

Teaching Strategies Mighty Minutes for Preschool

	Objective	Title	What You Do	Card Number
1	Regulates own emotions and behaviors Related Objectives: 3. 4. 8. 11. 16. 21. 35	Freeze	Play dance music. Be prepared to stop it at various times. When the music stops, tell the children to "freeze" and pretend to be a statue.	25
2	Establishes and sustains positive relationships Related Objectives: 1. 3. 5. 8. 9. 30. 34. 35	Hello Friends	Sing the following song to the tune of "Goodnight Ladies," (See card)	78
4	Demonstrating traveling skills Related Objectives: 3. 5. 8. 11. 13. 20	Silly Willy Walking	Ask "How many body parts do you use when you walk? Have children form groups based on how many body parts they want to use. (See card)	5
8	Listen to and understand increasingly complex language Related Objectives: 3. 5. 9. 10. 11. 13. 15. 29. 34	Purple Pants	Sing to the tune "The Farmer in the Dell". Adapt the song using children's names and colors of their clothing.	3
	Listens to and understands increasingly complex language Related Objectives: 1. 3. 5. 9. 11. 26. 35	Simon Says	Play Simon Says giving each child a one-step direction. If they make a mistake, invite them to roar like a tiger and then continue playing with game.	13
	Listens to and understands increasingly complex language Related Objectives: 3. 5. 11. 14. 21	Listening Story	Ask children to listen closely to the following story. Tell them to stand up when they hear the word up and to sit down when they hear the word down. Emphasize the word up and down when reading the story.	86
	Listens to and understands increasingly complex language Related Objectives: 1. 3. 4. 10. 34	Are You Ready?	Use military-style marching rhythm to chant the questions. Teach children to chant their responses. Example: Teacher: Are you ready to work and play? Children: I am ready to work and play.	73
	Listens to and understands increasingly complex language Related Objectives: 3. 9. 10. 11. 12. 15. 17. 27. 30	The Litter Monster	Write the poem on a chart and read aloud.	69
9	Use language to express thoughts and needs. Related Objectives: 3. 4. 5. 7. 8. 11. 14. 15. 23. 25	Words in Motion	Write several action words on a chart. Help children create a movement to associate with each word. Call out one word at a time as the children try out each motion.	10
	Use language to express thoughts and needs Related Objectives: 3, 8, 11, 12, 14, 22, 26	Describing Things	Tell the children that they're going to play a guessing game. Put an item in a bag and describe the item to the children. Let the children take turns choosing an item and describing it.	76

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	Use language to express thoughts and needs Related Objectives: 1. 3. 8. 11. 15. 22. 25. 26.	A Tree My Size	Write the poem on the board or on a chart and read it aloud until the children are familiar with the words. Invite the children to perform hand motions as they say the size words.	49
	Use language to express thoughts and needs Related Objectives: 3. 7. 11. 15. 21. 34. 35. 36.	Bouncing Big Brown Balls	Sing to the tune "For He's a Jolly Good Fellow." Pretend to bounce a ball. Call attention to the /b/ sound at the beginning of words.	43
	Use language to express thoughts and needs Related Objectives: 3. 8. 11. 15. 16. 21. 22. 23. 26	I Spy with my little Eye	Look around the room through a pair of pretend binoculars. Say "I spy with my little eye something..." Tell the children to give a thumb up sign when they think they've figured out what the object is. Ask "How do you know?" Ask a child to explain. Let children take turns.	19
10	Uses appropriate conversational and other communication skills Related Objectives: 3. 4. 5. 7. 8. 11. 14. 15. 23. 25.	Paper Towel Rap	Write several action words on a chart. Help children create a movement to associate with each word. Call out one word at a time as the children try out each motion. Have children take turns being leader.	64
11	Demonstrates positive approaches Related Objectives: 3. 5. 8. 9. 13. 22. 29.	Just Like Mine	Ask the children to look at their clothing. Invite one child to stand. Select one distinguishing feature on the child's clothing and tell the children what it is. Ask the child to find someone else whose clothing has the same feature and gently touch him or her on the arm. (See card for more details)	2
	Demonstrates positive approaches Related Objectives: 1. 3. 8. 9. 12. 16. 21. 24. 26	What's Inside the Box?	Put a small object in an interesting box and shake it gently. Ask "What do you think is in the box? Why do you think that?" Think aloud about the size of the box and the noise the object makes when you shake it. Give clues about the purpose of the object and its shape. Reveal just a small part of the object before you show the whole object.	31
12	Remembers and connects experiences Related Objectives: 3. 8. 10. 11. 13. 15. 21	Im thinking of...	Say "Listen carefully to the clues I'm going to give you and try to figure out what I'm thinking." Describe a familiar object and have the children guess after each clue. Repeat the game with other letter sounds and familiar objects that reinforce the study topic.	18
	Remembers and connects experiences Related Objectives: 3. 9. 14. 15. 36.	Strolling Through the Park	Say the following rhyme and pretend you are walking through the park, woods, or play yard. Before you finish the rhyme, ask the children what might be looking at them. Have them describe what it looks and sounds like. Finish the rhyme with the following verse. (see card)	46
	Remembers and connects experiences Related Objectives: 3. 8. 9. 11. 34.	Hi-Ho, the Derry-O	Invite children to predict what they'll see at the place you're about to visit. Sing to the tune of "The Farmer in the Dell." Use the children's ideas in additional verses.	23
12	Remembers and connects experiences Related Objectives: 3. 9. 11. 13. 25. 26.	Riddle, Riddle, What is that?	Choose several items related to the current study. Create a riddle to describe each item, e.g., "I am green and grow on trees." Begin each riddle by saying, "Riddle, riddle, what is that?" Allow the children to take turns guessing the item.	61
13	Uses classification skills Related Objectives: 3. 8. 11. 25. 26.	I Have a Secret	Select several items from around the classroom that can be sorted into two distinct groups, e.g., four red blocks and four blue blocks. Make two circles on the floor with yarn or hula hoops. Divide the items into two groups by placing one group inside each circle.	68

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			Ask the class if they can figure out your secret sorting rule. Discuss what the items have in common and what is different. Offer clues as needed.	
14	Uses symbols and images to represent something not present. Related Objectives: 3. 8. 10. 11. 15. 26.	Nothing, Nothing Something	Shake your fists twice and say, "Nothing, nothing." Shake them again and say, "Something." Open your fists, and pretend to hold something, e.g., bouncing ball, slithery snake, ice cream cone, crying baby, or kitten. Ask the children to guess the name of the imaginary object in your hands.	16
15	Demonstrates phonological awareness Related Objectives: 3. 4. 5. 8. 9. 11. 20. 34	Riddle Dee Dee	Chant the following rhyme and keep the beat. (See card for rhyme). Provide the first two rhyming words and invite the children to continue making rhymes with that word. Repeat with new word.	4
	Demonstrates phonological awareness Related Objectives: 1. 3. 5. 7. 8. 11. 34.	Clap the Missing Word	Chant, snap, tap or clap the beat. Hold up a numeral card from 1-10. Ask the children to name the numeral. Invite them to perform a simple motion to demonstrate their knowledge of the quantity that it represents. (See card)	8
15	Demonstrates phonological awareness Related Objectives: 3. 8. 9. 11. 23. 35	Ticky Ricky	Collect a basket of items that the children can name. Snap, tap, or clap as you chant the rhyme. (see card for rhyme). Ask a child to select an object from the basket, name the object and say a word that rhymes with it. Repeat and let each child have a turn.	12
	Demonstrates phonological awareness Related Objectives: 3. 8. 11. 34	Scat Singing	Explain that "scat" singing is a different kind of singing because one uses sounds instead of words. Sing a line using any combination of sounds and have the children repeat it. (see card) Jazz up the sounds with rhythm. The more you get into this, the more the children will enjoy it.	14
	Demonstrates phonological awareness Related Objectives: 1. 3. 4. 5. 8. 11	Leaping Sounds	Explain that you are going to say a letter sound and describe an action. Tell the children that if their names begin with that sound, they should perform the action. Continue until all of the children have had a chance to participate.	17
	Demonstrates phonological awareness Related Objectives: 3. 8. 14. 34.	La, La, La	Sing a simple song that is very familiar to the children, such as "row, row, row your boat". Then repeat the song, replacing each syllable in the words with la	100
	Demonstrates phonological awareness Related Objectives: 3. 7. 8. 9. 14. 20. 34	This Old Man	Sing and create motions to go with each line. Create new verses with words that rhyme with the numbers you count.	96
	Demonstrates phonological awareness Related Objectives: 3. 7. 8. 11. 13. 16. 20.	Sorting Syllables	Lay three hula hoops on the floor labeled with the numerals 1, 2, and 3. Have each child select a small object and say its name. Ask the children to indicate the number of syllables in the object's name by clapping. Say, "Let's try baby. How many syllables are in baby? Clap it with me (clap, clap). The baby goes in the circle with the 2."	95
	Demonstrates phonological awareness Related Objectives: 3. 8. 9. 11.	Disappearing Rhymes	Sketch something with several features on a dry erase board or chalkboard, e.g., a face, building, or tree. Say a word that rhymes with one of the features, e.g., "I see something that rhymes with pie...yes, it's an eye." Erase that feature and begin again, e.g., "I see something that rhymes with pier...yes, it's an ear. Let's erase both ears." Continue until you've erased the entire sketch.	88

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	Demonstrates phonological awareness Related Objectives: 3. 7. 8. 17. 20. 34.	One, Two, Buckle My Shoe	Write the following rhyme on the board or on a chart. Recite the rhyme to the class: "One, two, buckle my shoe. Three, four, shut the door. Five, six, pick up sticks. Seven, eight, lay them straight. Nine, ten, a big fat hen!" Repeat the rhyme several times. Create new rhymes with each line, e.g., "One, two, cry boo hoo. Three, four, sit on the floor."	87
15	Demonstrates phonological awareness Related Objectives: 3. 7. 8. 11.	Listen For Your Name	Say the chant and create real or nonsense words that rhyme with each child's name: "Listen for your name. Listen for your name. Listen for the word that sounds like your name. [Skeeter, heater, teeter...] It's Peter!" Have the children guess whose name rhymes with the real or nonsense words. The children respond with the name of the child.	85
	Demonstrates phonological awareness Related Objectives: 3. 5. 7. 8. 11. 12. 14. 16. 29. 35. 36.	Let's Make Letters	Sing, chant, or rap to a lively beat: "We like letters and we're here to say, we can make our letter in so many ways. We can make them with our fingers. We can make them with our hands. We can make them with our bodies. Oh yes, we can! Let's make T... /t/,/t/,/t/. Let's make P... /p/, /p/, /p/. Let's make C... /k/, /k/, /k/." Have children stand and form the letters with their bodies.	84
	Demonstrates phonological awareness Related Objectives: 3. 7. 8. 9. 11. 12. 14. 34.	Humpty Dumpty	Read or recite the Humpty Dumpty rhyme together. Use a real egg as Humpty Dumpty the first time you say the rhyme. Drop it for dramatic effect when you say "had a great fall." Use newspaper to keep the floor clean. Repeat the rhyme and have the children act it out: "Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall. All the king's horses and all the king's men couldn't put Humpty together again!"	81
	Demonstrates phonological awareness Related Objectives: 3. 7. 8. 9. 11. 14. 20. 34.	Hickory Dickory Dock	Read the following rhyme: "Hickory dickory dock, the mouse ran up the clock. The clock struck [one], the mouse [ran down]. Hickory dickory dock." Increase the hour each time you repeat the rhyme. Create a rhyming phrase to pair with each "time", e.g., "The clock struck three, the mouse cried, 'Wheeeeeee!'"	80
	Demonstrates phonological awareness Related Objectives: 3. 7. 8. 11. 14. 20. 36.	Here Is the Beehive	Recite the rhyme and create hand motions for the children to follow" "Here is the beehive, but where are the bees? They're hidden away where nobody sees. When we're standing still, they'll exit the hive. Watch and you'll see... one, two, three, four, five. Bzzzz!"	79
	Demonstrates phonological awareness Related Objectives: 3. 8. 20. 34.	Clap the Beat	Line up several study-related items or pictures in front of the children. Create a rhythmic pattern by clapping each syllable as you name the item, e.g., "ba-na-na (3 claps), apple (2 claps), grape-fruit (2 claps, or plum (1 clap)." Repeat the clapping syllable rhythm together. Create a mew rhythmic pattern by changing the order of the items.	59
15	Demonstrates phonological awareness Related Objectives: 1,3,4,8,11,14,17,35	A-Hunting We Will Go	(1)Sing the following rhyme. (2)Choose a child to be the leader. The leader names a word in the second line and creates a rhyming phrase. *A-hunting we will go. A-hunting we will go. We'll catch a (rat)and(touch his hat). And then we'll let him go!	58
	Demonstrates phonological awareness Related Objectives: 3,8,9,25	I Had a Little Nut Tree	(1)Recite the poem. *I had a little (walnut) tree, out swaying in the sun. I wanted 60 (walnuts), but it gave me only one. My best friend came to visit me and make a (walnut) pie. But when she saw my lone (walnut), she heaved a heavy sigh.	56
	Demonstrates phonological awareness Related Objectives: 3,8,11,17	Mr. Forgetful	(1)Develop a list of compound words and write them on the board or a chart. (2)Tell the following story. *Once upon a time there was a very forgetful man. He forgot everything: where he placed his keys, whether he brushed his teeth, and where he parked his car. Some	55

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			people called him Mr. Forgetful. Sometimes Mr. Forgetful would forget to say the end of a word. Instead of saying "football" he would just say "foot". (3) Have the children guess how Mr. Forgetful might say each word on your list.	
	Demonstrates phonological awareness Related Objectives:3,8,11,14,23,25,33,34	The Green Grass Grows	(1)First sketch grass and a hole in the ground on the board or a chart. As you sing the tune of (the green Grass Grew All Around" sketch the tree. (2)Have the children echo each line and then sing the chorus together. *There was a tree, Deep in the woods. The prettiest tree That you ever did see. Chorus: Oh, the tree in a hole, and the hole in the ground and the green grass grows all around, all around, The green grass grows all around.	54
	Demonstrates phonological awareness Related Objectives:3,7,8,9,20,36	High in the Tree	(1)Say the finger play and create motions to go along with the words. *(Five) (fuzzy peaches) hanging in a tree Let's pick a few for you and pick a few for me. Along cane (Justin), (he) was up to no good. (He) shook that tree as hard as (he) could. Then ate (three) peaches, Mmm-Mmm good. (2)Invite the children to join you in the fingerplay.	51
15	Demonstrates phonological awareness Related Objectives:1,5,8,34,35	The Name Dance	(1)Help children determine the number of syllables in their names by clapping each syllable. (2)Select a child and say her name. Clap and move your body rhythmically for each syllable. (3)Sing "(Car-ly, car-ly)let's try the (Car-ly) dance.(4)Ask the child to join you in making up her name dance. (5)Repeat this game with each child. (6)When finished, have all the children dance their names together.	60
	Demonstrates phonological awareness Related Objectives:3,8,11,20	1, 2, 3, What Do I See?	(1)Collect several itmes related to the current study, and put them in a small basket. Cover the basket with a scarf or piece of fabric. (2)Peek under the scarf and say "1,2,3,what do I see?"(3)Begin to say the name of the item emphasizing the initial sound, e.g. "It's a l....(leaf). (4)Invite the children to guess the name of the item. If they guess correctly, reveal the item. If they do not guess correctly, slowly reveal a small part. (5)Have the group say the word together after revealing the item.	50
	Demonstrates phonological awareness Related Objectives:3,7,8,25,36	Two Plump Armadillos	(1)Make each hand into a fish and pretend that each fist is an armadillo's shell and each thumb is the head. (2)Begin with both fists in front of you. Each time you say crawl away, move a fist behind your back. Return a fist to the front each time you say come back. (3)Recite the following rhyme. *Two plump (armadillos) (crawling down the street), One name (Pedro) and the other name (Pete). Crawl away (Pedro), crawl away (Pete), Come back (Pedro) come back (Pete).	44
	Demonstrates phonological awareness Related Objectives:1,3,8,11,20,35	Clap a Friend's Name	(1)To the tune of "Mary Had a Little Lamb," clap each syllable of a child's name as part of the song. *Clap a friend's name with me, Name with me, Name with me. Clap a friend's name with me. Let's try (Ka-cy). (Ka-cy), (clap clap). (2) Repeat the song, substituting different children's names.	40
	Demonstrates phonological awareness Related Objectives:1,3,5,8,11,17,20	Little Ball	(1)Write the following poem on poster board and point to the words as you read them aloud. *Little ball, little ball, round as can be, Bounce, Bounce, bounce, right back to me. Little ball, little ball, 1-2-3, Little ball, little ball, smooth as can be. Roll, roll, roll, right back to me. Little ball 1-2-3.	37

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15	Demonstrates phonological awareness Related Objectives:1,3,5,7,8,12,13	My Name, Too!	Have children listen for words that begin with the same sound. Relate child's name to a series of words that have the same initial sound.(see card)	35
	Demonstrates phonological awareness Related Objectives:3,7,8,9,11,21	Thumbs Up	Say two words that rhyme, ask "Do these words rhyme?" Each time the children hear two words that rhyme, they should put two thumbs up. If they don't put two thumbs down	33
	Demonstrates phonological awareness Related Objectives:3,7,11,34	Dinky Doo	Sing the following nonsense words to the tune of "twinkle, twinkle little star". (see card)	24
	Demonstrates phonological awareness Related Objectives:3,8,9,11	Diddle, Diddle, Dumpling	Recite the following rhyme (see card). Create silly words by changing the first letter sound (phoneme)	27
	Demonstrates phonological awareness Related Objectives:3,8,9,11, 20,34	Baa, Baa, Black Sheep	Sing and count on your fingers "Baa baa black sheep" (see card).	29
16	Demonstrates knowledge of the alphabet Related Objectives:2,3,7,8,11,15,34	Hello Bingo	Sing to the tune of "Bingo". Clap once for each letter as you sing H-E-L-L-O (see card).	77
	Demonstrates knowledge of the alphabet Related Objectives:1,3,5,7,8,11,19	Writing in the Air	Using a child's name, point out an uppercase letter with straight lines. Have children use their body to make straight or curvy lines.	9
	Demonstrates knowledge of the alphabet Related Objectives:1,3,5,8,9,12,29	I Have One	Give the children their respective name cards. Have children squat in circle. Hold up a letter card and say "Does anyone have one of these letters in their name?" have children who have that letter to jump up and shout "I have one!"	98
	Demonstrates knowledge of the alphabet Related Objectives:3,4,7,8,9,11,12,17, 29,35	Name Cheer	Select a child to be the leader. Give other children letter cards representing the leader's name. Ask children to stand in front of the group with the letter cards to spell out the leader's name. (see card)	92
	Demonstrates knowledge of the alphabet Related Objectives:3,7,11,14,15,19,30, 36	Let's Make a Cake	Recite the following rhyme together. Tell children to pretend they are making a cake. Hold up a letter card to determine what letter will appear on the cake.	83

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16	Demonstrates knowledge of the alphabet Related Objectives: 1. 2. 3. 4. 8. 20. 21	Find the Letter Sound	Place letter cards on the floor. Address one child at a time and say "Find and stand on the letter that makes the /t/ sound". Invite the other children to cheer for their peers while waiting for their turns.	57
	Demonstrates knowledge of the alphabet Related Objectives: 3. 7. 8. 15. 17	Step Up	Use a chart from a previous shared writing experience to help children learn the concept of a letter. Point out individual letters within one of the words. Transition children to the next experience by calling one child at a time to "step up" to the chart and circle a letter. See card.	47
20	Uses numbers concepts and operations Related Objectives: 1. 3. 5. 7. 8. 11. 34	Say It, Show It	Chant and snap, tap or clap the beat (see card). Hold up a numeral card from 1-10 Ask the children to name the numeral. Invite them to perform a simple motion to demonstrate their knowledge of the quantity that it represents. (see card)	15
	Uses numbers concepts and operations Related Objectives: 3. 7. 9. 11. 14. 20	Hippity, Hoppity, How Many?	Close your fists in front of your body. Shake your fists a few times and say, Hippity Hoppity how many? Quickly hold up some fingers on each hand. Have the children count the combined number of fingers you're holding up. With the children, write that numeral in the air with your finger. Stand so that the children can see the correct orientation of the numeral.	7
	Uses numbers concepts and operations Related Objectives: 3. 8. 9. 11. 12	Hully, Gully, How Many?	Hide several small items that make a jingling noise in your hand. Ask the children to guess how many items are in your hand. Shake the items and say slowly, "Hully Gully how many?" Invite the children to listen carefully to the sounds. Find out if they have a strategy for figuring out the answer. Ask, "What makes you think its three?" After a few guesses, or someone gets it right, count the objects together, touching each one.	21
	Uses numbers concepts and operations Related Objectives: 1. 4. 5. 7. 8. 9. 15. 34	We Like Clapping?	Clap and sing along to the tune of Alouette (see card)	89
	Uses numbers concepts and operations Related Objectives: 3. 8. 9. 10. 15. 17. 35.	Let's Clean Up!	Write the following rhyme on a chart. Recite it for the children (see card)	82
	Uses numbers concepts and operations Related Objectives: 3. 8. 9. 15. 30. 34	Three Rowdy Children	Chant or sing as you demonstrate finger counting. After each verse ask, (see card). Repeat the rhyme with other number combinations.	53
20	Uses numbers concepts and operations Related Objectives: 2. 3. 4. 8. 11. 15. 36	Come Play With Me	Read the poem to the group. Invite the child who is called to stand by a pretend tree. Invite a child to decide whom to call next. Count the children "in the tree" after each verse. (see card)	42
	Uses numbers concepts and operations Related Objectives: 1. 3. 5. 8. 11. 23. 35	Counting Calisthenics	Perform two-step action, e.g standup, sit down, as you count, "one two; one two". Advance to a three-step action e.g. jump forward, jump backward, clap, as you count, "one two three; one two three"	28

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21	Explores and describes spatial relationships and shapes. <i>Related Objectives: 1. 3. 8. 11. 34. 35</i>	I Can Make a Circle	Select a leader to draw a shape with her finger in the air, on the floor, or on a table. Model by playfully making mistakes and erasing them with an imaginary eraser. Sing to the tune of "The Mulberry Bush" while the child is drawing. (see card)	20
	Explores and describes spatial relationships and shapes. <i>Related Objectives: 1. 3. 8. 9. 11. 12. 16. 20</i>	Hot or Cold 3-D Shapes	Show and name several three-dimensional shapes. Explain that you will be hiding one of them. Choose one child to be the finder. Have her cover her eyes while you or the children hide one of the shapes. Have the children say, "Hot!" when the finder gets closer to the object and "Cold" when she moves away from it. Have the finder name the shape and where it was hidden. Repeat the activity with another shape.	22
	Explores and describes spatial relationships and shapes. <i>Related Objectives: 3. 7. 8. 9. 11. 12. 26</i>	Shape Hunt	Using three-dimensional shapes or shape cards, hold up a shape and describe it to the children. Ask the children if they can find that shape somewhere in the room. Invite them to look carefully and think creatively. Have the children feel the roundness or straight edges of the shape. Invite them to make the shapes with their bodies if possible.	97
	Explores and describes spatial relationships and shapes. <i>Related Objectives: 1. 5. 8. 15. 36</i>	Jack in the Box	Tell the children to squat down while you say the rhyme. Explain that they should listen for your signal. If they hear a certain sound, say, (see card)	74
	Explores and describes spatial relationships and shapes. <i>Related Objectives: 3. 8. 9. 32. 34</i>	Where Can He Be?	Recite the following rhyme to the tune of "Oh, Where, Oh Where has my little dog gone?" Use familiar animal (see card).	62
	Explores and describes spatial relationships and shapes. <i>Related Objectives: 3. 4. 8. 16. 21. 34</i>	Walk Around the Shapes	Arrange shape cards in a circle on the floor. Use several cards with the same shape. Play music, and instruct the children to walk around the circle and sit on a shape when the music stops. Point out the extra shape and say "oh look, we have an extra triangle". Ask each child sitting on that shape to stand up and create a silly song and dance. Repeat the game.	52
21	Explores and describes spatial relationships and shapes. <i>Related Objectives: 1. 3. 8. 11. 35</i>	Spatial Patterns	Sing and perform the body motions to the tune of "Oh My Darling, Clementine."	38
	Explores and describes spatial relationships and shapes. <i>Related Objectives: 1. 3. 4. 8. 16. 35</i>	Walk the Line	Using masking tape or yard, create a very long line on the floor with sections that are straight, curved, and diagonal. Hold up cards with letters representing curved lines, straight lines, and diagonal lines. Call attention to how the lines form each letter. Have the children walk on the line. Invite them to make their bodies straight when they get to a straight line, curved at the curved line and leaning when they get to a diagonal part of the line.	32
22	Compares and Measures <i>Related Objectives: 1. 3. 4. 8. 11. 12. 15. 17. 23. 26</i>	Busy Bees	Tell the children to pretend the classroom is a beehive. Invite them to buzz like a bee and flap their wings as they move around the room. (see card)	75
23	Demonstrates knowledge of patterns <i>Related Objectives: 1.3.5.8.11.21</i>	People Patterns	Explain that the children will create patterns using their own bodies. Arrange 6-8 children in a line in front of the group. Explain how they could use their bodies to represent high and low. Help the children create a simple pattern.	65
	Demonstrates knowledge of patterns <i>Related Objectives: 1. 3. 8. 34. 35</i>	Echo Clapping	Ask the children to repeat or echo your claps. Clap rhythmically three times. Clap a simple pattern and invite children to repeat it. Increase the difficulty of the patterns as appropriate.	26
	Demonstrates knowledge of patterns <i>Related Objectives: 1. 3. 5. 8. 11. 14.</i>	Body Patterns	Demonstrate a simple two-part action pattern and name the actions as you do them. Invite the children to follow along and take turns leading. Make the patterns more complex by using three or four actions.	36

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	35			
25	Demonstrates knowledge of the characteristics of living things Related Objectives: 1. 3. 5. 9. 12. 34. 36	I'm a Sturdy Oak Tree	Pretend to be a seed that grows into a seedling, a sapling and a full-grown tree. Stand in front of the children with your feet firmly planted and your arms outstretched. Sway your upper body and arms as you sing to the tune of "Mary Had a Little Lamb." (see card) Ask the children to mimic a tree with you as you sing the song together.	45
26	Demonstrates knowledge of the physical properties of objects and materials Related Objectives: 3. 9. 11. 12. 15. 24	Feely Box	Place an item related to the current study into a feely box or bag. Ask a child to reach inside the box, feel the item and describe it. Invite the child to use descriptive terms. Have the other children guess what might be in the box.	48
	Demonstrates knowledge of the physical properties of objects and materials Related Objectives: 1. 3. 4. 5. 8. 11. 12. 14. 21. 25. 36	Let's Pretend	Ask the children to make their bodies look flat and small like a balloon before its been blown up. Tell them that you are going to pretend to inflate them. Blow hard, and direct the children to expand their bodies. After the children are "inflated" pretend to be a gust of wind that carries them over trees, mountains and places in the community. Afterward, ask a child to gently pop each balloon.	39
29	Demonstrates knowledge about self Related Objectives: 1. 3. 4. 8. 15. 35	The Imaginary Ball	Invite children to pretend they are bouncing imaginary balls with their hands. (see card). Invite the children to pretend they are bouncing the imaginary ball with different parts of their bodies. Moving from head to toe, demonstrate bouncing it with your head, shoulders, elbows, knees and toes. Play lively music during this activity such as "Sweet Georgia Brown."	41
30	Shows basic understanding of people and how they live Related Objectives: 1. 3. 4. 5. 8. 11. 14. 15. 34. 36	The People in Your Neighborhood	Sing to tune of "Row row row your boat". Use the children's ideas for movements and incorporate them into the song. (see card)	01
	Shows basic understanding of people and how they live Related Objectives: 3. 8. 10. 11. 12. 34	What is My Job?	Gather props that relate to various jobs. Use props and sing to the tune of "Are you sleeping?" invite children to guess the job.	11
34	Explores musical concepts and expression Related Objectives: 3. 7. 13. 26. 30	Recycle Song	Sing together to the tune "Jingle Bells" or chant as a rap song. Clap hands loudly when you say smash. (see card for song)	71
	Explores musical concepts and expression Related Objectives: 1. 3. 9. 12. 30. 34. 36	This Is the Way	Sing to the tune of "The Mulberry Bush". Add verse (see card). Before singing each verse, ask the children for their movement ideas.	06
	Explores musical concepts and expression Related Objectives: 3. 8. 11. 12. 25. 34. 35	Old MacDonald	Sing "Old MacDonald" with the children. Have the children name an animal and the sound it makes to use in the song. (see card for song).	94
34	Explores musical concepts and expression Related Objectives: 1. 3. 4. 5. 14. 27. 34	Move to the Beat	Invite varied and creative movements and sounds as you take children on this pretend water adventure. Tell the children that you are going on an adventure. Say, (see card). Continue the story and adapt your body movements as you mimic swimming in gentle, strong and crashing waves and eventually swimming back to shore.	91

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	Explores musical concepts and expression Related Objectives: 3. 7. 11. 14. 26. 35	Musical Junk	Tell the children they'll be making music using "junk" from the classroom. Gather a variety of items. Demonstrate how one can make sound from almost anything. Give each child an item to use as an instrument. Have children take turns playing their instruments while the others listen. Sing a favorite song together. Invite the children to play along with their instruments.	66
35	Explores dance and movement concepts Related Objectives: 1. 3. 4. 5. 8. 11. 14. 15. 34. 36	Bounce, Bounce, Bounce	Sing to the tune of Row Row Row Your Boat. Use the children's ideas for movements and incorporate them into the song (see card).	30
	Explores dance and movement concepts Related Objectives: 1. 3. 4. 5. 8. 34	Let's All Follow	Sing to the tune of "Alouette." Label the motions with words. Let children take turns leading and demonstrating their own special moves. (see card)	99
	Explores dance and movement concepts Related Objectives: 1. 3. 4. 5. 8. 9. 15. 34	My Body Jumps	Sing to the tune of "My Bonnie Lies Over the Ocean". Invite the children to perform the movements as they sing (see card). Replace my body with children's names and jumps with a variety of action words.	72
	Explores dance and movement concepts Related Objectives: 1. 3. 4. 5. 15. 34	The Kids Go Marching In	Sing to the tune of "Camptown Races" and march along with the children, (see card)	70
	Explores dance and movement concepts Related Objectives: 3. 5. 8. 11. 14. 26	Let's Stick Together	Hold a magnet in your hand and show how it is attracted to metal. Ask the children to pretend that their bodies are made of metal. Choose a child to help you demonstrate how the children should follow the movement of the magnet with their bodies. Stand in front of the group. Move your hand slowly in several different directions. Have the children sway and bend their bodies to match your movements.	67
	Explores dance and movement concepts Related Objectives: 1, 3, 4, 5, 14, 27, 34	The Wave	Invite varied and creative movements and sounds as you take children on this pretend water adventure. Tell the children that you are going on an adventure. Continue the story and adapt your body movements as you mimic swimming in gentle, strong and crashing waves and eventually swimming back to shore.	34
36	Explores drama through actions Related Objectives: 3. 4. 8. 11. 12. 34. 35	Oh, Dear! What Can the Matter Be?	Tell the children to pretend to be the animal selected in the last line of the song. (see card) Repeat the song, changing the animal in the last line.	93
	Explores drama through actions Related Objectives: 3. 7. 8. 9. 10. 11. 17. 18. 29. 34. 35	Little Miss Muffet	Recite the "Little Miss Muffet" nursery rhyme. Take turns acting out the rhyme using simple props. (see card)	90
	Explores drama through actions Related Objectives: 3. 4. 8. 11. 26. 27. 32. 35	Going on a Journey	Pantomime the following adventure story as you tell it to the children. (see card) Use the children's ideas as you walk across the surface together.	63