

What do we know about simple machines?

Vocabulary—English: force, simple machine, inclined plane, lever, screw, pulley, wedge, wheel and axle, operate, manual, investigate

What do we want to find out?

Spanish: fuerza, máquinas simples, plano inclinado, palanca, tornillo, polea, cuña, rueda y eje, operar, manual, investigar

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Discovery: simple machines from the collection	Library: books that feature simple machines	Art: pictures of simple machines from around the classroom	Discovery: handheld simple machines; camera	Library: fiction and nonfiction books that feature simple machines
Question of the Day	What does this feel like? (Share a feely box with a small simple machine.)	What is something heavy?	How do you use this simple machine? (Show tongs.)	Is this a simple machine? (Show a machine that is not a simple machine.)	What do you want to find out about simple machines?
Large Group	Song: I've Got a Friend Discussion and Shared Writing: What Do We Know About Simple Machines? Materials: <i>Mighty Minutes</i> 164, "I've Got a Friend"; "What We Know About Simple Machines" chart; simple machines	Movement: Let's Do a Hand Dance Discussion and Shared Writing: Introducing Simple Machines Materials: <i>Mighty Minutes</i> 112, "Let's Do a Hand Dance"; simple machines; book that shows various simple machines; chart paper	Game: Clap the Beat Discussion and Shared Writing: Simple Machines in the Classroom Materials: <i>Mighty Minutes</i> 59, "Clap the Beat"; simple machines; chart paper	Game: Syllable Stroll Discussion and Shared Writing: Machines and Simple Machines Materials: <i>Mighty Minutes</i> 155, "Syllable Stroll"; the "What We Know About Simple Machines" chart; simple machines	Movement: Hop the Circle Discussion and Shared Writing: What Do We Want to Find Out About Simple Machines? Materials: <i>Mighty Minutes</i> 144, "Hop the Circle"; "What We Know About Simple Machines" chart
Read-Aloud	<i>Don't Say a Word, Mamá</i> <i>Book Discussion Card</i> 57 (first read-aloud)	Reread the book from large group time.	Fiction book from the "Children's Books" list that talks about imagination	<i>My Neighbors and Their Simple Machines</i>	<i>A Farmer's Life for Me</i>
Small Group	Option 1: Treasure Hunt <i>Intentional Teaching Card</i> M87, "Treasure Hunt"; treasure items; paper; pencils Option 2: Where's the Beanbag? <i>Intentional Teaching Card</i> M56, "Where's the Beanbag?"; beanbags; basket or tub; masking tape; chart paper; marker	Option 1: Sink or Float? <i>Intentional Teaching Card</i> M81, "Sink or Float?"; plastic floor covering; large clear containers of water; two trays or plates; a variety of objects that might sink or float Option 2: Let's Go Fishing <i>Intentional Teaching Card</i> M39, "Let's Go Fishing"; child-sized fishing poles; set of fish cards; paper clips	Option 1: Walk a Letter <i>Intentional Teaching Card</i> LL17, "Walk a Letter"; masking tape; alphabet cards or an alphabet chart; chart paper; marker Option 2: Stick Letters <i>Intentional Teaching Card</i> LL28, "Stick Letters"; sticks; alphabet cards	Option 1: Action Patterns <i>Intentional Teaching Card</i> M35, "Action Patterns"; action cards; pocket chart Option 2: Pots & Pans Band <i>Intentional Teaching Card</i> M80, "Pots & Pans Band"; variety of pots, pans, and bowls; wooden spoons; plastic spatulas	Option 1: Marble Mat <i>Intentional Teaching Card</i> M82, "Marble Mat"; bath mat with suction cups aligned in rows; numeral cards 1–20; marbles; masking tape Option 2: Fishing Trip <i>Intentional Teaching Card</i> M63, "Fishing Trip"; fish cards; numeral cards; bucket; dry erase board and marker
Mighty Minutes™	<i>Mighty Minutes</i> 151, "Syllable Surprise"	<i>Mighty Minutes</i> 149, "Willy's Week"	<i>Mighty Minutes</i> 88, "Disappearing Rhymes"	<i>Mighty Minutes</i> 188, "Swim, Bike, Run"	<i>Mighty Minutes</i> 17, "Leaping Sounds"

Make Time for...

Outdoor Experiences

- Bring simple machines from the collection outdoors for the children to explore.

Physical Fun

- Review *Intentional Teaching Card* P37, "Wonderful Warm-Ups." 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 such as household simple machines (e.g., lemon squeezer, tongs, tweezers, and screw-top bottles) and books or photos of simple machines to add to the classroom collection.
- Encourage families to help their children look around their homes for simple machines they use.

Wow! Experiences

- Research local skate parks or other facilities that use inclined planes for the children to visit next week.

How do inclined planes help us move things?

Vocabulary—English: load, tilt, angle, friction, surface

Spanish: carga, declive, ángulo, fricción, superficie

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Blocks: photos of ramps and inclined planes in the community	Blocks: large, sturdy inclined plane	Blocks: materials to make inclined planes	Sand and Water: materials to make inclined planes	Blocks: pictures of inclined planes at a skate park
Question of the Day	How can you move this box? (Show a heavy box.)	What can we use to make an inclined plane?	What is something that rolls?	Where did you see an inclined plane today?	Which of these is an inclined plane you play on? (Show pictures of different inclined planes including a slide and a ramp at a skate park.)
Large Group	Game: Heavy & Light Discussion and Shared Writing: Exploring Inclined Planes Materials: <i>Mighty Minutes</i> 179, “Heavy & Light”; flat boards; blocks; “What Do We Want to Find Out About Simple Machines?” chart	Song: Abby Had an Anteater Discussion and Shared Writing: Inclined Planes in the Neighborhood Materials: <i>Mighty Minutes</i> 103, “Abby Had an Anteater”; clipboards; paper; pencils; camera; chart paper	Movement: Action Counting Discussion and Shared Writing: Long and Short Inclined Planes Materials: <i>Mighty Minutes</i> 140, “Action Counting”; flat planes; blocks; classroom items that roll or slide; chart paper	Song: Clap a Friend’s Name Discussion and Shared Writing: Surface of Inclined Planes Materials: <i>Mighty Minutes</i> 40, “Clap a Friend’s Name”; pictures of a water slide and loading ramp; chart paper; blocks	Game: Listen For Your Name Discussion and Shared Writing: Site Visit to the Skate Park Materials: <i>Mighty Minutes</i> 85, “Listen For Your Name”; picture of a skate park; chart from yesterday’s large-group roundup; clipboards; paper; pencils; camera
Read-Aloud	<i>Don’t Say a Word, Mamá</i> <i>Book Discussion Card 57</i> (second read-aloud)	<i>Highlights High Five Bilingüe™</i> , <i>¡Para ti! For You!</i> <i>Book Conversation Card 02</i>	Book about families from the “Children’s Books” list	<i>Don’t Say a Word, Mamá</i> <i>Book Discussion Card 57</i> (third read-aloud)	Reread book from Day 3.
Small Group	Option 1: I’m Thinking of a Shape <i>Intentional Teaching Card M20</i> , “I’m Thinking of a Shape”; geometric solids; empty containers of different sizes Option 2: Buried Shapes <i>Intentional Teaching Card M30</i> , “Buried Shapes”; card stock or heavy paper; attribute blocks; three containers; glue; sandbox or tub of sand; small brushes	Option 1: How Many in the Scoop? <i>Intentional Teaching Card M92</i> , “How Many in the Scoop?”; small scoop; jar or box; small classroom items Option 2: More or Fewer Towers <i>Intentional Teaching Card M59</i> , “More or Fewer Towers”; interlocking cubes; More/Fewer spinner; numeral/quantity cards; die	Option 1: Silly Names <i>Intentional Teaching Card LL19</i> , “Silly Names”; chart paper; sentence strips or sticky notes Option 2: Tongue Twisters <i>Intentional Teaching Card LL16</i> , “Tongue Twisters”; chart paper, markers	Option 1: Can You Find It? <i>Intentional Teaching Card M51</i> , “Can You Find It?”; small objects typically found in a classroom Option 2: We’re Going on an Adventure <i>Intentional Teaching Card M36</i> , “We’re Going on an Adventure”; materials to make an adventure course; photographs with geographic features	Option 1: Patterns Under Cover <i>Intentional Teaching Card M38</i> , “Patterns Under Cover”; counters in a variety of colors; paper cup; cardboard divider Option 2: Perler Patterns <i>Intentional Teaching Card M85</i> , “Perler Patterns”; large perler beads; square or rectangle pegboards; parchment or iron paper; iron
Mighty Minutes™	<i>Mighty Minutes</i> 14, “Scat Singing”	<i>Mighty Minutes</i> 183, “Just Move One”	<i>Mighty Minutes</i> 111, “I Love Me”	<i>Mighty Minutes</i> 105, “Popping Popcorn”	<i>Mighty Minutes</i> 195, “Don’t Forget Your Ears”

Make Time for...

Outdoor Experiences

- Provide materials to make inclined planes outdoors.

Physical Fun

- Review *Intentional Teaching Card P38*, “Body Bump.” Follow the guidance on the card.

Family Partnerships

- Invite families to contribute large cardboard boxes to use to create inclined planes.
- Invite families to accompany the class on the site visit to the skate park (Day 5).

Wow! Experiences

- Take a walk to look for inclined planes
- Day 5: Site visit to a local skate park

When preparing for site visit, special visitors, or other changes to the typical classroom routine, review *Intentional Teaching Card SE32*, “Planning for Change” to help prepare children for the upcoming change.

Preparing for the Week: Use a smooth piece of wood or another flat surface to create a sturdy inclined plane that will not bend as children push things up it. Add texture to increase the friction on some of your planes by adding sand, fabric, or carpet samples.

How are levers used?

Vocabulary—English: fulcrum, tongs, chef, balance, tools

Spanish: fulcro, pinzas, chef, equilibrio, herramientas

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Discovery: materials to make levers	Toys and Games: variety of items that are large and small, e.g., feathers, pom poms, balls, etc.; large and small tweezers and tongs	Cooking: lemons, lemon squeezer, sugar, cups, pitcher, mixing spoon	Discovery: collection of levers to balance	Art: scissors; hole punchers; and staplers
Question of the Day	What is this? (Show a picture of a seesaw.)	Which of these is a lever? (Show tongs and another item that is not a lever.)	What is this used for? (Show a lemon squeezer.)	Which of these is heavier? (Show two items on a balance scale.)	Can you tear the paper on this line? (Provide a piece of paper with a straight line down the middle.)
Large Group	Game: People Patterns Discussion and Shared Writing: Exploring Levers Materials: <i>Mighty Minutes</i> 65, “People Patterns”; picture of seesaw; blocks	Game: My Name, Too! Discussion and Shared Writing: Putting Two Levers Together Materials: <i>Mighty Minutes</i> 35, “My Name, Too!”; tongs; chart paper; classroom materials	Movement: The Name Dance Discussion and Shared Writing: Visitor Who is a Chef Materials: <i>Mighty Minutes</i> 60, “The Name Dance”; chart from yesterday’s large-group roundup; cooking levers	Game: Time’s Up! Discussion and Shared Writing: Balance with a Moving Fulcrum Materials: <i>Mighty Minutes</i> 134, “Time’s Up!”; balance scale; blocks; flat plane; chart paper	Game: 1, 2, 3, What Do I See? Discussion and Shared Writing: Paper and Levers Materials: <i>Mighty Minutes</i> 50, “1, 2, 3, What Do I See?”; chart paper; scissors; paper
Read-Aloud	Counting book from the “Children’s Books” list	<i>Owen</i> <i>Book Discussion Card</i> 56 (first read-aloud)	Selection of a nonfiction book from the “Children’s Books” list	Selection of an alphabet book from the “Children’s Books” list	<i>Owen</i> <i>Book Discussion Card</i> 56 (second read-aloud)
Small Group	Option 1: Photo Writing <i>Intentional Teaching Card</i> LL57, “Photo Writing”; small clipboards with paper; pens or markers; variety of photos of levers Option 2: Author & Illustrator <i>Intentional Teaching Card</i> LL69, “Author & Illustrator”; example of a storybook in which the author and illustrator are different; cardboard or card stock; blank paper; pencils, crayons, or markers; bookbinding supplies	Option 1: Mixing Paints <i>Intentional Teaching Card</i> P30, “Mixing Paints”; white construction paper; paint; paintbrushes; tray; palette or large plate for mixing paint; familiar book with colorful illustrations Option 2: Cutting With Scissors <i>Intentional Teaching Card</i> P08, “Cutting With Scissors”; safety scissors; paper; thick, dark marker	Option 1: Number Cards <i>Intentional Teaching Card</i> M04, “Number Cards”; set of cards with a numeral and its number word printed on one side; buttons or other small manipulatives Option 2: Ping-Pong Pick-Up <i>Intentional Teaching Card</i> M79, “Ping-Pong Pick-Up”; ping pong balls; tongs; water for the water table	Option 1: Asking Questions <i>Intentional Teaching Card</i> LL54, “Asking Questions”; chart paper; markers Option 2: That’s How You Do It! <i>Intentional Teaching Card</i> LL78, “That’s How You Do It!”; chart paper; markers; camera	Option 1: Patterns <i>Intentional Teaching Card</i> M14, “Patterns”; group of objects to be arranged in a pattern; examples of patterns; a pattern of flowers or bricks; construction paper; crayons or markers Option 2: Picture Patterns <i>Intentional Teaching Card</i> M45, “Picture Patterns”; a book or collection of photos of objects and animals that have patterns; digital camera; collage materials
Mighty Minutes™	<i>Mighty Minutes</i> 157, “Up & Down on the Seesaw”	<i>Mighty Minutes</i> 172, “Bridge & Tunnel”	<i>Mighty Minutes</i> 168, “The Sounds We Found”	<i>Mighty Minutes</i> 153, “Washing Machine”	<i>Mighty Minutes</i> 31, “What’s Inside the Box?”

Make Time for...

Outdoor Experiences

- Bring large blocks or boards outside for the children to use to create and balance levers.

Physical Fun

- Review *Intentional Teaching Card* P20, “Body Shapes & Sizes.” Follow the guidance on the card.

Family Partnerships

- Invite a chef or family member who cooks to visit the classroom.
- Encourage families to cook with their children at home.

Wow! Experiences

- Day 3: Visit from a chef or family member who cooks
- Research tire shops or other places where people change tires for the children to visit next week.

How do screws hold things together?

Vocabulary—English: *nut, bolt, screw, nail, threads, pitch, rotate*, words related to tools and equipment at a tire shop (e.g., lift, wrench, lug nut), *screw drive*, words related to types of screwdrivers (e.g., Phillips, Allen, slotted), *diameter*

Spanish: *tuerca, perno, tornillo, clavo, rosca, paso, rotar*, palabras relacionadas con herramientas y equipo en una tienda de neumáticos, *cabeza del tornillo*, palabras relacionadas con tipos de destornilladores (e.g., punta plana, estrella, hexagonal), *diámetro*

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Toys and Games: sections of pegboard; screws; nuts and bolts	Toys and Games: screws; nails; 1-inch sections of pool noodles cut in half lengthwise	Dramatic Play: materials to create a tire shop; photos from the tire shop visit	Art: woodworking materials including screws and screwdrivers	Toys and Games: collection of screw-top bottles and caps
Question of the Day	How can you hold these things together? (Display two pieces of pegboard.)	Is this a screw? (Display a nail.)	What do you want to find out on our site visit?	What comes next in the pattern? (Stamp different screw heads into play dough or clay.)	Can you open and close these bottles?
Large Group	Game: Crazy Compounds Discussion and Shared Writing: Exploring Screws Materials: <i>Mighty Minutes</i> 198, “Crazy Compounds”; screws; nuts; bolts; nails; chart paper	Rhyme: Ticky Ricky Discussion and Shared Writing: Why Do Screws Have Threads? Materials: <i>Mighty Minutes</i> 12, “Ticky Ricky”; chart paper; screws; paper; crayons	Song: Dinky Doo Discussion and Shared Writing: Site Visit to a Tire Shop Materials: <i>Mighty Minutes</i> 24, “Dinky Doo”; chart paper; clipboards; paper; pencils; camera	Song: Wind-Up Robots Discussion and Shared Writing: Heads of Screws Materials: <i>Mighty Minutes</i> 194, “Wind-Up Robots”; screws with a variety of heads; chart paper	Song: We Like Clapping Discussion and Shared Writing: Screw Top Bottles Materials: <i>Mighty Minutes</i> 89, “We Like Clapping”; screw-top bottles; chart paper
Read-Aloud	<i>Highlights High Five Bilingüe™, ¡Para ti! For You!</i> <i>Book Conversation Card 02</i>	<i>Owen</i> <i>Book Discussion Card 56</i> (third read-aloud)	Nonfiction book from the “Children’s Books” list	<i>Lola Loves Stories</i>	Fiction book from the “Children’s Books” list
Small Group	Option 1: Straw Shapes <i>Intentional Teaching Card M42</i> , “Straw Shapes”; geometric shapes; drinking straws cut to different lengths; pipe cleaners; paper; pencil or crayons Option 2: The Farmer Builds a Fence <i>Intentional Teaching Card M50</i> , “The Farmer Builds a Fence”; elastic band or rope (about 8 feet long) with ends attached; two-dimensional shapes	Option 1: Alphabet Books <i>Intentional Teaching Card LL34</i> , “Alphabet Books”; books about the alphabet; construction paper; markers; alphabet cards Option 2: Jumping Beans <i>Intentional Teaching Card LL05</i> , “Jumping Beans”; construction paper; marker; scissors; lamination supplies or clear contact paper; coffee can	Option 1: My Shadow and I <i>Intentional Teaching Card M47</i> , “My Shadow and I”; overhead projector or flashlights; construction paper or colored transparencies; shapes Option 2: Geoboards <i>Intentional Teaching Card M21</i> , “Geoboards”; geoboards; geobands; shape cards with one shape on each card	Option 1: Bigger Than, Smaller Than, Equal To <i>Intentional Teaching Card M09</i> , “Bigger Than, Smaller Than, Equal To”; building blocks or other stackable items; standard and nonstandard measuring tools; plastic links or yarn Option 2: Pendulum Power <i>Intentional Teaching Card M83</i> , “Pendulum Power”; nylon stockings; tennis balls; blocks; small cardboard boxes; collection of cardboard tubes; two chairs; broom or mop	Option 1: What’s for Snack? <i>Intentional Teaching Card LL25</i> , “What’s for Snack?”; food product labels, large paper or tagboard, marker, recipe cards or charts Option 2: Roll-Ups <i>Intentional Teaching Card LL37</i> , “Roll-Ups”; ingredients; chart paper and marker; plastic knives
Mighty Minutes™	<i>Mighty Minutes</i> 48, “Feely Box”	<i>Mighty Minutes</i> 178, “Happy Moths”	<i>Mighty Minutes</i> 156, “This Long Road”	<i>Mighty Minutes</i> 100, “La, La, La”	<i>Mighty Minutes</i> 33, “Thumbs Up”

Make Time for...

Outdoor Experiences

- Bring screw top jars and containers outdoors.

Physical Fun

- Review *Intentional Teaching Card P43*, “Box Dribble” and *Intentional Teaching Card P18*, “Dribbling a Ball.” Follow the guidance on the card.

Family Partnerships

- Invite families to contribute clean screw-top bottles and jars.
- Invite families to accompany children on the site visit to a local tire shop (Day 3).

Wow! Experiences

- Day 3: Site visit to a local tire shop to see how screws are used

What are other types of simple machines?

Vocabulary—English: cable, pulley, blade, wedge, skate, energy

How do people use them?

Spanish: cable, polea, filo, cuña, patín, energía

	Day 1	Day 2	Day 3	Day 4	Make Time for...
Interest Areas	Blocks: pulley	Cooking: ingredients and cooking tools	Toys and Games: roller skates; wheels; tools to change wheels	Art: photos of simple machines in the community; clay; tools to work with the clay	<p>Outdoor Experiences</p> <ul style="list-style-type: none"> • Create an outdoor pulley on a stable playground structure for the children to use. <p>Physical Fun</p> <ul style="list-style-type: none"> • Review <i>Intentional Teaching Card</i> P07, “Balloon Catch” and <i>Intentional Teaching Card</i> P06, “Catching With a Scoop.” Follow the guidance on the card. <p>Family Partnerships</p> <ul style="list-style-type: none"> • Invite a family member who cooks to visit the classroom. • Invite a family member who roller skates to visit the classroom <p>Wow! Experiences</p> <ul style="list-style-type: none"> • Day 2: Visit from a family member to talk about how he or she uses knives while cooking • Day 3: Visit from a family member who roller skates • Day 4: Take a walk to look for simple machines. • Research local carpenters to invite to visit the classroom next week. • Research bicycle shops for the children to visit next week. <p>Preparing for the Week: Construct a simple pulley system using a wall or other stable classroom structure. Place a basket or bucket at the end of the pulley to carry the load.</p>
Question of the Day	What shape is this? (Display a wheel of a pulley.)	Is this a simple machine? (Show an image of a kitchen knife.)	How is this used? (Show an image of a roller skate.)	What will we see on our walk today?	
Large Group	<p>Game: Come Play With Me</p> <p>Discussion and Shared Writing: Exploring Pulleys</p> <p>Materials: <i>Mighty Minutes</i> 42, “Come Play With Me”; pictures of pulleys; chart paper; pulley</p>	<p>Song: Two Plump Armadillos</p> <p>Discussion and Shared Writing: Visitor Who Uses Wedges in the Kitchen</p> <p>Materials: <i>Mighty Minutes</i> 44, “Two Plump Armadillos”; chart paper</p>	<p>Movement: Counting Calisthenics</p> <p>Discussion and Shared Writing: Roller Skating Visitor</p> <p>Materials: <i>Mighty Minutes</i> 28, “Counting Calisthenics”; chart paper</p>	<p>Game: Number Lineup</p> <p>Discussion and Shared Writing: Simple Machines in our Neighborhood</p> <p>Materials: <i>Mighty Minutes</i> 118, “Number Lineup”; clipboard; paper; pencils; chart paper</p>	
Read-Aloud	<i>My Neighbors and Their Simple Machines</i>	<p><i>Featherless</i></p> <p><i>Book Discussion Card</i> 58 (first read-aloud)</p>	<p><i>Highlights High Five Bilingüe™, Vamos a leer/Let’s Read</i></p> <p><i>Book Conversation Card</i> 10</p>	<p><i>Featherless</i></p> <p><i>Book Discussion Card</i> 58 (second read-aloud)</p>	
Small Group	<p>Option 1: Alphabet Cards <i>Intentional Teaching Card</i> LL03, “Alphabet Cards”; 52 large cards; small manipulatives</p> <p>Option 2: Textured Letters <i>Intentional Teaching Card</i> LL15, “Textured Letters”; uppercase and lowercase letters cut out of a variety of materials; heavy paper or card stock</p>	<p>Option 2: Play Dough <i>Intentional Teaching Card</i> M15, “Play Dough”; recipe chart; ingredients; measuring cups; spoons; circle cutters of various sizes; scoops; large resealable bags; measuring tools</p> <p>Option 2: Biscuits <i>Intentional Teaching Card</i> M10, “Biscuits”; recipe chart; ingredients; materials to make biscuits</p>	<p>Option 1: Stepping Stones <i>Intentional Teaching Card</i> M55, “Stepping Stones”; masking tape or chalk</p> <p>Option 2: We’re Going on an Adventure <i>Intentional Teaching Card</i> M36, “We’re Going on an Adventure”; materials to make an adventure course; photographs with geographic features</p>	<p>Option 1: Writing Poems <i>Intentional Teaching Card</i> LL27, “Writing Poems”; paper; pencils; markers; chart paper; audio recorder</p> <p>Option 2: Simple Machines Poems <i>Intentional Teaching Card</i> LL27, “Writing Poems”; collection of simple machines; paper; pencils; markers; chart paper; audio recorder</p>	
Mighty Minutes™	<i>Mighty Minutes</i> 181, “Line Dancing”	<i>Mighty Minutes</i> 101, “I’m Sticky”	<i>Mighty Minutes</i> 161, “Baxter the Black Dog”	<i>Mighty Minutes</i> 37, “Little Ball”	

Who works with simple machines?

Vocabulary—English: work, complex machines, mechanic, haul

Spanish: trabajo, máquina compuesta, mecánico, tirar o arrastrar

	Day 1	Day 2	Day 3	Day 4
Interest Areas	Art: woodworking materials	Discovery: a complex machine or electronic machine the children can take apart; tools; pictures of simple machines	Dramatic Play: bicycle props to add to the tire shop	Discovery: moving equipment and boxes
Question of the Day	What would you like to ask the visitor?	What do these items have in common? (Show a picture of skates, a bicycle, and a slide.)	How many wheels are on this bike?	Which simple machine can lift this? (Display a heavy object such as a container of blocks.)
Large Group	Song: This Old Man Discussion and Shared Writing: Visitor Who is a Carpenter Materials: <i>Mighty Minutes</i> 96, “This Old Man”; chart paper	Movement: Silly Dance Discussion and Shared Writing: Complex Machines Materials: <i>Mighty Minutes</i> 106, “Silly Dance”; pictures of a skate, a bicycle, and a slide	Movement: Away I Go Discussion and Shared Writing: Site Visit to a Bicycle Shop Materials: <i>Mighty Minutes</i> 138, “Away I Go”; chart paper; camera	Rhyme: Riddle Dee Dee Discussion and Shared Writing: Visitor Who is a Delivery Worker or Mover Materials: <i>Mighty Minutes</i> 04, “Riddle Dee Dee”; pictures of movers or delivery workers; chart paper
Read-Aloud	Selection of a counting book from the “Children’s Books” list	Selection from the “Children’s Books” list that features people who work with simple machines	<i>Featherless</i> <i>Book Discussion Card</i> 58 (third read-aloud)	<i>Highlights High Five Bilingüe™</i> , <i>Vamos a leer/Let’s Read</i> <i>Book Conversation Card</i> 10
Small Group	Option 1: Memory Games <i>Intentional Teaching Card</i> LL08, “Memory Games”; a set of duplicate pictures or objects Option 2: What’s Missing? <i>Intentional Teaching Card</i> LL18, “What’s Missing?”; bag or box with a variety of objects related to the study topic; large piece of paper or cardboard	Option 1: Did You Ever See ...? <i>Intentional Teaching Card</i> LL14, “Did You Ever See ...?”; pictures of familiar animals Option 2: Simple Machine Riddles <i>Intentional Teaching Card</i> LL11, “Rhyming Riddles”; chart paper and markers; simple machines; props that rhyme with chosen simple machines	Option 1: Oobleck <i>Intentional Teaching Card</i> M66, “Oobleck”; chart paper and marker; ingredients; large bowl; measuring cups Option 2: Bicycle Shop Hop <i>Intentional Teaching Card</i> M91, “Number Line Hop”; masking tape or chalk; numeral cards 1–20	Option 1: Character Feelings <i>Intentional Teaching Card</i> SE05, “Character Feelings”; books in which the characters experience a range of emotions Option 2: Where Are My Feelings? <i>Intentional Teaching Card</i> SE33, “Where Are My Feelings?”
Mighty Minutes™	<i>Mighty Minutes</i> 186, “Stop & Go Colors”	<i>Mighty Minutes</i> 126, “This Way or That Way?”	<i>Mighty Minutes</i> 87, “One, Two, Buckle My Shoe”	<i>Mighty Minutes</i> 114, “Traffic Jam”

Make Time for...

Outdoor Experiences

Physical Fun

- Review *Intentional Teaching Card* P36, “Tape Trails.” Follow the guidance on the card to create paths over paved areas on the playgrounds. Invite the children to ride their tricycles along the path.

Family Partnerships

- Invite families to accompany the class on the site visit to a local bicycle shop.
- Invite a family member who is a delivery worker or mover to visit the class
- Invite families to attend the end-of-study celebration. Send them a letter that explains the event.

Wow! Experiences

- Day 1: Visit from a local carpenter to share how he uses simple machines
- Day 3: Site visit to a bicycle shop to see how simple machines work together
- Day 4: Visit from a mover or delivery worker

Vocabulary—English: *celebrate* Spanish: *celebrar*

	Day 1	Day 2
Interest Areas	<p>All: displays of the children’s investigations</p>	<p>All: displays of the children’s investigations</p> <p>Blocks: inclined planes and pulleys</p> <p>Dramatic Play: tire and bicycle shop materials</p> <p>Library: books you have read during the investigations</p> <p>Toys and Games: screws, nails, screw-top bottles</p> <p>Discovery: tools to use with simple machines</p>
Question of the Day	What would you like to show our guests tomorrow at the celebration?	What was your favorite part of the study?
Large Group	<p>Game: Sorting Syllables</p> <p>Discussion and Shared Writing: Planning the Celebration</p> <p>Materials: <i>Mighty Minutes</i> 95, “Sorting Syllables”; chart paper</p>	<p>Song: Hello, How Are You?</p> <p>Discussion and Shared Writing: Sharing Simple Machines</p> <p>Materials: <i>Mighty Minutes</i> 130, “Hello, How Are You?”; pictures of simple machines; chart paper</p>
Read-Aloud	<i>My Neighbors and Their Simple Machines</i>	<i>My Neighbors and Their Simple Machines</i>
Small Group	<p>Option 1: Author Study <i>Intentional Teaching Card</i> LL70, “Author Study”; several books by the same author and illustrator</p> <p>Option 2: Simple Machines Author Study <i>Intentional Teaching Card</i> LL70, “Author Study”; several books from the study by the same author and illustrator</p>	<p>Option 1: Salsa <i>Intentional Teaching Card</i> LL36, “Salsa”; ingredients; chart paper and marker; plastic knives; bowl</p> <p>Option 2: Vegetable Soup <i>Intentional Teaching Card</i> LL49, “Vegetable Soup”; chart paper and marker; plastic knives; cutting boards; colander</p>
Mighty Minutes™	Use <i>Mighty Minutes</i> 154, “People Count”	<i>Mighty Minutes</i> 102, “Ten Wiggly Steps”

Make Time for...

Outdoor Experiences

- Review *Intentional Teaching Card* P41, “The Tortoise & the Hare.” Follow the guidance on the card.

Family Partnerships

- Include families in the celebration by encouraging them and the children to explore the study displays and materials together.

Wow! Experiences

- Day 2: Celebration of the children’s learning