

## What do we know about signs? What do we want to find out?

**Vocabulary—English:** sign, inform, notice, in common

**Spanish:** señal, informar, notar, en común

|                     | Day 1   | Day 2  | Day 3   | Day 4  | Day 5   |
|---------------------|---|--|---|--|---|
| Interest Areas      | <b>Library:</b> nonfiction books about signs; photos of signs   | <b>Toys and Games:</b> pictures of signs with words; magnetic letters and boards   | <b>Library:</b> materials to make a class book; pictures of signs the children have made or noticed   | <b>Art:</b> sign-making materials  | <b>Library:</b> magazines; materials to make a class book   |
| Question of the Day | What shape is this sign? (Display a “Do Not Enter” sign.)   | Do you know what this sign means? (Display a stop sign.)   | Which of these is a sign? (Display a sign and a cover of a book.)   | What sign did you see today?   | What does this sign tell us?  |
| Large Group         | <b>Game:</b> Stop & Go Colors<br><br><b>Discussion and Shared Writing:</b> Taking a Look at Signs<br><br><b>Materials:</b> <i>Mighty Minutes</i> 186, “Stop & Go Colors”; pictures of signs; “What We Know About Signs” chart   | <b>Movement:</b> Freeze<br><br><b>Discussion and Shared Writing:</b> Exploring Writing on Signs<br><br><b>Materials:</b> <i>Mighty Minutes</i> 25, “Freeze”; picture of a stop sign; chart paper   | <b>Movement:</b> Step, Hop, Jump<br><br><b>Discussion and Shared Writing:</b> Taking a Walk to Look For Signs<br><br><b>Materials:</b> <i>Mighty Minutes</i> 132, “Step, Hop, and Jump”; “What We Know About Signs” chart; photos of signs; camera  | <b>Game:</b> Mr. Forgetful<br><br><b>Discussion and Shared Writing:</b> Noticing Signs<br><br><b>Materials:</b> <i>Mighty Minutes</i> 55, “Mr. Forgetful”; “What We Know About Signs” chart; photos of noticeable and unnoticeable signs   | <b>Song:</b> Clap a Friend’s Name<br><br><b>Discussion and Shared Writing:</b> What Do We Want to Find Out About Signs?<br><br><b>Materials:</b> <i>Mighty Minutes</i> 40, “Clap a Friend’s Name”; “What We Know About Signs” chart; “What We Want to Find Out About Signs” chart   |
| Read-Aloud          | <i>Marisol McDonald Doesn’t Match</i><br><br><i>Book Discussion Card 44</i> (first read-aloud)  | Selection from the “Children’s Books” list that features signs   | <i>Marisol McDonald Doesn’t Match</i><br><br><i>Book Discussion Card 44</i> (second read-aloud)   | Reread the book from Day 2 that features signs.  | <i>Highlights High Five Bilingüe™</i> , <i>¡Ven a saltar! ¡Jump In!</i><br><br><i>Book Conversation Card 05</i>   |
| Small Group         | <b>Option 1: Which Has More?</b> <i>Intentional Teaching Card</i> M19, “Which Has More?”; ice cube trays or egg cartons; resealable bags; collection of objects that are similar in size<br><br><b>Option 2: Sorting Signs</b> <i>Intentional Teaching Card</i> M05, “Sorting & Classifying”; objects that define boundaries for sorting; pictures of signs | <b>Option 1: Making Numerals</b> <i>Intentional Teaching Card</i> M41, “Making Numerals”; counting books; modeling dough or clay; numeral/quantity card<br><br><b>Option 2: Count &amp; Trace</b> <i>Intentional Teaching Card</i> M93, “Count & Trace”; numeral-quantity cards 1–10; assorted items that can be traced; paper; pencils or crayons | <b>Option 1: The Farmer Builds a Fence</b> <i>Intentional Teaching Card</i> M50, “The Farmer Builds a Fence”; elastic band or rope (about 8 feet long) with ends attached; two-dimensional shapes<br><br><b>Option 2: Geoboards</b> <i>Intentional Teaching Card</i> M21, “Geoboards”; geoboards; geobands; shape cards with one shape on each card | <b>Option 1: Show Me Five</b> <i>Intentional Teaching Card</i> M16, “Show Me Five”; collection of objects to count; dry erase board and marker or pen and pencil<br><br><b>Option 2: How Many in the Scoop?</b> <i>Intentional Teaching Card</i> M92, “How Many in the Scoop?”; small scoop; jar or box; small classroom items | <b>Option 1: Baggie Books</b> <i>Intentional Teaching Card</i> LL20, “Baggie Books”; six to eight resealable bags per book; environmental print; construction paper cut to fit inside a bag; scissors; stapler; colorful tape<br><br><b>Option 2: Signs Storyboard</b> <i>Intentional Teaching Card</i> LL46, “Storyboard”; collection of pictures of signs; tape; index cards; construction paper; and writing tools |
| Mighty Minutes™     | <i>Mighty Minutes</i> 27, “Diddle, Diddle, Dumpling”  | <i>Mighty Minutes</i> 153, “Washing Machine”   | <i>Mighty Minutes</i> 50, “1, 2, 3, What Do I See?”   | <i>Mighty Minutes</i> 125, “Pass It On”  | <i>Mighty Minutes</i> 167, “Persnickety Patterns”   |

### Make Time for...

#### Outdoor Experiences

##### Physical Fun

- Review *Intentional Teaching Card* P23, “Ways to Travel.” Follow the guidance on the card.

#### Family Partnerships

- Introduce the study to families by sending a letter of explanation. Ask them to bring in items to add to the classroom signs collection such as materials to make signs and pictures of signs.
- Encourage families to help their children notice what signs they see on their way to and from school.
- Invite families to assist with supervision during site visits.

#### Wow! Experiences

- Day 3: A walk around the school to look for signs

## What are the characteristics of signs?

**Vocabulary—English:** octagon, classify, symbol, banner, universal

**Spanish:** octágono, clasificar, símbolo, pancarta, universal

|                     | Day 1   | Day 2   | Day 3  | Day 4   | Day 5  |
|---------------------|---|---|--|---|--|
| Interest Areas      | <b>Music and Movement:</b> red, yellow, and green signs   | <b>Toys and Games:</b> cut-out shapes; pictures of signs  | <b>Art:</b> materials to make signs; pictures of wordless signs  | <b>Art:</b> materials to make a class banner  | <b>Technology:</b> pictures of signs from different countries  |
| Question of the Day | What is your favorite color?  | What shape is this sign?  | Which picture is the arrow pointing to?  | How many pencils wide is this sign?   | What does this sign mean? (Show a stop sign from another country.)   |
| Large Group         | <b>Game:</b> Rainbow Colors<br><b>Discussion and Shared Writing:</b> Colors of Signs<br><b>Materials:</b> <i>Mighty Minutes</i> 184, “Rainbow Colors”; various colored signs including red and green  | <b>Movement:</b> The Name Dance<br><b>Discussion and Shared Writing:</b> Shapes of Signs<br><b>Materials:</b> <i>Mighty Minutes</i> 60, “The Name Dance”; books, magazines, or photos of signs  | <b>Game:</b> What Could This Be?<br><b>Discussion and Shared Writing:</b> Wordless Signs<br><b>Materials:</b> <i>Mighty Minutes</i> 122, “What Could This Be?”; signs with directional arrows; pictures of signs with symbols or arrows  | <b>Game:</b> Up & Down on the Seesaw<br><b>Discussion and Shared Writing:</b> Looking at Banners<br><b>Materials:</b> <i>Mighty Minutes</i> 157, “Up & Down on the Seesaw”; pictures of street signs and banners  | <b>Game:</b> Color Clues<br><b>Discussion and Shared Writing:</b> Signs From Different Countries<br><b>Materials:</b> <i>Mighty Minutes</i> 120, “Color Clues”; pictures of signs from different countries including a stop sign   |
| Read-Aloud          | <i>Marisol McDonald Doesn't Match</i><br><i>Book Discussion Card 44</i> (third read-aloud)  | <i>Signs of All Kinds</i>   | Selection from the “Children’s Books” list that explores feelings  | <i>Estela’s Swap</i><br><i>Book Discussion Card 45</i> (first read-aloud)   | Reread the book from Day 3.  |
| Small Group         | <b>Option 1: Color Tally</b><br><i>Intentional Teaching Card M06</i> , “Tallying”; clipboard; paper; pencils or crayons<br><b>Option 2: Dig It!</b><br><i>Intentional Teaching Card M89</i> , “Dig It!”; sensory table or bin; sand; collection of small objects; sifters, sieves, rakes, slotted spoons, and strainers | <b>Option 1: I’m Thinking of a Shape</b><br><i>Intentional Teaching Card M20</i> , “I’m Thinking of a Shape”; geometric solids; empty containers of different sizes similar in shape to the geometric solids<br><b>Option 2: Shape Bingo</b><br><i>Intentional Teaching Card M88</i> , “Shape Bingo”; tangram shapes; cardstock or construction paper; bag or box | <b>Option 1: Did You Ever See...?</b><br><i>Intentional Teaching Card LL14</i> , “Did You Ever See ...?”; pictures of familiar animals; audio recorder<br><b>Option 2: Sign Riddles</b><br><i>Intentional Teaching Card LL11</i> , “Rhyming Riddles”; chart paper and markers; pictures of signs; props that rhyme with sign names | <b>Option 1: Textured Letters</b><br><i>Intentional Teaching Card LL15</i> , “Textured Letters”; uppercase and lowercase letters cut out of a variety of materials; heavy paper or cardstock<br><b>Option 2: Stick Letters</b><br><i>Intentional Teaching Card LL28</i> , “Stick Letters”; pictures of signs with words; sticks; alphabet cards | <b>Option 1: Pearler Patterns</b><br><i>Intentional Teaching Card M85</i> , “Perler Patterns”; large perler beads; square or rectangle pegboards; parchment or iron paper; iron<br><b>Option 2: Cube Trains</b><br><i>Intentional Teaching Card M40</i> , “Cube Trains”; interlocking cubes; pictures or illustrations of trains |
| Mighty Minutes™     | <i>Mighty Minutes</i> 59, “Clap the Bear”   | <i>Mighty Minutes</i> 101, “I’m Sticky”   | <i>Mighty Minutes</i> 75, “Busy Bees”  | <i>Mighty Minutes</i> 192, “Tunnel Train”   | <i>Mighty Minutes</i> 12, “Ticky Ricky”  |

### Make Time for...

#### Outdoor Experiences

- Invite the children to play “Red Light, Green Light” outdoors.
- Invite children to use arrow signs to create paths around the playground.

#### Physical Fun

- Review *Intentional Teaching Card P14*, “Moving Through the Forest.” Follow the guidance on the card.

#### Family Partnerships

- Encourage families to help their children notice what signs they see near their homes.

#### Wow! Experiences

- Research grocery stores that children can visit next week to look for signs.

## Where are signs found?

**Vocabulary—English:** advertisement, display, words related to signs at a grocery store (e.g., deli, produce, bakery), strategy, traffic

**Spanish:** anuncio, exhibición, palabras relacionadas con los rótulos en el supermercado (e.g., carnes, panadería, frutas y verduras), estrategia, tránsito

|                     | Day 1  | Day 2   | Day 3   | Day 4  | Day 5   |
|---------------------|--|---|---|--|---|
| Interest Areas      | <b>Art:</b> sign-making materials  | <b>Block:</b> display signs   | <b>Dramatic Play:</b> sign-making materials; materials for a grocery store  | <b>Toys and Games:</b> board games with signs  | <b>Art:</b> sign-making materials   |
| Question of the Day | Where is this sign? (Show image of a sign around the school.)  | What store do you like to visit?  | What will you look for on our site visit?   | Where did we see this sign? (Show a picture of a location sign from the site visit.)   | What number is on this sign? (Show a speed limit sign.)   |
| Large Group         | <b>Movement:</b> High Knees<br><b>Discussion and Shared Writing:</b> Signs Outside of Buildings<br><b>Materials:</b> <i>Mighty Minutes</i> 180, “High Knees”; pictures of buildings with signs; chart paper  | <b>Game:</b> Listen for Your Name<br><b>Discussion and Shared Writing:</b> Signs Inside of Stores<br><b>Materials:</b> <i>Mighty Minutes</i> 85, “Listen For Your Name”; chart paper  | <b>Game:</b> Syllable Surprise<br><b>Discussion and Shared Writing:</b> Site Visit: Grocery Store<br><b>Materials:</b> <i>Mighty Minutes</i> 151, “Syllable Surprise”; clipboards; paper; writing materials; camera   | <b>Movement:</b> Action Counting<br><b>Discussion and Shared Writing:</b> Location Signs<br><b>Materials:</b> <i>Mighty Minutes</i> 140, “Action Counting”; pictures of signs that tell you where to go; chart paper; clipboards; paper; writing materials   | <b>Game:</b> Syllable Stroll<br><b>Discussion and Shared Writing:</b> Traffic Signs<br><b>Materials:</b> <i>Mighty Minutes</i> 155, “Syllable Stroll”; video clip of traffic; pictures of traffic signs   |
| Read-Aloud          | Selection from the “Children’s Books” list that features a store or business   | <i>Estela’s Swap</i><br><i>Book Discussion Card 45</i> (second read-aloud)  | <i>Highlights High Five Bilingüe™</i> ,<br><i>¡Ven a saltar!! Jump In!</i><br><i>Book Conversation Card 05</i>  | Selection from the “Children’s Books” list that features letters of the alphabet   | <i>Estela’s Swap</i><br><i>Book Discussion Card 45</i> (third read-aloud)   |
| Small Group         | <b>Option 1: Treasure Hunt</b><br><i>Intentional Teaching Card</i> M87, “Treasure Hunt”; treasure items; paper; pencils<br><b>Option 2: Signs to an Adventure</b><br><i>Intentional Teaching Card</i> M36, “We’re Going on an Adventure”; pictures of signs; various materials to use as obstacles; photographs with geographic features | <b>Option 1: I Went Shopping</b><br><i>Intentional Teaching Card</i> LL31, “I Went Shopping”; five or six pieces of print found in a grocery store; grocery bag<br><b>Option 2: Coupon Match</b><br><i>Intentional Teaching Card</i> LL22, “Coupon Match”; empty food and other commercial product containers or brand-name labels; laminated coupons for the products; grocery bag; envelope | <b>Option 1: Number Cards</b><br><i>Intentional Teaching Card</i> M04, “Number Cards”; set of cards with a numeral and its number word printed on one side; small manipulatives<br><b>Option 2: Number Line Hop</b><br><i>Intentional Teaching Card</i> M91, “Number Line Hop”; masking tape or chalk; numeral cards 1–20 | <b>Option 1: Writing With Wordless Books</b><br><i>Intentional Teaching Card</i> LL60, “Writing With Wordless Books”; wordless storybooks from the study; paper; pencils or crayons; ringed index cards with frequently used words with illustrations<br><b>Option 2: Book Reviews</b><br><i>Intentional Teaching Card</i> LL68, “Book Reviews”; a book with a review on the back; books from the study; variety of writing tools; clear contact paper | <b>Option 1: Stop &amp; Go</b><br><i>Intentional Teaching Card</i> P29, “Stop & Go”; stop-and-go signs<br><b>Option 2: The Tortoise and the Hare</b><br><i>Intentional Teaching Card</i> P41, “The Tortoise and the Hare”; a storybook of “The Tortoise and the Hare”; a picture of a tortoise and a picture of a hare; traffic cones; large outdoor area |
| Mighty Minutes™     | <i>Mighty Minutes</i> 149, “Willy’s Week”  | <i>Mighty Minutes</i> 121, “Shape Shenanigans”  | <i>Mighty Minutes</i> 113, “Rhythm in Our Bodies”   | <i>Mighty Minutes</i> 37, “Little Ball”  | <i>Mighty Minutes</i> 114, “Traffic Jam”  |

### Make Time for...

#### Outdoor Experiences

- Invite the children to make and display location signs on the playground.
- Provide traffic signs for children to use to direct traffic on the tricycle paths.

#### Physical Fun

- Review *Intentional Teaching Card* P34, “Clay Engraving.” Follow the guidance on the card to create clay signs for the playground.

#### Family Partnerships

- Invite family members to accompany the class on the site visit to the grocery store (Day 3)

#### Wow! Experiences

- Day 3: Site visit to a local grocery store.

## How do signs help?

**Vocabulary—English:** signal, intersection, detour

**Spanish:** señal, intersección, desvío

|                     | Day 1  | Day 2  | Day 3   | Day 4  | Make Time for...   |
|---------------------|--|--|---|--|--|
| Interest Areas      | <b>Music and Movement:</b> musical instruments including a whistle   | <b>Dramatic Play:</b> “walk” and “don’t walk” signs  | <b>Technology:</b> pictures of animal-crossing signs  | <b>Toys and Games:</b> classroom map; detour signs   | <p><b>Outdoor Experiences</b></p> <ul style="list-style-type: none"> <li>Invite children to use signs to set up intersections and crosswalks across the tricycle path.</li> <li>Use signs to create a detour and walk to the playground in a new way.</li> </ul> <p><b>Physical Fun</b></p> <ul style="list-style-type: none"> <li>Review <i>Intentional Teaching Card</i> P22, “Follow the Leader.” Follow the guidance on the card.</li> <li>Invite one child to give directional signals to the leader such as stop, go, turn right, and turn left.</li> </ul> <p><b>Family Partnerships</b></p> <ul style="list-style-type: none"> <li>Invite a family member who works with signs to visit the classroom next week.</li> </ul> <p><b>Wow! Experiences</b></p> <ul style="list-style-type: none"> <li>Day 2: A walk around the school to look for signs and signals that help keep us safe.</li> </ul> |
| Question of the Day | What does this sign tell us?   | What does this mean? (Display a picture of a “walk” and “don’t walk” sign.)  | How many signs do you see? (Display a picture of a city street.)  | Can you add to this pattern? (Use signs to create a pattern.)  |  |
| Large Group         | <p><b>Song:</b> Abby Had an Anteater</p> <p><b>Discussion and Shared Writing:</b> Signals</p> <p><b>Materials:</b> <i>Mighty Minutes</i> 103, “Abby Had an Anteater”; pictures or videos of signals; chart paper; whistle</p>  | <p><b>Game:</b> My Name, Too!</p> <p><b>Discussion and Shared Writing:</b> How Do Signs and Signals Keep Us Safe?</p> <p><b>Materials:</b> <i>Mighty Minutes</i> 35, “My Name, Too!”; masking tape; “stop” and “walk” signs; chart paper; camera</p>   | <p><b>Song:</b> Baxter the Black Dog</p> <p><b>Discussion and Shared Writing:</b> Animal Crossing Signs</p> <p><b>Materials:</b> <i>Mighty Minutes</i> 161, “Baxter the Black Dog”; chart paper</p>   | <p><b>Movement:</b> Away I Go</p> <p><b>Discussion and Shared Writing:</b> Detour Signs</p> <p><b>Materials:</b> <i>Mighty Minutes</i> 138, “Away I Go”; detour signs; chart paper; classroom map</p>  |  |
| Read-Aloud          | Selection of a counting book from the “Children’s Books” list  | <p><i>Highlights High Five Bilingüe™ ¡Pasa!/Come In!</i></p> <p><i>Book Conversation Card</i> 09</p>   | <p><i>The Dot</i></p> <p><i>Book Discussion Card</i> 46 (first read-aloud)</p>  | <i>Sopa de frijoles/Bean Soup</i>  |  |
| Small Group         | <p><b>Option 1: Morning, Noon, and Night</b><br/><i>Intentional Teaching Card</i> M60, “Morning, Noon, and Night”; magazines, newspapers, catalogs; chart paper; markers; scissors; glue sticks</p> <p><b>Option 2: Play Dough</b><br/><i>Intentional Teaching Card</i> M15, “Play Dough”; recipe chart; ingredients; materials to make play dough</p> | <p><b>Option 1: Sticky Tables</b><br/><i>Intentional Teaching Card</i> LL75, “Sticky Tables”; rolls of plain or colored masking tape or first-aid adhesive cloth tape; child-size table; chart paper; markers</p> <p><b>Option 2: Color Hunt</b><br/><i>Intentional Teaching Card</i> LL61, “Color Hunt”; small cards that show and name a color; color paddle</p> | <p><b>Option 1: Huff &amp; Puff</b><br/><i>Intentional Teaching Card</i> M26, “Huff &amp; Puff”; small, lightweight balls; standard and nonstandard measuring tools</p> <p><b>Option 2: Pendulum Power</b><br/><i>Intentional Teaching Card</i> M83, “Pendulum Power”; nylon stockings; tennis balls; blocks; small cardboard boxes; collection of toilet paper tubes; two chairs; broom or mop</p> | <p><b>Option 1: Bigger Than, Smaller Than, Equal To</b><br/><i>Intentional Teaching Card</i> M09, “Bigger Than, Smaller Than, Equal To”; building blocks; standard and nonstandard measuring tools; plastic links or yarn; dry erase board and marker</p> <p><b>Option 2: The Long and Short of It</b><br/><i>Intentional Teaching Card</i> M25, “The Long and Short of It”; a container; pieces of ribbon or yarn of the same width</p> |  |
| Mighty Minutes™     | <i>Mighty Minutes</i> 74, “Jack in the Box”  | <i>Mighty Minutes</i> 134, “Time’s Up!”  | <i>Mighty Minutes</i> 159, “Animal Ride”  | <i>Mighty Minutes</i> 58, “A-Hunting We Will Go”   |  |

## Who works with signs?

**Vocabulary—English:** printer, sign language, interpreter

**Spanish:** impresora, lenguaje de señas, intérprete

|                     | Day 1  | Day 2   | Day 3  | Day 4   | Make Time for...  |
|---------------------|--|---|--|---|---|
| Interest Areas      | <b>Dramatic Play:</b> signs similar to the ones the visitor used   | <b>Art:</b> materials from the print shop (e.g., large paper, discarded signs, etc.); paint rollers; stencils   | <b>Technology:</b> videos of sign language   | <b>Library:</b> books that feature sign language  | <p><b>Outdoor Experiences</b></p> <p><b>Physical Fun</b></p> <ul style="list-style-type: none"> <li>Review <i>Intentional Teaching Card</i> P33, “Obstacle Course”. Follow the guidance on the card.</li> </ul> <p><b>Family Partnerships</b></p> <ul style="list-style-type: none"> <li>Invite family members to accompany the class on a site visit to a local print shop (Day 2).</li> <li>Invite a family member who uses sign language to visit the class.</li> <li>Invite families, friends, site visit experts, and visitors to attend the end-of-study celebration. Send them a letter that explains the event.</li> </ul> <p><b>Wow! Experiences</b></p> <ul style="list-style-type: none"> <li>Day 1: Classroom visitor who works with signs</li> <li>Day 2: Site visit to a print shop</li> <li>Day 4: Classroom visitor who uses sign language</li> </ul> |
| Question of the Day | What do you want to ask our visitor?   | What will we see at the print shop?   | What letter is this hand making? (Show sign language letters, L, O, C, V, or W.)   | What word would you like to learn in sign language?   |   |
| Large Group         | <p><b>Game:</b> I Spy With My Little Eye</p> <p><b>Discussion and Shared Writing:</b> Visitor Who Uses Signs</p> <p><b>Materials:</b> <i>Mighty Minutes</i> 19, “I Spy With My Little Eye”; chart paper; camera</p>  | <p><b>Game:</b> Don’t Forget Your Ears</p> <p><b>Discussion and Shared Writing:</b> Site Visit to See How Signs are Made</p> <p><b>Materials:</b> <i>Mighty Minutes</i> 195, “Don’t Forget Your Ears”; picture of a large printer; clipboards; paper; pencils; chart paper</p>  | <p><b>Movement:</b> Let’s Make Letters</p> <p><b>Discussion and Shared Writing:</b> Sign Language</p> <p><b>Materials:</b> <i>Mighty Minutes</i> 84, “Let’s Make Letters”; sign language alphabet chart; chart paper</p>   | <p><b>Song:</b> Finger Flexing</p> <p><b>Discussion and Shared Writing:</b> Meet an Interpreter</p> <p><b>Materials:</b> <i>Mighty Minutes</i> 176, “Flexing Fingers”; chart paper; camera</p>  |   |
| Read-Aloud          | <p><i>The Dot</i></p> <p><i>Book Discussion Card</i> 46 (second read-aloud)</p>  | <p><i>Highlights High Five Bilingüe™ ;Pasa!/Come In!</i></p> <p><i>Book Conversation Card</i> 09</p>  | <p><i>The Dot</i></p> <p><i>Book Discussion Card</i> 46 (third read-aloud)</p>   | Selection of a poetry book from the “Children’s Books” list   |   |
| Small Group         | <p><b>Option 1: Rhyming Chart</b><br/><i>Intentional Teaching Card</i> LL10, “Rhyming Chart”; chart paper and marker; rhyming poem; props that illustrate the poem</p> <p><b>Option 2: Rhyming Tubs</b><br/><i>Intentional Teaching Card</i> LL44, “Rhyming Tubs”; plastic tub; bag or small box; pairs of objects with names that rhyme</p> | <p><b>Option 1: Guessing Jar</b><br/><i>Intentional Teaching Card</i> M17, “Guessing Jar”; large plastic jar; collection of objects to put in the jar; chart paper</p> <p><b>Option 2: Graphing Signs</b><br/><i>Intentional Teaching Card</i> M11, “Graphing”; chart paper; markers; stickers; pictures related to the study; dry erase board and marker</p> | <p><b>Option 1: Nesting Dolls</b><br/><i>Intentional Teaching Card</i> M46, “Nesting Dolls”; nesting dolls</p> <p><b>Option 2: Lining it Up</b><br/><i>Intentional Teaching Card</i> M31, “Lining It Up”; collection of objects to be arranged by size; dry erase board and marker</p> | <p><b>Option 1: Sign Language Shadows</b><br/><i>Intentional Teaching Card</i> M47, “My Shadow and I”; overhead projector or flashlights; construction paper or colored transparencies; shapes</p> <p><b>Option 2: Straw Shapes</b><br/><i>Intentional Teaching Card</i> M42, “Straw Shapes”; geometric shapes; drinking straws cut to different lengths; pipe cleaners; paper; pencil or crayons</p> |   |
| Mighty Minutes™     | <i>Mighty Minutes</i> 126, “This Way or That Way?”   | <i>Mighty Minutes</i> 95, “Sorting Syllables”   | <i>Mighty Minutes</i> 197, “Zookeeper, Zookeeper”  | <i>Mighty Minutes</i> 33, “Thumbs Up”   |   |

Vocabulary—English: *exhibit* Spanish: *exhibir*

|                     | Day 1  | Day 2  |
|---------------------|--|--|
| Interest Areas      | <b>Art:</b> banner and sign-making materials, materials for making displays and activities for the celebration   | <b>All:</b> displays of children’s investigations  |
| Question of the Day | How many people do you think saw our sign in the entrance of the school?   | What was your favorite part of the study?  |
| Large Group         | <b>Game:</b> Crazy Compounds<br><br><b>Discussion and Shared Writing:</b> Planning the Celebration<br><br><b>Materials:</b> <i>Mighty Minutes</i> 198, “Crazy Compounds”;  | <b>Rhyme:</b> Chat With a Cat<br><br><b>Discussion and Shared Writing:</b> Sharing With Guests<br><br><b>Materials:</b> <i>Mighty Minutes</i> 165, “A Chat With a Cat”; class banner   |
| Read-Aloud          | <i>Signs of All Kinds</i>  | <i>Quinito’s Neighborhood / El Vecindario de Quinito</i>   |
| Small Group         | <b>Option 1: Fruit Muffins</b><br><i>Intentional Teaching Card</i> M90, “Fruit Muffins”; muffin pan; baking cup liners; large bowl; whisk; measuring cups; chart paper; markers<br><br><b>Option 2: Peach Cobbler</b><br><i>Intentional Teaching Card</i> M27, “Peach Cobbler”; recipe chart; ingredients; one small and two large mixing bowls; scoop; mixing spoon; knife; cutting board; vegetable peeler; measuring cups and spoons; baking dish | <b>Option 1: Book Cover Memory Game</b><br><i>Intentional Teaching Card</i> LL67, “Book Cover Memory Game”; several familiar books of various genres from the classroom collection<br><br><b>Option 2: Author Study</b><br><i>Intentional Teaching Card</i> LL70, “Author Study”; several books by the same author and illustrator that you have read during the study |
| Mighty Minutes™     | <i>Mighty Minutes</i> 168, “The Sounds We Found”   | <i>Mighty Minutes</i> 139, “Yes, I Can!”   |

## Make Time for...

### Outdoor Experiences

#### Physical Fun

- Review *Intentional Teaching Card* P11, “Jump the River.” Follow the guidance on the card.

### Family Partnerships

- Invite families and people whom the children met during the site visits to join the celebration. Encourage families and children to explore the study displays and materials together.

### Wow! Experiences

- Day 2: Celebration of the children’s learning