

## Questions to ask while reading *Can I Play Too?*:

**Page 9:** How does the boy in the green pants feel?  
How do we know? What is happening here?

**Page 14-15:** Uh oh! What happened here?

**Page 18-19:** How did the boy with the yellow hair feel? Why?

**Page 20-21:** Why did the trains crash? Is it kind of like the friends who didn't know each other's signals or feelings? What are your feelings right now?  
(*Adult can show the Train Feelings Chart.*)

**Page 26-27:** When might we need "do-overs" with friends?

## Skills addressed:

Attention, listening comprehension, turn-taking, feeling identification, empathy development

15-20 min

## Chug-a-Chug Train Play:

1. Have children form a line and then put arms on each other's shoulders or hips.
2. Adult leads them slowly around the room, while softly making chug-a-chug sound. Move slowly at first ("yellow light"), gain speed a little ("green light") and then slow down and stop ("red light").
3. Sit down and talk about what worked well and what did not.
4. Try again and this time, stop at the Feelings Chart that is hanging in your room, and have children move their clip or magnet to how they are feeling.

## Skills addressed:

Teamwork, body awareness, motor planning, language, force modulation and tolerance of touch, comprehension of story.

5 min

## Modeling the Scripts with the Train Feelings Cards:

Create laminated green, red, yellow train cards with the feeling response scripts to use anywhere.

Just as the adult does in the book, hold the card up and model saying the words for the child. Fade back use of the card over time. If they are able, have them repeat each of the scripts during natural play activities:

- When their friend is happy say "This is fun!"
- When they or friend appear sad, confused or bored model saying "Are you ok?" and have them repeat.
- When a friend appears mad say "What's wrong?" or give them some space for a few minutes.

## Skills addressed:

Identifying feelings, language, perspective-taking, self-regulation, social skills.

2 min  
embedded  
in learning

## Parachute Game:

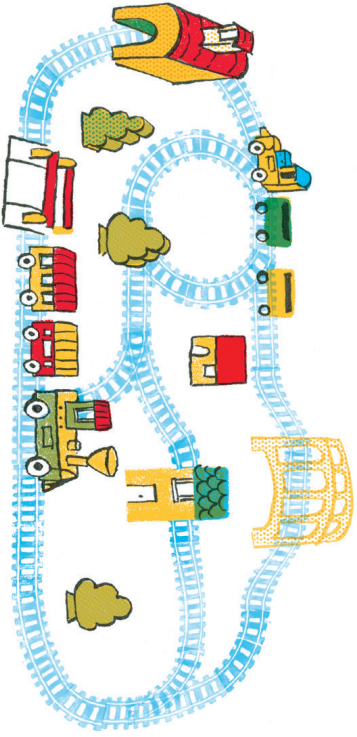
1. Using either a large sheet or parachute, have children grab corners/edges. Place a light ball or teddy bear in the center and have everyone gently shake the parachute/sheet to make it move. Try to keep the ball or bear from falling out.
2. Shake slowly or quickly as children tolerate.
3. Model taking slow deep breaths as arms go up and release as arms go down. Especially useful if frustrated.
4. Add in chug-a-chug sound and have them move their arms like a fast or slow train. Change your voice volume; fast = louder, slow = quieter.

*Note: Some children may have trouble holding on and may need an adult to help hold over hand, with hand grasp and arm movements.*

## Skills addressed:

Cooperation, sensory motor play, teamwork, upper body strengthening and coordination, language skills.

10 min





## Song: To Row, Row, Row Your Boat

"Play, play, play with friends

Work your problems out.

Happy, sad, confused and mad\*

Friends can work it out!"

- Model exaggerated feeling faces as you sing the song.
- Sing softly and then louder and then softly again to practice modulation.

\* *In the future, sing with child(ren) when friendship conflicts arise.*

### Skills addressed:

Rhythm and rhyme for early-literacy skills, feelings, language, social skills, perspective-taking

5 min

## Teamwork Tower Building & Calming Strategies:

Using 10-12 different sized recycled boxes per group of 2-3, have pairs or groups of children move them from a pile on one side of the room to the other side to make a tower.

### Additional Challenges

- They have to hand each box to a friend before adding it to the tower.
- Every child must move and place at least 3 boxes.
- They pretend to cross train tracks (use mats or floor circles as an "obstacle").
- Model and practice using words and deep breathing if frustrated

*Note: May want to play gentle music or even an online metronome, to slow speed of movement down.*

### Skills addressed:

Team work, body awareness, motor planning, sensory modulation, self-regulation, spatial skills, developing compromise skills

15-30 min

## Puppet Play:

There are so many creative ways to play with puppets!

1. Adult models what happened in *Can I Play Too?* book. Ask how does each puppet feel? How do we know?
2. Have two children role play a scene from *Can I Play Too?* or come up with their own story. Start in pairs. Focus on how they are thinking about their own feelings and others', and then learning to each compromise and take turns doing what the other wants.

### Skills addressed:

Turn-taking, feeling identification, empathy development, problem-solving, language, comprehension, creativity, motor skills with puppets

15-20 min

## Mini Feelings Draw:

Make copies of the Mini Drawing reproducible. (Included as separate page)

Have child draw themselves and how they are feeling on the face.

Using small-sized paper and small/broken crayons helps to develop children's fine motor skills.

### Skills addressed:

Feelings identification, self-awareness, drawing-self, fine and visual motor skills, bilateral hand skills.

5-10 min

