

This book feature repetitive text and photographs of real children showing confidence and pride in their abilities.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

#### RELATE



#### Children will:

- ◆ Contribute their own ideas, skills, and abilities to activities and experiences with adults and other children

#### Teachers will:

- ◆ Acknowledge effort

### TEACHING TIP

As young children develop a sense of *who* they are, they also begin developing confidence, security, and pride in themselves. Self-confidence increases children’s engagement and motivation, and it empowers them to try new things. Adults can help young children develop self-confidence by focusing on their effort as they contribute their ideas, skills, and abilities to activities at every stage of development. This lets children know that what matters most is how hard they try.

### 1. INTRODUCE

- ◆ “Today we’re going to read a book called, *I Can, Can You?* The children in this book are going to show us what they can do. Let’s see if we try to do it too!”

### 2. READ THE BOOK

- ◆ Pause occasionally to encourage children to try a movement or action from the book. Focus comments on their effort (what they can control) rather than perfections (which isn’t always attainable).

### Acknowledge Effort

**Read:** “I can play patty cake! Can you?”

**Acknowledge Effort:** “There are lots of ways to play patty cake. I see (Child) reaching out their hands! (Child) is clapping! (Child) is patting their legs.”

**Read:** “I can find my feet! Can you?”

**Acknowledge Effort:** “Let’s try to find our feet. I see (Child) trying to reach their toes! Keep going! (Child) is stretching out! (Child) is trying their best to find their feet!”

**Read:** “I can smile! Can you?”

**Acknowledge Effort:** “Let’s try to smile. I see so many smiling faces! Now let’s try something new. Let’s make a silly face! I see (Child)’s silly face. (Child) is trying to move their eyebrows up and down. (Child) is making a silly sound. We’re all trying our best and we all look different AND silly!”

### 3. REVIEW

- ◆ “We can always try our best to do new things! That was fun!”

### 4. KEEP IT GOING

- ◆ Provide activities or tasks that are *slightly* challenging (i.e., difficult enough to push children beyond what they can already do, while success is still within reason/reach) with more than one way to complete them. For example, set out a variety of materials that children can use to build or create with, or introduce a new gross motor game. Focus on praising effort and persistence rather than doing something “perfect” or “beautifully.” For example, “You worked really hard to make that last piece stick to your sculpture! Can I take a picture of it?” or, “You’re wobbling off the balance board, but you get back on every time. Keep going!” Consider photographing children as they try new things to make your own, “I Can, Can You?” book.