, for example, "Ben, that ball is too big for that tube. Can you find a smaller ball to put in the tube?"

**Extension:**

- Mount clear plastic or acrylic tubes, 4 or 5 inches in diameter, to the fence on the playground at an angle and at height where children can reach them. Use rubber straps to attach the tubes.
- Place a bucket of toys nearby, some small enough to go through the tubes and some too large.
- Observe children as they place toys in the tubes and observe them go down. Do they try other objects in the tube?

**Note:** *The indoor activity requires close supervision so that children do not throw the balls or hit each other with the tubes.***Note:** *Check the outdoor tubes for edges that may become sharp or brittle over time and replace the tube, or cut off the sharp bridge and remount it to the fence.*



**Self, Social  
and  
Emotional  
Experiences**

**Benchmarks: 3.3.C Demonstrates caring and cooperation  
4.3.C Responds to verbal and non-verbal communication**

**Planned Experience: Pass the Beanbag (OT)**

**Materials:** 2 or 3 identical beanbags

**How to begin:**

- Place the beanbags on the floor in an area that is out of the flow of traffic.
- Pick up one of the beanbags and say, "I wonder what we can do with these beanbags."
- Allow children who join you to explore the beanbags. Encourage them to say and demonstrate what they can do with beanbags.
- Collect the beanbags and say, "We're going to play a game with just one of the beanbags" and put the other beanbags out of sight.
- Invite the children to form a circle with you by holding hands, then ask children to drop hands.
- Say, "I'm going to pass the beanbag to John. John, you pass the beanbag to Audrey, and Audrey will pass the beanbag to Leandra."
- Guide the children through the process of passing the beanbag to each other as you say or sing, "Pass the beanbag to your friend, Audrey. Pass the beanbag to your friend, Leandra. Pass the beanbag to your friend, Ms. Brown."

**Extensions:**

- Vary the game by adding the words "Stop" and "Go." Say to the children, "When I say 'Stop', hold the beanbag until I say 'Go'." Make sure each child has a turn holding the beanbag when you say "Stop."
- Add variety by playing music as you pass the beanbag to each other.

**Benchmarks: 5.1.C Develops gross motor skills  
3.3.C Demonstrates caring and cooperation**

**Planned Experience: Roll the Ball (YT)**

**Materials:** ball

**How to begin:**

- Sit on the floor with a young toddler.
- Roll the ball to the child, chanting the following: "I'm rolling the ball to Marcy."
- Encourage the child to roll the ball back to you and chant the following: "Marcy is rolling the ball to Mr. Jones."



**Sensory  
and Art  
Materials  
and  
Experiences**

**Benchmarks: 6.1.C Gains an understanding of basic concepts and relationships**

**Planned Experience: Textured Balls (OT)**

**Materials:** beach ball, golf ball, tennis ball, purchased texture balls, basketball, baseball or softball

**How to begin:**

- Provide a collection of 3 or 4 balls for children to explore. Have the balls in a container.
- Invite children to join you in an area where you can sit on the floor.
- Bring out the balls and invite children to explore them.
- Discuss with the children how the balls are different and how they are alike. For example, all are round, some are large and some are small, balls have different

- textures, some are hard and some are soft, balls are different colors.
- Encourage children to talk about the experiences they and their families have had with the different types of balls.
  - Conclude the experience by putting the balls back into the bag and putting the bag away.

**Note:** *Select balls that are different in many ways as possible. First choice of balls should be those that children play with; balls such as beach ball and texture balls.*

**Note:** *This experience requires close supervision by the adults. The balls are for supervised exploring only, not for children's independent play.*

**Benchmarks:** 5.2.C Develops fine motor skills  
 5.3.C Coordinates eye and hand movements  
 6.1.C Gains an understanding of basic concepts and relationships

**Planned Experience:** Playdough (OT)

**Materials:** 1 cup flour, ½ cup salt, 2 teaspoons cream of tartar, 1 tablespoon cooking oil, 1 teaspoon food coloring, 1 cup boiling water.

**How to begin:**

- Make playdough as follows:
  - Mix together flour, salt, oil, and food coloring
  - Add the cup of boiling water. Mix well.
  - Knead the mixture until it forms a soft dough.
  - Keep stored in a sealed container.
- Place a container of playdough on a table.
- Sit at the table, take out some playdough and begin to roll it into a ball.
- Give children who join you some of the playdough.
- Observe to see if they begin to roll the dough into balls. Comment on what they are doing. “Frances, you have made a big ball with your playdough. Emily, you made 2 balls with your playdough.”

**Extensions:**

- Add props such as small rolling pins or short dowels, craft sticks and plastic knives, as you think children are ready for them.
- Make additional batches of playdough of different colors.

**Note:** *Because boiling water is used for this playdough recipe, make playdough when children are not present.*

**Note:** *Children must be closely supervised when they are playing with dough and props. Pay close attention to toddlers as they play with dough to prevent them from eating it. Model and comment about the appropriate way to use dough. For example, say, “We can pat the dough. We can roll it into balls like this.” Carefully supervise children as they play with props to prevent them from hurting each other.*

**Benchmarks:** 1.3.C Demonstrates increasing sense of competence and confidence in growing abilities  
 1.4.C Asserts independence  
 5.2.C Develops fine motor skills

**Planned Experience: A Collage of Toys (OT)**

**Materials:** collection of pictures of toys cut from school supply and toy catalogs, trays approximately 12 x 18 inches, one sheet of paper per child, sheet of card stock for cover, small containers with washable school glue, cotton swabs for spreading glue

**How to begin:**

- Give each child a tray to contain the materials needed for this experience: paper, container with small amount of glue and cotton swab.
- Place the cutout pictures of toys on the table so children can see them.
- Guide each child to choose a few pictures of the toys (3 to begin with).
- Talk children through the steps for gluing. Say, "Turn the toys over and use the cotton swab to spread a little glue on the back of the picture. Now place the side with glue on it on your paper. Put it anywhere you want to."
- Assist the children with gluing if they ask you to.
- Allow the children to glue on as many or as few of the pictures of toys as they choose.

**Extension:**

- Ask children to tell you the name of the toy and, with their permission, write the name of the toy underneath the picture. Ask them if they want their name on their paper, and with permission, write the name.
- Consider vinyl place mats for each child if trays are not available.

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**Benchmarks: 5.2.C Develops fine motor skills**  
**6.2.C Applies knowledge to new situations**  
**6.3.C Develops strategies for solving problems**

**Planned Experience: Unwrapping Toys (YT)**

**Materials:** 2 or 3 small balls, small blocks, several kinds of paper such as tissue, foil, wrapping paper and newspaper

**How to begin:**

- Wrap a couple of balls and blocks in colorful paper.
- Place the wrapped toys on a table or on the floor in an area with space for 2 or 3 children to sit.
- Say to children who discover the wrapped toys, "What do you think is inside?"
- Observe as children work to unwrap the toys. Do they persist until they have completely unwrapped the toy?
- Wrap the same toys in another kind of paper as children watch you. Do they try and unwrap the newly wrapped toys?
- Continue the activity until children tire of the game.

**Note:** *Children may enjoy the sound of the wrapping paper as much as the unwrapping of the toys.*

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**Benchmarks: 5.2.C Develops fine motor skills**  
**6.3.C Develops strategies for solving problems**

**Planned Experience: Scarf Box (YT)**

**Materials:** 4 or 5 patterned scarves with different textures, a cylinder shaped chips can such as a Pringles can with plastic lid, or small plastic box with hinged lid (from diaper wipes, or any other small box with a small opening)

	<p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>• Use an exacto knife to cut an X in the plastic lid of the can.</li> <li>• Tie scarves together and stuff them into the box.</li> <li>• Leave one corner of a scarf sticking out of the hole in the lid.</li> <li>• Place the box on a table or floor for toddlers to discover.</li> <li>• Observe as a toddler discovers the box and begins to pull out the scarves. Describe what the child has discovered. For example, say, “Ethan, I saw you pull the scarf out. You pulled out four scarves.”</li> </ul> <p><b>Note:</b> <i>The exacto knife is to be used by adults when there are no children present and it is to be stored away in a locked cabinet out of reach of children</i></p>
 <p><b><u>Movement, Music and Gross Motor Experiences</u></b></p>	<p><b>Benchmark: 5.1.C Develops gross motor skills</b></p> <p><b>Planned Experience: Roll the Ball (YT)</b></p> <p><b>Materials:</b> ball</p> <p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>• Sit on the floor with a young toddler.</li> <li>• Roll the ball to the child, chanting the following: “I’m rolling the ball to Marcy.”</li> <li>• Encourage the child to roll the ball back to you and chant the following: “Marcy is rolling the ball to Mr. Jones.”</li> </ul> <hr/> <p><b>Benchmark: 5.1.C Develops gross motor skills</b></p> <p><b>Planned Experience: Boxes and Blocks (YT &amp; OT)</b></p> <p><b>Materials:</b> 2 or 3 boxes, strong tape, yarn or rope</p> <p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>• Locate boxes that are large enough to hold blocks.</li> <li>• Hook the boxes together with tape or rope. Attach a piece of yarn or rope to the front of the box.</li> <li>• Place the train in the block area.</li> <li>• Observe to see if children put the blocks in the train and begin to pull it.</li> <li>• Demonstrate placing the blocks in the box and pulling it if children seem to need this guidance.</li> <li>• Observe to see if children put other objects in the train and begin to pull it.</li> </ul> <p><b>Note:</b> <i>The yarn or rope that is attached to the front of the box should only be long enough for the child to pull the train.</i></p> <p><b>Note:</b> <i>Careful supervision is needed to help children take turns with pulling the train and to make sure that they only use the rope for pulling the train.</i></p> <p><b>Note:</b> <i>Use the box train from #3.3 – Toys for Hugging and Pretending.</i></p> <hr/> <p><b>Benchmarks: 5.1.C Develops gross motor skills 5.3.C Develops fine motor skills 5.4.C Coordinates eye and hand movements 6.3.C Develops strategies for solving problems</b></p>

**Planned Experience: Throwing Balls (OT)**

**Materials:** 6 tennis balls or soft balls of fleece or felt, box or basket with large opening

**How to begin:**

- Place the box or basket in a clear area next to a wall.
- Place the balls in a container on the floor near the box.
- Go to the area and say to children who join you, "This is a game where you throw the balls into the basket."
- Model throwing the ball into the basket.
- Observe children. If they are not successful, do they move closer to the basket? Do they stand over the basket and drop the ball into it?
- Allow each child a turn with the throwing game.
- Adjust where children stand to help them be successful.
- Continue the game as long as children remain interested.

**Extensions:**

- Use bean bags for throwing into a basket or box.
- Throw nylon-net puffs into a basket or box.
- Offer throwing soft objects such as nylon-net puffs when a toddler throws an inappropriate toy. Provide a verbal explanation of why you are offering the alternative experience. For example, say, "Jacob, I can't allow you to throw that hard truck. It might hit someone and hurt them. You can roll the truck on the floor or throw this soft puff into this bucket."
- Make an animal face on the bottom of a large box. Cut a large hole for the mouth. Lean the box against the wall so that children can see the hole. Invite older toddlers to toss the beanbags into the mouth of the animal.

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**Benchmarks: 5.1.C Develops gross motor skills**  
**5.2.C Develops fine motor skills**  
**5.3.C Coordinates eye and hand movements**

**Planned Experience: Let's Play Catch (OT)**

**Materials:** beach ball

**How to begin:**

- Take a beach ball outdoors.
- Invite one or two children to join you in playing catch with the beach ball.
- Experiment with the distance needed between you and the children and adjust to allow them to be successful in catching the ball.
- Toss the ball to a child. Encourage the child to hold out her hands and arms to catch the ball.
- Invite child to throw the ball back to you.
- Take turns throwing the ball to the two children.

**Note:** *A child will initially use her arms to gather the ball to her body, then gradually will use hands to catch the ball.*

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**Benchmarks: 5.1.C Develops gross motor skills**  
**5.3.C Coordinates eye and hand movements**

**Planned Experience: Kick the Beach Ball (OT)**

	<p><b>Materials:</b> beach ball</p> <p><b>How to begin:</b></p> <ul style="list-style-type: none"> <li>• Take the beach ball to a clear, grassy area on the playground.</li> <li>• Place the ball on the ground and invite a child to kick it to you.</li> <li>• Model kicking the ball with your arms out to your side and say to children, “Holding out my arms helps me keep my balance.”</li> <li>• Suggest that children walk to the ball and kick it.</li> <li>• Allow children turns kicking the ball.</li> <li>• Play the kicking game as long as children remain interested.</li> </ul> <p><b>Extension:</b></p> <ul style="list-style-type: none"> <li>• Allow children many opportunities to practice kicking the ball.</li> </ul> <p><b>Note:</b> <i>Use large, lightweight balls for kicking.</i></p>
 <p><b><u>Transition Times</u></b></p>	<p><b>I’m Rolling the Ball to You</b></p> <ul style="list-style-type: none"> <li>• Sit with the children in a circle. Ask children to sit with legs apart.</li> <li>• Say to one child as you roll the ball to him, “Justin, I’m rolling the ball to you.”</li> <li>• Ask child to bring the ball to you as he transitions to the next activity.</li> </ul> <hr/> <p><b>Make a Ball</b></p> <ul style="list-style-type: none"> <li>• Model making a ball with your hands.</li> <li>• Invite children to make a ball with their hands as they transition from one activity to another.</li> </ul> <p><b>Note:</b> <i>Adapt other finger plays previously listed as transitions to move children from one activity or place to another. Include transitions from previous topics that worked.</i></p> <p><b>Note:</b> <i>Consider creating a transition file, either in a small notebook or on index cards, for easy and quick reference.</i></p>
 <p><b><u>Family Experiences</u></b></p>	<p>Send home the following activity sheet:</p> <ul style="list-style-type: none"> <li>• Making Blocks at Home (See Attachment: <a href="#">Making Blocks at Home</a>)</li> </ul>