



# Activity Plan

## 1. Activity name

Mystery Box

## 2. Materials

Medium sized box with an opening large enough (a piece of fabric covers the opening) to place medium sized objects inside; object or objects; chart paper

## 3. Environmental arrangement

The interventionist sits with the box (with mystery object placed inside) close beside or on his or her lap at circle/group time. The children are seated in a semi-circle facing the interventionist.

## 4. Sequence of steps

### Beginning

At circle time the interventionist explains to the children that he or she has a Mystery Box with something very special inside.

### Middle

He or she then explains to the children that they cannot just be told what is in the box – that he or she can only answer questions about what is in the box. Then he or she gives them an example of what kind of questions they can ask: What color, what shape, how big, where it came from, etc. As the interventionist answers the questions, he or she or another adult prints out or draws the clues or characteristics on chart paper; this makes a list of the object's qualities.

### End

After the children have asked questions and named the object, the interventionist takes it out of the box and discusses any other information that he or she wants the children to know about the object. Additional clues or characteristics of the object are printed out on the chart paper, and then the object is placed in a play area for the children to use, or the interventionist uses it during the story or additional group activities.

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Developed by Amy Johnson.  
Available at <http://textbooks.brookespublishing.com/pretti-frontczak>.

## 5. Embedded learning opportunities

Along with Soc Com B Goal 3.0 Asks questions, the activity provides opportunities to embed the following goals:

Soc Com A	Goal 1.0	Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions
Soc Com A	Goal 2.0	Uses conversational rules
Soc Com B	Goal 5.0	Uses descriptive words
Cog A	Goal 3.0	Watches, listens, and participates during large group activities
Cog B	Goal 1.0	Demonstrates understanding of eight different colors
Cog B	Goal 2.0	Demonstrates understanding of five different shapes
Cog B	Goal 3.0	Demonstrates understanding of six different concepts
Cog B	Goal 4.0	Demonstrates understanding of 10 different concepts

## 6. Planned variations

The interventionist may have the children do the Mystery Box with her assistance. Each week a child can take the box home and with the help of their parents, choose an object they want to use for the activity. When the child has the Mystery Box with the object in it at circle, the child can answer the children's questions or the interventionist can help the child with answering the questions. The interventionist can print the clues or characteristics on chart paper.

## 7. Vocabulary (Signs and approximations)

Any words that are used as the clues or characteristics, Mystery Box

## 8. Peer interaction opportunities

Children build upon what their peers say, some may talk it over with a friend to develop a question; a more aggressive child may ask the question that a shy child is uncomfortable asking.

## 9. Caregiver involvement

A parent can assist by printing the words out on chart paper; for children who take the box home, the parent can help their child find an object to send back to the classroom for the Mystery Box activity.