

## What do we know about music making? What do we want to find out?

**Vocabulary—English:** *instrument, instrumental, sound, accompaniment, homemade*

**Spanish:** *instrumento, instrumental, sonido, acompañamiento, casero*

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Music and Movement: collection of homemade and standard instruments	Music and Movement: collection of homemade and standard instruments; chart paper and markers	Music and Movement: listening station with CDs representing a variety of musical styles	Music and Movement: collection of homemade and standard instruments	Library: pictures of instruments and people engaged in musical experiences  Music and Movement: collection of homemade and standard instruments
Question of the Day	Do you like to sing?	Did you hear music on your way to school today?	Can we make a sound with these? (objects such as keys, spoons, etc.)	Which instrument would you like to play? (offer three choices)	Do you think you can use these to make music? (a comb and two spoons)
Large Group	Movement: Bounce, Bounce, Bounce  Discussion and Shared Writing: Responding to Music  Materials: Mighty Minutes 30, “Bounce, Bounce, Bounce”; various audio clips of instrumental and vocal music	Movement: The Kids Go Marching In  Discussion and Shared Writing: Describing Instrumental Music  Materials: Mighty Minutes 70, “The Kids Go Marching In”; collection of instruments; audio clip of instrumental music	Movement: My Body Jumps  Discussion and Shared Writing: Describing Sounds  Materials: Mighty Minutes 72, “My Body Jumps”; collection of instruments and other sound-producing objects (e.g., keys, washboard, cellophane paper)	Movement: Let’s All Follow  Discussion and Shared Writing: What Do We Know About Music Making?  Materials: Mighty Minutes 99, “Let’s All Follow”; audio clips of instrumental and vocal music; collection of instruments; list of words from earlier in the week that described the music children heard	Song: “Old MacDonald”  Discussion and Shared Writing: What Do We Want to Find Out About Music Making?  Materials: Mighty Minutes 94, “Old MacDonald”; video clip of a musician playing spoons or comb; Intentional Teaching Card LL54, “Asking Questions”
Read-Aloud	Nonfiction selection from the “Children’s Books” list that uses descriptive words for instruments, music, or sounds	Selection from the “Children’s Books” list that explores the many ways that people play musical instruments	<i>Chrysanthemum</i> Book Discussion Card 26 (first read-aloud)	Reread the book from Day 2 that explores the many ways that people play musical instruments	Selection from the “Children’s Books” list that explores friendship and the ways that friends work together
Small Group	Option 1: Tongue Twisters Intentional Teaching Card LL16, “Tongue Twisters”; chart paper and markers  Option 2: Same Sound Sort Intentional Teaching Card LL12, “Same Sound Sort”; variety of objects, including some that begin with the same sound; instruments and other music materials	Option 1: Rhyming Chart Intentional Teaching Card LL10, “Rhyming Chart”; chart paper and marker; poem or song with rhyming words; prop that illustrates the poem or song  Option 2: Rhyming Chart Intentional Teaching Card LL10, “Rhyming Chart”; chart paper and marker; poem or song with rhyming words; prop that illustrates the poem or song; rhythm sticks or other small instruments	Option 1: Seek & Find Intentional Teaching Card M03, “Seek & Find”; collection of objects or pictures to be categorized; large basket; chart paper and marker  Option 2: Sorting & Classifying Intentional Teaching Card M05, “Sorting & Classifying”; various instruments or pictures of them; objects that define boundaries for sorting the instruments by size, color shape, material, etc.	Option 1: Counting & Comparing Instruments Intentional Teaching Card M02, “Counting & Comparing”; instruments to sort and compare; card stock folded in half to make stand-up cards  Option 2: Counting & Comparing Instruments Intentional Teaching Card M02, “Counting & Comparing”; instruments to sort and compare; card stock folded in half to make stand-up cards; camera or video camera	Option 1: Counting & Comparing Instruments Intentional Teaching Card M02, “Counting & Comparing”; instruments to sort and compare; card stock folded in half to make stand-up cards  Option 2: Counting & Comparing Instruments Intentional Teaching Card M02, “Counting & Comparing”; instruments to sort and compare; card stock folded in half to make stand-up cards; photos or video from Day 4 sorting activity
Mighty Minutes™	Mighty Minutes 15, “Say It, Show It”; numeral cards from 1 to 10	Mighty Minutes 53, “Three Rowdy Children”; rhythm sticks	Mighty Minutes 08, “Clap the Missing Word”	Mighty Minutes 59, “Clap the Beat”; several study-related items or pictures	Mighty Minutes 60, “The Name Dance”; rhythm sticks

### Make Time for...

#### Outdoor Experiences

- Invite children to walk around the school or outdoor area and listen for music.
- Encourage children to think of ways to make music with outdoor materials.

#### Physical Fun

- Intentional Teaching Card P21, “Hopping”

#### Family Partnerships

- Send home a letter that introduces the study to families.
- Invite families to contribute photos of family members experiencing music (playing an instrument, dancing at a wedding, singing “Happy Birthday,” etc.).

#### Wow! Experiences

- Consider inviting a high school band member to join in any of the investigations by talking about his or her instrument, demonstrating the instrument, or playing music with children.

## What instruments can we play by hitting, tapping, or shaking them?

**Vocabulary—English:** *percussion, rhythm, tempo, sound effects, vibration, musical note, rest*

**Spanish:** *percusión, ritmo, tempo, efectos de sonido, vibración, nota musical, silencio*

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Music and Movement: percussion instruments; pictures of people playing percussion instruments for different purposes (across cultures)	Library: books involving music and music making	Art: found items for making percussion instruments	Discovery: materials for experimenting with different sounds such as string, metal and plastic coat hangers, rubber bands, etc.	Art: water bottles; beads, sand, rice, beans, etc.
Question of the Day	How can we make sound with this? (percussion instrument)	Do you have any questions for our visitor?	Can we make an instrument with these? (bowl and aluminum foil or plastic wrap)	Can we make music with this? (percussion instrument)	What comes next in the pattern?
Large Group	Song: “Musical Junk”  Discussion and Shared Writing: Making Music  Materials: Mighty Minutes 66, “Musical Junk”; collection of percussion instruments	Song: “Move to the Beat”  Discussion and Shared Writing: Visiting Percussionist  Materials: Mighty Minutes 91, “Move to the Beat”; drum	Song: “Move to the Beat”  Discussion and Shared Writing: Making Instruments  Materials: Mighty Minutes 91, “Move to the Beat”; photos of instruments being made; teacher-made instrument from discarded items; variety of discarded items for instrument making	Song: “Clap the Missing Word”  Discussion and Shared Writing: Instrument Sounds  Materials: Mighty Minutes 08, “Clap the Missing Word”; collection of percussion instruments	Song: “Ticky Ricky”  Discussion and Shared Writing: Musical Patterns  Materials: Mighty Minutes 12, “Ticky Ricky”; chart paper and markers; rhythm sticks; basket of items
Read-Aloud	<i>Chrysanthemum</i> Book Discussion Card 26 (second read-aloud)	Selection from the “Children’s Books” list that explores dance and movement concepts	Selection from the “Children’s Books” list that highlights sights and sounds in nature	<i>Chrysanthemum</i> Book Discussion Card 26 (third read-aloud)	Reread the book from Day 3 that highlights sights and sounds in nature
Small Group	Option 1: Shared Writing on Percussion Instruments Intentional Teaching Card LL01, “Shared Writing”; chart paper; markers; percussion instruments  Option 2: Shared Writing on Percussion Instruments Intentional Teaching Card LL01, “Shared Writing”; chart paper; markers; percussion instruments	Option 1: Rhythm and Tempo Intentional Teaching Card M14, “Patterns”; rhythm sticks  Option 2: Rhythm and Tempo Intentional Teaching Card M14, “Patterns”; collection of percussion instruments	Option 1: Letters Galore Intentional Teaching Card LL07, “Letters, Letters, Letters”; alphabet rubber stamps; colored inkpads and construction paper, or magnetic letters and magnetic board  Option 2: Jumping Beans Intentional Teaching Card LL05, “Jumping Beans”; construction paper; marker; scissors; lamination supplies or clear contact paper; coffee can (with smooth top edge)	Option 1: Action Patterns Intentional Teaching Card M35, “Action Patterns”; action cards, pocket chart  Option 2: Action Patterns Intentional Teaching Card M35, “Action Patterns”; cards with percussion instrument photos; percussion instruments to match the cards; pocket chart	Option 1: Musical Water Intentional Teaching Card M44, “Musical Water”; five tall drinking glasses, glass jars, or glass bottles of the same size; water; spoon or pencil; measuring cup; funnel; food coloring  Option 2: Reading Music Intentional Teaching Card M44, “Musical Water”; five tall drinking glasses, glass jars, or glass bottles of the same size; water; spoon or pencil; measuring cup; funnel; food coloring; audio recorder
Mighty Minutes™	Mighty Minutes 36, “Body Patterns”; chart paper	Mighty Minutes 35, “My Name, Too”	Mighty Minutes 100, “La, La, La”	Mighty Minutes 46, “Strolling Through the Park”	Mighty Minutes 25, “Freeze”; audio clips of dance music; card with rest (♯) symbol

### Make Time for...

#### Outdoor Experiences

- Create a “musical wall” by attaching various materials to a fence or wall. Encourage children to use the materials as percussion instruments and compare the sounds they can make with each object.

#### Physical Fun

- Intentional Teaching Card P09, “Up and Away”

#### Family Partnerships

- Invite a family member who plays a percussion instrument to play it for the class.
- Invite families to share their favorite songs, musical styles, performances, etc., with their child.

#### Wow! Experiences

- Day 2: Classroom visitor who shares a percussion instrument
- If your school has a piano, arrange a time to have children look inside the piano to watch the hammers strike the strings.

**How to Make Percussion Instruments**  
Use small bowls or other containers of various sizes. Secure plastic wrap or aluminum foil tightly over the top of the bowl or container and fasten it with tape.

## What other musical instruments are there? How do people play them?

**Vocabulary—English:** resonator, practice, pitch, applause, audience, tradition, celebration, performance

**Spanish:** resonador, practicar, tono, aplauso, público, tradición, celebración, interpretación musical

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	<b>Music and Movement:</b> collection of instruments other than percussion instruments	<b>Library:</b> music books  <b>Music and Movement:</b> sheet music; blank sheet music	<b>Art:</b> rubber bands; string; cans; cartons; shoe boxes, etc., for making stringed instruments	<b>Sand and Water:</b> materials for making sounds  <b>Art:</b> rubber bands; string; cans; cartons; shoe boxes, etc., for making stringed instruments	<b>Music and Movement:</b> listening station with music from different cultures  <b>Art:</b> rubber bands; string; cans; cartons; shoe boxes, etc., for making stringed instruments
Question of the Day	Do you know someone who plays an instrument?	What shapes do you see on this instrument?	Can we make an instrument with these? (empty tissue box and rubber bands)	Do you have any questions for our visitor?	How do you think people play this instrument?
Large Group	<b>Song:</b> “A-Hunting We Will Go”  <b>Discussion and Shared Writing:</b> Making Music With Stringed Instruments  <b>Materials:</b> Mighty Minutes 58, “A-Hunting We Will Go”; letter cards; stringed instrument	<b>Poem:</b> “Here Is the Beehive”  <b>Discussion and Shared Writing:</b> Exploring Sheet Music  <b>Materials:</b> Mighty Minutes 79, “Here Is the Beehive”; pieces of sheet music	<b>Poem:</b> “Riddle Dee Dee”  <b>Discussion and Shared Writing:</b> Making a Stringed Instrument  <b>Materials:</b> Mighty Minutes 04, “Riddle Dee Dee”; rubber bands; string; cans; cartons; shoe boxes; photos of different instruments	<b>Movement:</b> High in the Tree  <b>Discussion and Shared Writing:</b> Visiting Musician  <b>Materials:</b> Mighty Minutes 51, “High in the Tree”	<b>Movement:</b> The Wave  <b>Discussion and Shared Writing:</b> Music-Making Traditions  <b>Materials:</b> Mighty Minutes 34, “The Wave”; audio clip of instrumental music; globe; pictures of people from different parts of the world playing instruments
Read-Aloud	Nonfiction selection from the “Children’s Books” list that points out shapes found on musical instruments	<i>My Name Is Celia/Me llamo Celia</i>  Book Discussion Card 27 (first read-aloud)	Selection from the “Children’s Books” list that focuses on musical vocabulary	Selection from the “Children’s Books” list that highlights characters with vivid imaginations	<i>My Name Is Celia/Me llamo Celia</i>  Book Discussion Card 27 (second read-aloud)
Small Group	<b>Option 1:</b> Fences for Farmers Intentional Teaching Card M50, “The Farmer Builds a Fence”; elastic band or rope (about 8 feet long) with ends attached; two-dimensional shapes  <b>Option 2:</b> My Shadow and I Intentional Teaching Card M47, “My Shadow and I”; overhead projector or flashlights; instruments of different shapes	<b>Option 1:</b> Puzzles Intentional Teaching Card M23, “Putting Puzzles Together”; puzzles or puzzle cards  <b>Option 2:</b> Geoboards Intentional Teaching Card M21, “Geoboards”; geobands; instruments or images of instruments of different shapes	<b>Option 1:</b> Geoboard Music Intentional Teaching Card M21, “Geoboards”; geobands; shape cards with one shape on each card  <b>Option 2:</b> Straw Shapes Intentional Teaching Card M42, “Straw Shapes”; geometric shapes; drinking straws cut to different lengths; pipe cleaners; paper; pencils or crayons	<b>Option 1:</b> Observational Drawing of Instruments Intentional Teaching Card LL45, “Observational Drawing”; instruments; paper; markers  <b>Option 2:</b> Observational Drawing of Instruments Intentional Teaching Card LL45, “Observational Drawing”; instruments; paper; markers; camera	<b>Option 1:</b> Observational Drawing of Instruments Intentional Teaching Card LL45, “Observational Drawing”; instruments; paper; markers  <b>Option 2:</b> Observational Drawing of Instruments Intentional Teaching Card LL45, “Observational Drawing”; instruments; paper; markers; camera
Mighty Minutes™	Mighty Minutes 84, “Let’s Make Letters”	Mighty Minutes 24, “Dinky Doo”; musical instruments	Mighty Minutes 65, “People Patterns”	Mighty Minutes 22, “Hot or Cold 3-D Shapes”; musical instruments	Mighty Minutes 14, “Scat Singing”

### Make Time for...

#### Outdoor Experiences

- Play a louder/softer game in which you use loud or quiet voices as clues to help children find a hidden object or location on the playground.

#### Physical Fun

- Intentional Teaching Card P17, “Balance on a Beam”

#### Family Partnerships

- Day 4: Invite families to come and listen to the visiting musician.

#### Wow! Experiences

- Day 4: Classroom visitor who plays an instrument

## How can we make music with our voices?

**Vocabulary—English:** melody, lyrics, pitch, vocal cords, lungs

**Spanish:** melodía, letra, tono, cuerdas vocales, pulmones

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Library: poetry books	Library: books that feature people of different cultures singing and sharing music	Art: materials for making a thank-you card	Computer: Web sites that show how vocal cords work to make sound	Music and Movement: listening station with audio clips of vocal music; writing materials
Question of the Day	Do you have a favorite song?	Which song do you want to sing today?	Do you have any questions for our visitor?	Do you know what this is? (a kazoo)	Which song do you want to sing today?
Large Group	<p>Song: “This Old Man”</p> <p>Discussion and Shared Writing: Favorite Songs</p> <p>Materials: Mighty Minutes 96, “This Old Man”; a sticker for each child</p>	<p>Poem: “Come Play With Me”</p> <p>Discussion and Shared Writing: Listening to Music From Other Cultures</p> <p>Materials: Mighty Minutes 42, “Come Play With Me”; audio clips of music from different parts of the world</p>	<p>Song: “Clap a Friend’s Name”</p> <p>Discussion and Shared Writing: Visiting Musician</p> <p>Materials: Mighty Minutes 40, “Clap a Friend’s Name”; Intentional Teaching Card SE11, “Great Groups”</p>	<p>Game: Hippity, Hoppity, How Many?</p> <p>Discussion and Shared Writing: Vibrating Vocal Chords</p> <p>Materials: Mighty Minutes 07, “Hippity, Hoppity, How Many?”; kazoo; rubber bands</p>	<p>Song: “The People in Your Neighborhood”</p> <p>Discussion and Shared Writing: Changing Our Voices When We Sing</p> <p>Materials: Mighty Minutes 01, “The People in Your Neighborhood”; xylophone or other barred instrument; pitch pipe</p>
Read-Aloud	Selection from the “Children’s Books” list that explores dance and movement	<p><i>My Name Is Celia/Me llamo Celia</i></p> <p>Book Discussion Card 27 (third read-aloud)</p>	Selection from the “Children’s Books” list that focuses on using your imagination	Selection from the “Children’s Books” list that explores a variety of dances or other movements	Selection from the “Children’s Books” list that talks about feelings
Small Group	<p>Option 1: Writing Poems Intentional Teaching Card LL27, “Writing Poems”; paper; pencils; markers; chart paper</p> <p>Option 2: Writing Poems Intentional Teaching Card LL27, “Writing Poems”; paper; pencils; markers; chart paper; instruments; audio recorder</p>	<p>Option 1: Rhyming Chart Intentional Teaching Card LL10, “Rhyming Chart”; chart paper and marker; song from the class’s favorite list</p> <p>Option 2: Rhyming Chart Intentional Teaching Card LL10, “Rhyming Chart”; chart paper and marker; song from the class’s favorite list</p>	<p>Option 1: Writing Lyrics Intentional Teaching Card LL27, “Writing Poems”; paper; pencils; chart paper</p> <p>Option 2: Writing Lyrics Intentional Teaching Card LL27, “Writing Poems”; paper; pencils; chart paper; audio or video recorder</p>	<p>Option 1: Writing Lyrics Intentional Teaching Card LL27, “Writing Poems”; paper; pencils; chart paper</p> <p>Option 2: Writing Lyrics Intentional Teaching Card LL27, “Writing Poems”; paper; pencils; chart paper; audio or video recorder</p>	<p>Option 1: Tallying Intentional Teaching Card M06, “Tallying”; clipboard; paper; pencils or crayons</p> <p>Option 2: Graphing Intentional Teaching Card M11, “Graphing”; large graph paper or chart paper with lines drawn for graphing; markers; stickers</p>
Mighty Minutes™	Mighty Minutes 100, “La, La, La”	Mighty Minutes 24, “Dinky Doo”	Mighty Minutes 89, “We Like Clapping”	Mighty Minutes 14, “Scat Singing”	Mighty Minutes 87, “One, Two, Buckle My Shoe”; chalkboard or chart

### Make Time for...

#### Outdoor Experiences

- Create one or more megaphones by cutting a hole in the center of a paper plate and bending the plate into a cone shape. Invite children to experiment outdoors with the sounds they can make using a megaphone.

#### Physical Fun

- Use Intentional Teaching Card P22, “Follow the Leader.” Follow the guidance on the card. Invite the leader to use a megaphone to call out directions as he or she goes.

#### Family Partnerships

- Invite families to look for or create opportunities to sing with their children.

#### Wow! Experiences

- Day 3: Visiting musician who creates music with his or her voice

## What different styles of music are there? How do they make us feel?

**Vocabulary—English:** styles of music to be introduced (e.g., *Caribbean, jazz, classical, rock, etc.*); *emotions*

**Spanish:** estilos de música (p. ej., *caribeña, jazz, clásica, rock*); *emociones*

	Day 1	Day 2	Day 3	Make Time for...
Interest Areas	Music and Movement: CDs representing a variety of musical styles	Art: audio clips of instrumental and vocal music; painting materials	Art: audio clips of instrumental and vocal music; painting materials	<p><b>Outdoor Experiences</b></p> <p>Physical Fun</p> <ul style="list-style-type: none"> <li>Intentional Teaching Card P12, “Exploring Pathways”</li> </ul> <p><b>Family Partnerships</b></p> <ul style="list-style-type: none"> <li>Ask families to send in lyrics to a favorite family song to be included in a class songbook.</li> </ul>
Question of the Day	Which book would you like to read today? (offer two or three books that feature music)	Do you and your friends like the same music?	How do you feel today?	
Large Group	<p>Song: Let’s Make Letters</p> <p>Discussion and Shared Writing: Music and Feelings</p> <p>Materials: Mighty Minutes 84, “Let’s Make Letters”</p>	<p>Rhyme: Disappearing Rhymes</p> <p>Discussion and Shared Writing: Describing Styles of Music</p> <p>Materials: Mighty Minutes 88, “Disappearing Rhymes”; dry erase board or chalkboard</p>	<p>Song: “This Old Man”</p> <p>Discussion and Shared Writing: How Does Music Make Us Feel?</p> <p>Materials: Mighty Minutes 96, “This Old Man”</p>	
Read-Aloud	Book chosen from the question of the day	<p><i>Whistle for Willie</i></p> <p>Book Discussion Card 28 (first read-aloud)</p>	Selection from the “Children’s Books” list that illustrates how music can bring people together	
Small Group	<p>Option 1: Stepping Stones Intentional Teaching Card M55, “Stepping Stones”; masking tape or chalk</p> <p>Option 2: Where’s the Beanbag? Intentional Teaching Card M56, “Where’s the Beanbag?”; beanbags; basket or tub; masking tape; chart paper; marker</p>	<p>Option 1: I’ll Give You a Clue Intentional Teaching Card M51, “Can You Find It?”; small objects typically found in a classroom</p> <p>Option 2: Do You Want To Go on an Adventure? Intentional Teaching Card M36, “We’re Going on an Adventure”; box or overturned wastebasket; sheet or long piece of cloth; table; stool; two large cardboard boxes; large plant; photographs with geographic features</p>	<p>Option 1: Character Feelings Intentional Teaching Card SE05, “Character Feelings”; books in which characters experience a range of emotions while engaged in a musical experience</p> <p>Option 2: Feelings Intentional Teaching Card SE06, “Talk About Feelings”; pictures of people expressing a variety of emotions while interacting with instruments or participating in musical experiences</p>	
Mighty Minutes™	Mighty Minutes 67, “Let’s Stick Together”; magnet; audio clip of instrumental or vocal music	Mighty Minutes 46, “Strolling Through the Park”	Mighty Minutes 93, “Oh, Dear! What Can the Matter Be?” (using words related to feelings)	

## Who works with music for their jobs? What tools do they use?

**Vocabulary—English:** songwriter, DJ, conductor, baton, concert hall, repair, recording, microphone

**Spanish:** compositor, DJ, director de orquesta, batuta, auditorio, reparar, grabación, micrófono

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	<b>Blocks:</b> photos of music venues (local and famous ones from around the world)	<b>Dramatic Play:</b> concert hall  <b>Library:</b> invitations to the end-of-study celebration	<b>Dramatic Play:</b> concert hall  <b>Library:</b> invitations to the end-of-study celebration	<b>Discovery:</b> materials for repairing instruments; collection of instruments; polishing rags  <b>Dramatic Play:</b> concert hall	<b>Dramatic Play:</b> concert hall  <b>Music and Movement:</b> record songs for the celebration
Question of the Day	What does this person do? (photo of a DJ or other person working with music)	Do you know what this is used for? (a baton)	Do you have any questions for our visitor?	Can we fix this instrument? (broken homemade instrument)	Do you know what this is? (an object used to record music, e.g., microphone, audio recorder)
Large Group	<b>Movement:</b> Shape Hunt  <b>Discussion and Shared Writing:</b> Jobs With Music  <b>Materials:</b> Mighty Minutes 97, “Shape Hunt”; three-dimensional shapes or shape cards; photo of a DJ or other person working with music; clipboards; book about jobs in music	<b>Game:</b> Feely Box (follow the guidance on the card using a baton)  <b>Discussion and Shared Writing:</b> What Does a Conductor Do?  <b>Materials:</b> Mighty Minutes 48, “Feely Box”; baton; box or bag for a baton; video clip of a conductor in action; collection of instruments; audio clip of an orchestra not playing in unison; clipboard; paper; markers	<b>Movement:</b> Jack in the Box (follow the guidance on the card using a baton to signal instead of a whistle)  <b>Discussion and Shared Writing:</b> Preparing for Our Site Visit  <b>Materials:</b> Mighty Minutes 74, “Jack in the Box”; baton; chart from yesterday’s large-group roundup; clipboard; paper; markers	<b>Game:</b> I’m Thinking Of... (use different instruments from the classroom collection as the objects)  <b>Discussion and Shared Writing:</b> Repairing Instruments  <b>Materials:</b> Mighty Minutes 18, “I’m Thinking Of...”; classroom collection of instruments; broken homemade instrument; clipboard; chart; markers; video clip or photograph of someone repairing an instrument at work	<b>Movement:</b> Paper Towel Rap  <b>Discussion and Shared Writing:</b> Recording Artists  <b>Materials:</b> Mighty Minutes 64, “Paper Towel Rap”; an empty paper towel roll for each child labeled with his or her name; clipboard; paper; markers; clip of people working in a recording studio
Read-Aloud	Selection from the “Children’s Books” list that features people who work with music	<i>Whistle for Willie</i> Book Discussion Card 28 (second read-aloud)	Selection from the “Children’s Books” list that features people who work with music	Selection from the “Children’s Books” list that features people using their imaginations	<i>Whistle for Willie</i> Book Discussion Card 28 (third read-aloud)
Small Group	<b>Option 1: Board Games</b> Intentional Teaching Card M77, “Board Games”; board games with dice and playing pieces  <b>Option 2: Let’s Go Fishing</b> Intentional Teaching Card M39, “Let’s Go Fishing”; child-size fishing poles made from a stick or dowel, string, and magnet (attached to the end of the string); set of fish cards; paper clips	<b>Option 1: Story Problems</b> Intentional Teaching Card M22, “Story Problems”; collection of manipulatives  <b>Option 2: More or Fewer Towers</b> Intentional Teaching Card M59, “More or Fewer Towers”; interlocking cubes; More/Fewer spinner; numeral–quantity cards or die	<b>Option 1: Rhyming Chart</b> Intentional Teaching Card LL10, “Rhyming Chart”; chart paper and marker; poem or song with rhyming words; prop that illustrates the poem or song.  <b>Option 2: Rhyming Tubs</b> Intentional Teaching Card LL44, “Rhyming Tubs”; plastic tub; bag or small box; pairs of small objects with names that rhyme	<b>Option 1: Did You Ever See...?</b> Intentional Teaching Card LL14, “Did You Ever See...?”; pictures of familiar animals; audio recorder  <b>Option 2: Rhyming Riddles</b> Intentional Teaching Card LL11, “Rhyming Riddles”; chart paper and markers; pictures of objects that represent two-phoneme words; props that rhyme with chosen words	<b>Option 1: Same Sound Sort</b> Intentional Teaching Card LL12, “Same Sound Sort”; a variety of objects, including some that begin with the same sound; cardboard box or bag to store objects  <b>Option 2: Rhyming Tubs</b> Intentional Teaching Card LL44, “Rhyming Tubs”; plastic tub; bag or small box; pairs of small toys or other objects with names that rhyme
Mighty Minutes™	Mighty Minutes 29, “Baa, Baa, Black Sheep”	Mighty Minutes 44, “Two Plump Armadillos”	Mighty Minutes 07, “Hippity, Hoppity, How Many?”	Mighty Minutes 42, “Come Play With Me”	Mighty Minutes 28, “Counting Calisthenics”

### Make Time for...

#### Outdoor Experiences

##### Physical Fun

- Use Intentional Teaching Card P24, “Swing & Jump Rope.” Follow the guidance on the card. Encourage children to sing, rhyme, or chant as they jump rope.

#### Family Partnerships

- Send a letter home inviting families to the end-of-study celebration.

#### Wow! Experiences

- Day 3: Site visit to a place where people work with music