

This book is about a bunny and its creative ideas about what to do with a box. This storyline provides many opportunities for you to narrate the character's active imagination and encourage children to think about things in a different way.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

## REGULATE



#### Children will:

- ◆ Demonstrate ability to be flexible

#### Teachers will:

- ◆ Encourage Cognitive Flexibility
- ◆ Prompt Child Explanations

### TEACHING TIP

Cognitive flexibility is the ability to shift our thinking to meet the demands of a situation or environment. It includes thinking of something in a new way, being able to let go of old ways of doing things, and/or accepting a change in plans. Children are in the very early stages of developing this skill. Our role is to support them with consistent routines and talk with them about different ways to approach new tasks and new ways to do or see things. Pretend, or imaginary play, is a great way to practice and promote this "shifting" skill.

### 1. INTRODUCE

- ◆ "Today we're going to use our imaginations! We're going to use our brains to think about something in a new or different way. There's a bunny in this book, *Not A Box*, who thinks of some pretty cool things to do with a box!"

### 2. READ THE BOOK

- ◆ Pause occasionally to talk about how the character in the story is using the box.
- ◆ Prompt children to tell you something about what is happening on the page. Repeat and reinforce their ideas.

### Encourage Cognitive Flexibility



**Read:** "Why are you sitting in a box? 'It's not a box.'"

**Model:** "The bunny thinks that the box is a race car!"

**Prompt:** "I see... (point towards an aspect of the picture and pause for children to fill in)."

**Repeat and reinforce:** "I see! You see... (fill in to elaborate on children's response) the number 15 on the car. Race cars have numbers on them. It's pretending that it's a race car driver and the box is a race car!"

**Read:** "Why are you squirting a box? 'I said, it's not a box.'"

**Model:** "I see the bunny using a hose!"

**Prompt:** "I see... (point towards an aspect of the picture and pause for children to fill in)."

**Repeat and reinforce:** "Yes! You see... (fill in to elaborate on children's response) the bunny wearing a hat like a firefighter. The bunny is pretending to be a fireman putting out the fire!"

**Read:** "It's NOT NOT NOT NOT a box!"

**Model:** "I see the bunny floating in a hot air balloon."

**Prompt:** "I see... (point towards an aspect of the picture and pause for children to fill in)."

**Repeat and reinforce:** "I see it! You see... (fill in to elaborate on children's response) the bunny pretending to be a pirate. It's using its imagination and thinks the box is a pirate ship!"

### 3. REVIEW

- ◆ "The bunny used its imagination to pretend the box was lots of different things! It thought box was a race car and it thought the box was on fire. It even imagined that the box was a pirate ship! You told me so many creative ideas!"

### 4. KEEP IT GOING

- ◆ When playing with children, use your imagination (e.g., use a stick as a microphone to sing into, as a pencil to write a note, or as a wand to cast magical spells) and narrate your actions, "I'm singing my favorite song (using a stick as the microphone)." Encourage children's creativity and cognitive flexibility (e.g., "I noticed you were using that box as an aquarium with many fish inside!"). Cognitive flexibility can also be supported when there are changes in routines or schedules. Prepare children for changes in their routine and explain why they may occur to encourage flexibility.