

Rex Wrecks It

by Ben Clanton
Ages 2–5

Gizmo, Sprinkles, and Wild love to build things and Rex loves to wreck everything they build. Is there any hope for making playtime fun for everyone? Gizmo has an idea, and it involves getting Rex to help them build a big, strong, and awesome block structure! Will Gizmo's idea work?

Promoting Social Emotional Skills During Book Reading

Emotional Literacy



The characters in this book express a range of emotions. Help children make connections and understand their own emotions by identifying feelings of characters.

Example

Point to Sprinkles' face when showing the magical heart. Ask children how they think Sprinkles is feeling (proud, excited)? How can they tell? Then point to Sprinkles' face after Rex wrecks the magical heart. How does Sprinkles feel (shocked, surprised, sad, scared)? How can they tell?

Friendship Skills



Use the relationship between Rex and the classmates to have children brainstorm friendship skills.

Example

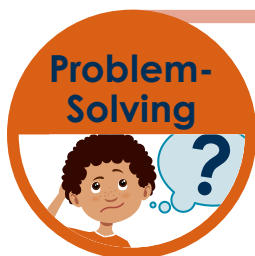
Rex wants to play with classmates but keeps knocking down their blocks! What could Rex say or do to join in the play without knocking down the block structures? What would they do?

Problem-Solving



Gizmo, Sprinkles, and Wild have a plan! They are going to work together to build the BIGGEST, strongest, most awesomerific castle EVER. SO BIG even Rex won't be able to wreck it. Show the page with the castle. Have children guess what they think will happen. Will the castle be so strong that Rex can't wreck it or will Rex be able to wreck the castle? What makes them think Rex will wreck it or Rex won't be able to wreck it?

Embedding Social Emotional Activities Across the Day



What Should Rex Do? Game

Make a set of game cards using situations from the book (as well as additional classroom situations), along with a set of solutions. Introduce the activity by telling children that Rex needs their help! Read the situation and give children two or three solutions to pick from. They can work together to problem solve and figure out what they think Rex should do. As children problem solve, help them think about the solution choices and ask, “How might someone feel if...?”

Example

Situation card: *Rex sees Gizmo building an out of this world rocket and really wants to help. What should Rex do?*

Solution cards:

Rex can wreck the *out of this world* rocket.

or

Rex can ask to help Gizmo build the rocket.

Expand on the activity by asking additional questions such as, “What if Rex asks Gizmo to help build the rocket, but Gizmo says no?”



Build Block Structures

Children can work together to build block structures like the ones in the book or based on their own ideas (make sure Rex Wrecks It is available in the block area). Once the structure is built, they can take turns deciding if they will “wreck” the block structure or leave it and work together to build another structure. Children can draw names out of a bag to make sure everyone has a turn. When it is a child’s turn, the other children must do whatever that child chooses to do. They might really want to pretend to be Rex and “wreck” the structure, but if the child chooses to leave the structure and build a new one, they will have to wait (self-regulation) until it is their turn to choose to wreck the block structure. A teacher should play this game with the children. The point is to make it fun, talk about how hard it can be to wait until it is your turn to choose what to do. If they are having a hard time waiting, they can take a deep breath, count to 10, or do what Tucker the Turtle would do!