

What do we know about tubes and tunnels?

Vocabulary—English: tube, tunnel, cylinder, investigate

What do we want to find out?

Spanish: tubo, túnel, cilindro, investigar

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Toys and Games: collection of tubes	Music and Movement: play tunnel	Library: books and magazines that feature tunnels you drive through	Sand and Water: collection of tubes	Sand and Water: tubes
Question of the Day	Which of these is longer? (Show a straw and a paper towel tube.)	How will you join the group? (Show how to go through or around the tunnel.)	Did you see a tunnel yesterday?	What will we see on our walk?	Would it be easier to go through a long tunnel or a short tunnel?
Large Group	Song: Hello Friends Discussion and Shared Writing: What Do We Know About Tubes? Materials: <i>Mighty Minutes</i> 78, “Hello Friends”; collection of tubes; “What We Know About Tubes” chart	Movement: Step, Hop, Jump Discussion and Shared Writing: Exploring the Tunnel Materials: <i>Mighty Minutes</i> 132, “Step, Hop, and Jump”; play tunnel; “What We Know About Tunnels” chart	Game: Tunnel Train Discussion and Shared Writing: Tunnels You Can Drive Through Materials: <i>Mighty Minutes</i> 192, “Tunnel Train”; “What We Know About Tunnels” chart; pictures of tunnels	Movement: Ten Wiggly Steps Discussion and Shared Writing: Taking a Walk to Look for Tubes and Tunnels Materials: <i>Mighty Minutes</i> 102, “Ten Wiggly Steps”; clipboards; paper; pencils; chart paper	Game: My Name, Too! Discussion and Shared Writing: Charting Tunnels Materials: <i>Mighty Minutes</i> 35, “My Name, Too!”; chart paper; “What We Know About Tubes” chart; “What We Know About Tunnels” chart; “What We Want to Find Out About Tubes and Tunnels” chart
Read-Aloud	Nonfiction book selected from the “Children’s Books” list that features tubes	Fiction book from the “Children’s Books” list	<i>Harry the Dirty Dog</i> <i>Book Discussion Card</i> 48 (first read-aloud)	Reread book from Day 1.	<i>Highlights High Five Bilingüe™</i> , <i>¡Vamos!/Let’s Go!</i> <i>Book Conversation Card</i> 03
Small Group	Option 1: Secret Numbers <i>Intentional Teaching Card</i> M37, “Secret Numbers”; two sets of numeral/quantity cards; dry erase board and marker Option 2: Number Line Hop <i>Intentional Teaching Card</i> M91, “Number Line Hop”; masking tape or chalk; numeral cards 1–20	Option 1: Show Me Five <i>Intentional Teaching Card</i> M16, “Show Me Five”; collection of objects to count; dry erase board and marker Option 2: How Many in the Scoop? <i>Intentional Teaching Card</i> M92, “How Many in the Scoop?”; small scoop; jar or box; small classroom items	Option 1: Can You Find It? <i>Intentional Teaching Card</i> M51, “Can You Find It?”; small objects typically found in a classroom Option 2: Adventure Through a Tunnel <i>Intentional Teaching Card</i> M36, “We’re Going on an Adventure”; materials to make an adventure course including items to make tunnels; photographs with geographic features	Option 1: Knowing Our Friends <i>Intentional Teaching Card</i> LL30, “Knowing Our Friends”; children’s name cards; marker; feltboard or tagboard; large paper clip Option 2: Making My Name <i>Intentional Teaching Card</i> LL29, “Making My Name”; marker; small, sturdy envelopes; letter manipulatives	Option 1: Writing With Wordless Books <i>Intentional Teaching Card</i> LL60, “Writing With Wordless Books”; wordless story books that feature tubes or tunnels; paper; pencils or crayons; ringed index cards with frequently used words with illustrations 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
Mighty Minutes™	<i>Mighty Minutes</i> 24, “Dinky Doo”	<i>Mighty Minutes</i> 158, “Tubes & Tunnels Here & There”	<i>Mighty Minutes</i> 100, “La, La, La”	<i>Mighty Minutes</i> 17, “Leaping Sounds”	<i>Mighty Minutes</i> 112, “Let’s Do a Hand Dance”

Make Time for...

Outdoor Experiences

- Add tubes to the sandbox or sand table on the playground.
- Provide a play tunnel for the children to use outdoors.

Physical Fun

- Review *Intentional Teaching Card* P06, “Catching With a Scoop” and *Intentional Teaching Card* P07, “Balloon Catch.” Follow the guidance on the card.

Family Partnerships

- Send home a letter that introduces the study to families. Invite families to contribute photos, books, or materials related to tubes and tunnels to the classroom collection.
- Encourage families to help their children notice what tubes and tunnels they see on their way home from school.

Wow! Experiences

- Day 4: A walk around the school to look for tubes and tunnels
- Research local hardware store for the children to visit next week.

What are the characteristics of tubes and tunnels?

Vocabulary—English: megaphone, pipe

Spanish: megáfono, tubería

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Library: books that feature tubes and tunnels	Toys and Games: tubes of varying lengths; straight and angled tube connectors; large paper; pencils or crayons	Music and Movement: megaphones	Sand and Water: a variety of tubes, some open at one end and some at both ends	Sand and Water: pipes; tubes; hoses; connectors
Question of the Day	What happens when you roll this paper?	How many short tubes equal one long tube?	Is this a tube? (Show a megaphone.)	Is this a tube? (Show a tube of toothpaste.)	Is this a tube? (Show a curved pipe.)
Large Group	Game: Bridge & Tunnel Discussion and Shared Writing: Comparing Tubes and Tunnels Materials: <i>Mighty Minutes</i> 172, “Bridge & Tunnel”; chart paper; photos of tubes and tunnels	Movement: The Name Dance Discussion and Shared Writing: Growing Tubes Materials: <i>Mighty Minutes</i> 60, “The Name Dance”; tubes and tube connectors; chart paper	Song: Away I Go Discussion and Shared Writing: Site Visit to the Hardware Store Materials: <i>Mighty Minutes</i> 138, “Away I Go”; example of hardware store tubes and tunnels; camera; chart paper	Song: The Feelings in Your Face Discussion and Shared Writing: Comparing Ends of Tubes Materials: <i>Mighty Minutes</i> 143, “The Feelings in Your Face”; tubes open at one end; Venn diagram; chart paper	Song: Clap a Friend’s Name Discussion and Shared Writing: Are All Tubes Straight? Materials: <i>Mighty Minutes</i> 40, “Clap a Friend’s Name”; curved tube; flexible tube; chart paper
Read-Aloud	<i>Harry the Dirty Dog</i> <i>Book Discussion Card</i> 48 (second read-aloud)	<i>Tubes and Tunnels Through and Through</i>	Selection from the “Children’s Books” list that features friendship	<i>Harry the Dirty Dog</i> <i>Book Discussion Card</i> 48 (third read-aloud)	Reread book from Day 3.
Small Group	Option 1: What’s for Snack? <i>Intentional Teaching Card</i> LL25, “What’s for Snack?”; food product labels, large paper or tagboard, marker, recipe cards or charts Option 2: Roll-Ups <i>Intentional Teaching Card</i> LL37, “Roll-Ups”; ingredients; chart paper and marker; plastic knives	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, each with a numeral written on it; tongs; small net; ladle; water for the water table	Option 1: Same Sound Sort <i>Intentional Teaching Card</i> LL12, “Same Sound Sort”; a variety of objects from the study; a cardboard box or a bag to store objects Option 2: Tongue Twisters <i>Intentional Teaching Card</i> LL16, “Tongue Twisters”; chart paper, markers	Option 1: Putting Puzzles Together <i>Intentional Teaching Card</i> M23, “Putting Puzzles Together”; puzzles or puzzle cards Option 2: Tube Shapes <i>Intentional Teaching Card</i> M42, “Straw Shapes”; geometric shapes; drinking straws cut to different lengths; pipe cleaners; paper; pencil or crayons	Option 1: Action Patterns <i>Intentional Teaching Card</i> M35, “Action Patterns”; action cards; pocket chart Option 2: Pipe Patterns <i>Intentional Teaching Card</i> M14, “Patterns”; group of objects to be arranged in a pattern; examples of tube patterns; construction paper; crayons or markers
Mighty Minutes™	<i>Mighty Minutes</i> 37, “Little Ball”	<i>Mighty Minutes</i> 122, “What Could This Be?”	<i>Mighty Minutes</i> 160, “Tell It Again”	<i>Mighty Minutes</i> 101, “I’m Sticky”	<i>Mighty Minutes</i> 64, “Paper Towel Rap”

Make Time for...

Outdoor Experiences

- Provide large tubes and connectors for the children to build with on the playground.
- Offer garden hoses for the children to use.

Physical Fun

- Review *Intentional Teaching Card* P40, “Nature Painting.” Follow the guidance on the card.

Family Partnerships

- Invite families to accompany the class on the site visit to the hardware store (Day 3).

Wow! Experiences

- Day 3: Site visit to a hardware store to look for tubes and tunnels
- Research local pet stores for the children to visit next week.

Where can we find tubes and tunnels?

Vocabulary—English: *funnel, rainspout, burrow*, words related to pet equipment and habitats, *veins, arteries, pulse, barrel wave*

Spanish: *embudo, canaletas para lluvia, madriguera*, palabras relacionadas con equipo para mascotas y hábitats, *venas, arterias, pulso, ola tubera*

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Sand and Water: funnels and containers	Technology: pictures of tunnels that animals make; videos of animals making tunnels	Library: photos from the site visit	Sand and Water: straws; tape; unused nasal aspirator	Technology: pictures and videos of barrel waves
Question of the Day	What is this used for? (Show a funnel.)	Which of these animals lives in the ground? (Show a picture of a worm and an elephant.)	Which pet crawls through this tunnel? (Display the options of a hamster or a dog and show a picture of a hamster tunnel.)	How high can you jump?	Do you know what this is? (Show a picture of a surfboard.)
Large Group	Movement: Traffic Jam Discussion and Shared Writing: Exploring Rainspouts Materials: <i>Mighty Minutes</i> 114, “Traffic Jam”; funnels; picture of a rainspout; “Where Can We Find Tubes and Tunnels?” chart	Song: Abby Had an Anteater Discussion and Shared Writing: Tunnels That Animals Make Materials: <i>Mighty Minutes</i> 103, “Abby Had an Anteater”; pictures of animals in tunnels; “Where Can We Find Tubes and Tunnels?” chart; container of fabric scraps	Game: The Animal I’d Be Discussion and Shared Writing: Site Visit to the Pet Store Materials: <i>Mighty Minutes</i> 123, “The Animal I’d Be”; clipboards; paper; pencils; camera; chart paper	Movement: High Knees Discussion and Shared Writing: Tubes and Tunnels in Our Bodies Materials: <i>Mighty Minutes</i> 180, “High Knees”; ball of yarn; scissors; chart paper	Game: Syllable Stroll Discussion and Shared Writing: Tunnels in Waves Materials: <i>Mighty Minutes</i> 155, “Syllable Stroll”; pictures or videos of tunnel waves; “Where Can We Find Tubes and Tunnels?” chart
Read-Aloud	<i>Highlights High Five Bilingüe™</i> ; ¡Vamos! Let’s Go! <i>Book Conversation Card</i> 03	<i>Ruby’s Baby Brother Book Discussion Card</i> 47 (first read-aloud)	Selection of a nonfiction book from the “Children’s Books” list that features tunnels that animals make	Selection from the “Children’s Books” list that features numbers and counting	<i>Ruby’s Baby Brother Book Discussion Card</i> 47 (second read-aloud)
Small Group	Option 1: Coupon Match <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 Option 2: Fruit Salad <i>Intentional Teaching Card</i> LL35, “Fruit Salad”; ingredients; chart paper and marker; bowl; plastic knives	Option 1: Making a Birdfeeder <i>Intentional Teaching Card</i> LL73, “Making a Birdfeeder”; birdseed; materials to make a birdfeeder; string; a ceramic or clay saucer; tape Option 2: Funnel Filling <i>Intentional Teaching Card</i> LL73, “Making a Birdfeeder”; birdseed; materials to make a birdfeeder including tubes and funnels; string; a ceramic or clay saucer; tape	Option 1: Guessing Jar <i>Intentional Teaching Card</i> M17, “Guessing Jar”; large plastic jar; collection of objects to put in the jar; chart and chart paper Option 2: Which Has More <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	Option 1: Color Hunt <i>Intentional Teaching Card</i> LL61, “Color Hunt”; small cards that show and name a color; color paddle Option 2: Sticky Tables <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	Option 1: Tiny Tube Patterns <i>Intentional Teaching Card</i> M85, “Perler Patterns”; large perler beads; square or rectangle pegboards; parchment or iron paper; iron Option 2: Patterns Under Cover <i>Intentional Teaching Card</i> M38, “Patterns Under Cover”; counters in a variety of colors; paper cup; cardboard divider
Mighty Minutes™	<i>Mighty Minutes</i> 84, “Let’s Make Letters”	<i>Mighty Minutes</i> 126, “This Way or That Way?”	<i>Mighty Minutes</i> 104, “Alphabet Stew”	<i>Mighty Minutes</i> 188, “Swim, Bike, Run”	<i>Mighty Minutes</i> 189, “Windy Boat Ride”

Make Time for...

Outdoor Experiences

- Offer children funnels, containers, and watering can to use to collect water.

Physical Fun

- Review *Intentional Teaching Card* P04, “Kick High”; *Intentional Teaching Card* P43, “Box Dribble”; and *Intentional Teaching Card* P13, “Punting.” Follow the guidance on the card.

Family Partnerships

- Invite families to accompany the class on the site visit to a local pet store (Day 3).

Wow! Experiences

- Day 3: Site visit to a pet store to look for tubes and tunnels that pets use
- Research nearby playgrounds that have tubes slides for the children to visit next week.

How do we use tubes and tunnels? How can we make them?

Vocabulary—English: rolled, folded, mailing tube, divided, marble run, redirect

Spanish: enrollado, doblado, tubo postal, dividido, circuito o tobogán de canicas, redirigir

	Day 1	Day 2	Day 3	Day 4	Day 5
Interest Areas	Art: different types of paper	Dramatic Play: mailing tubes; items that can be rolled	Music and Movement: tubes; tube connectors	Toys and Games: cardboard tubes; duct tape; scissors; marbles; pictures of marble runs	Toys and Games: cardboard tubes; duct tape; scissors; marbles; pictures of marble runs
Question of the Day	What is this? (Show a piece of wrapping paper.)	Can you add to the pattern? (Create a pattern using short and long tubes.)	What do you like to do on the playground?	Which of these items can you move using a tube? (Show a few things, including a marble.)	How many marbles are in the cup?
Large Group	Movement: The Name Dance Discussion and Shared Writing: Rolled Paper Materials: <i>Mighty Minutes</i> 60, “The Name Dance”; wrapping paper;	Game: Where’s the Pair? Discussion and Shared Writing: Discovering What Can Be Rolled Into Tubes Materials: <i>Mighty Minutes</i> 117, “Where’s the Pair?”; mailing tubes; classroom items; large mailing envelopes; chart paper	Song: Baxter the Black Dog Discussion and Shared Writing: Site Visit to a Playground with a Tube Slide Materials: <i>Mighty Minutes</i> 161, “Baxter the Black Dog”; pictures of the site visit playground; chart paper	Game: Stop & Go Colors Discussion and Shared Writing: Channeling Marbles with Tubes Materials: <i>Mighty Minutes</i> 186, “Stop & Go Colors”; masking tape; marbles; small container; cardboard; cardboard tubes; chart paper	Game: Redirection Discussion and Shared Writing: Redirecting with Tubes Materials: <i>Mighty Minutes</i> 126, “This Way or That Way?”; cardboard tubes; tape; chart paper
Read-Aloud	Selection of a nonfiction book from the “Children’s Books” list	<i>Ruby’s Baby Brother</i> <i>Book Discussion Card</i> 47 (third read-aloud)	Reread book from Day 1.	<i>Off We Go to Mexico</i>	<i>Highlights High Five Bilingüe™</i> , <i>¡Vamos!!Let’s Go!</i> <i>Book Conversation Card</i> 08
Small Group	Option 1: I’m Thinking of a Shape <i>Intentional Teaching Card</i> M20, “I’m Thinking of a Shape”; geometric solids; empty containers of different sizes Option 2: The Farmer Builds a Fence <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	Option 1: Rolled Pie Crust <i>Intentional Teaching Card</i> LL65, “Pumpkin Pie”; ingredients; recipe chart with words and pictures; bowl; baking sheet; large spoons; pie plate Option 2: Rolled Pizza Dough <i>Intentional Teaching Card</i> LL51, “Pizza”; recipe chart; materials to make pizza	Option 1: Shape Bingo <i>Intentional Teaching Card</i> M88, “Shape Bingo”; tangram shapes; cardstock or construction paper; bag or box Option 2: Buried Shapes <i>Intentional Teaching Card</i> M30, “Buried Shapes”; card stock or heavy paper; attribute blocks; three containers; glue; sandbox or tub of sand; small brushes	Option 1: Measure & Compare <i>Intentional Teaching Card</i> M12, “Measure & Compare”; nonstandard measuring tools Option 2: Ramp & Tube Slides <i>Intentional Teaching Card</i> M84, “Ramp Experiments”; tubes for making ramps; objects to roll down the ramps; non-standard measuring tools	Option 1: Tube and Tunnel Riddles <i>Intentional Teaching Card</i> LL11, “Rhyming Riddles”; chart paper and markers; pictures of objects from the study; props that rhyme with chosen words Option 2: Rhyming Tubs <i>Intentional Teaching Card</i> LL44, “Rhyming Tubs”; plastic tub; bag or small box; pairs of small toys or other objects with names that rhyme
Mighty Minutes™	<i>Mighty Minutes</i> 162, “Sally the Slow Cyclone”	<i>Mighty Minutes</i> 128, “Blowing Out the Candles”	<i>Mighty Minutes</i> 134, “Time’s Up!”	<i>Mighty Minutes</i> 198, “Crazy Compounds”	<i>Mighty Minutes</i> 156, “This Long Road”

Make Time for...

Outdoor Experiences

Physical Fun

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

Family Partnerships

- Invite families to contribute cardboard tubes such as a paper towel roll.
- Invite families to accompany the class on the site visit to a local playground (Day 3).

Wow! Experiences

- Day 3: Site visit to a local playground with a tube slide
- Research local places where tubes or tunnels are used such as post offices, plumbing offices, shipping facilities, or banks for the children to visit next week.

Who works with tubes and tunnels?

Vocabulary—English: *employment, recall*

Spanish: *empleo, recordar*

	Day 1	Day 2	Day 3	Day 4	Make Time for...
Interest Areas	Blocks: pictures of different jobs related to tubes or tunnels	Dramatic Play: materials from the site visit	Library: nonfiction books that feature tubes or tunnels	Art: bookmaking materials; photos of people who work at the school; photos of materials they use for their jobs	<p>Outdoor Experiences</p> <ul style="list-style-type: none"> Review <i>Intentional Teaching Card</i> P05, “Throw Hard, Throw Far”; <i>Intentional Teaching Card</i> P09, “Up and Away”; and <i>Intentional Teaching Card</i> P19, “Bounce & Catch.” Follow the guidance on the card. <p>Family Partnerships</p> <ul style="list-style-type: none"> Invite families to accompany the children on the site visit to see how tunnels are used (Day 2). <p>Wow! Experiences</p> <ul style="list-style-type: none"> Day 2: Site visit to a place where tunnels are used such as a post office, shipping facility, or bank
Question of the Day	What job would you like to have?	What do you want to see on our visit today?	What jobs do you think are in this book? (Show a nonfiction book that features tubes and tunnels.)	Have you seen a tube today?	
Large Group	<p>Game: Popping Popcorn</p> <p>Discussion and Shared Writing: Jobs Graph</p> <p>Materials: <i>Mighty Minutes</i> 105, “Popping Popcorn”; chart paper; pictures of people who work with tubes and tunnels</p>	<p>Song: Willy’s Week</p> <p>Discussion and Shared Writing: Site Visit to See How Tubes or Tunnels Are Used</p> <p>Materials: <i>Mighty Minutes</i> 149, “Willy’s Week”; chart from yesterday’s large-group roundup; clipboards; paper; pencils; camera; chart paper</p>	<p>Song: We Like Clapping</p> <p>Discussion and Shared Writing: Tubes and Tunnels Nonfiction Books</p> <p>Materials: <i>Mighty Minutes</i> 89, “We Like Clapping”; nonfiction books that feature tubes and tunnels; <i>Mighty Minutes</i> 154, “People Count”; chart paper</p>	<p>Movement: Silly Dance</p> <p>Discussion and Shared Writing: Who Uses Tubes and Tunnels at School?</p> <p>Materials: <i>Mighty Minutes</i> 106, “Silly Dance”; photos of people who work at the school; photos of materials they use for their jobs; chart paper</p>	
Read-Aloud	Fiction book from the “Children’s Books” list	<i>The Real Princess: A Mathemagical Tale</i> <i>Book Discussion Card</i> 49 (first read-aloud)	<i>If I Could/Si Yo Pudiera</i>	<i>The Real Princess: A Mathemagical Tale</i> <i>Book Discussion Card</i> 49 (second read-aloud)	
Small Group	<p>Option 1: Busy Beads <i>Intentional Teaching Card</i> P42, “Busy Beads”; various sized beads for stringing; string or pipe cleaners</p> <p>Option 2: Let’s Sew <i>Intentional Teaching Card</i> P01, “Let’s Sew”; heavy paper or card stock; hole punch; yarn; toothpicks; tape; shoelaces</p>	<p>Option 1: Blowing Through a Tube <i>Intentional Teaching Card</i> M26, “Huff & Puff”; small, lightweight balls; tubes; standard and nonstandard measuring tools to measure distance; straws; masking tape</p> <p>Option 2: Lining Up Tubes <i>Intentional Teaching Card</i> M31, “Lining It Up”; collection of tubes to be arranged by size; dry erase board and marker or pen and pencil</p>	<p>Option 1: Jumping Beans <i>Intentional Teaching Card</i> LL05, “Jumping Beans”; construction paper; marker; scissors; lamination supplies or clear contact paper; coffee can</p> <p>Option 2: Walk the Letter <i>Intentional Teaching Card</i> LL17, “Walk the Letter”; masking tape, alphabet cards or an alphabet chart, chart paper, marker</p>	<p>Option 1: My Shadow and I <i>Intentional Teaching Card</i> M47, “My Shadow and I”; overhead projector or flashlights; construction paper or colored transparencies; shapes</p> <p>Option 2: Geoboards <i>Intentional Teaching Card</i> M21, “Geoboards”; geoboards; geobands; shape cards with one shape on each card</p>	
Mighty Minutes™	<i>Mighty Minutes</i> 04, “Riddle Dee Dee”	<i>Mighty Minutes</i> 171, “Blowing Big Bubbles”	<i>Mighty Minutes</i> 151, “Syllable Surprise”	<i>Mighty Minutes</i> 196, “Howling at the Moon”	

How can we make sounds with tubes?

Vocabulary—English: rain stick, woodwind, pitch, wind chime

Spanish: palo de lluvia, instrumento de viento de madera, tono, campanas de viento

	Day 1	Day 2	Day 3	Day 4	Make Time for...
Interest Areas	Music and Movement: recordings of different woodwind instruments	Music and Movement: straws; scissors; tape	Music and Movement: straws; scissors; tape	Music and Movement: wind chime	<p>Outdoor Experiences</p> <ul style="list-style-type: none"> Invite children to bring their instruments outdoors. <p>Physical Fun</p> <ul style="list-style-type: none"> Review <i>Intentional Teaching Card P37</i>, “Wonderful Warm-Ups.” Follow the guidance on the card. <p>Family Partnerships</p> <ul style="list-style-type: none"> Invite a family member who plays a tube instrument to visit the class. Invite families to attend the end-of-the year celebration. Send them a letter that explains the event. <p>Wow! Experiences</p> <ul style="list-style-type: none"> Day 3: Visitor to share how he or she plays a tube instrument Create a pan flute using straws and tape. Start by cutting the straws into different lengths. Line the straw pieces up vertically, and then tape them all together.
Question of the Day	What is this used for? (Show a rain stick.)	Can we make an instrument with this? (Show a tube.)	What will you ask our visitor?	Which book should we reread? (Display two books from the study to choose from.)	
Large Group	<p>Song: Listen for Your Name</p> <p>Discussion and Shared Writing: How Can We Make Sounds With Tubes?</p> <p>Materials: <i>Mighty Minutes</i> 85, “Listen For Your Name”; tubes; chart paper; rain stick</p>	<p>Game: Song Sleuthing</p> <p>Discussion and Shared Writing: Long and Short Tube Sounds</p> <p>Materials: <i>Mighty Minutes</i> 182, “Song Sleuthing”; straws; scissors; chart paper</p>	<p>Game: Imaginary Band</p> <p>Discussion and Shared Writing: Visitor Who Plays a Musical Tube</p> <p>Materials: <i>Mighty Minutes</i> 190, “Imaginary Band”; chart from yesterday’s large-group roundup; children’s instruments; camera</p>	<p>Movement: Blow Away Dandelions</p> <p>Discussion and Shared Writing: Looking at Wind Chimes</p> <p>Materials: <i>Mighty Minutes</i> 108, “Blow Away Dandelions”; wind chime; chart paper; mallet or stick</p>	
Read-Aloud	Selection of a counting book from the “Children’s Books” list	<p><i>Highlights High Five Bilingüe™</i>, <i>¡Vamos! ¡Let’s Go!</i></p> <p><i>Book Conversation Card 08</i></p>	<p><i>The Real Princess: A Mathemagical Tale</i></p> <p><i>Book Discussion Card 49</i> (third read-aloud)</p>	Book the children chose from the question of the day	
Small Group	<p>Option 1: What’s Missing? Intentional Teaching Card LL18, “What’s Missing”; bag or box with a variety of objects related to the study; large piece of paper or cardboard</p> <p>Option 2: Memory Games Intentional Teaching Card LL08, “Memory Games”; a set of duplicate pictures or objects</p>	<p>Option 1: Rhyming Chart Intentional Teaching Card LL10, “Rhyming Chart”; chart paper and marker; rhyming poem or song; props</p> <p>Option 2: Did You Ever See...? Intentional Teaching Card LL14, “Did You Ever See...?”; pictures of familiar animals, e.g., cat, dog, sheep, mouse, and snake; audio recorder</p>	<p>Option 1: Seek & Find Intentional Teaching Card M03, “Seek & Find”; collection of instruments; large basket</p> <p>Option 2: Sorting & Classifying Intentional Teaching Card M05, “Sorting & Classifying”; objects that define boundaries for sorting; instruments</p>	<p>Option 1: Picture Patterns Intentional Teaching Card M45, “Picture Patterns”; a book or collection of photos of objects and animals that have patterns; digital camera; collage materials</p> <p>Option 2: Pots & Pans Band Intentional Teaching Card M80, “Pots & Pans Band”; variety of pots, pans, and bowls; wooden spoons; plastic spatulas; tubes</p>	
Mighty Minutes™	<i>Mighty Minutes</i> 107, “Mirror, Mirror”	<i>Mighty Minutes</i> 121, “Shape Shenanigans”	<i>Mighty Minutes</i> 165, “A Chat With a Cat”	<i>Mighty Minutes</i> 79, “Here Is the Beehive”	

Celebrating Learning

Vocabulary—English: agenda, prompt **Spanish:** agenda, muestra o recordatorio

	Day 1	Day 2
Interest Areas	All Interest Areas: materials to make displays for the celebration	All Interest Areas: Displays from the study
Question of the Day	How should we play our instruments, loud or soft?	What would you like to share from the study?
Large Group	<p>Movement: Up & Down on the Seesaw</p> <p>Discussion and Shared Writing: Planning the Celebration</p> <p>Materials: <i>Mighty Minutes</i> 157, “Up & Down on the Seesaw”; chart paper</p>	<p>Game: 1, 2, 3, What Do I See?</p> <p>Discussion and Shared Writing: Sharing with Families and Guests</p> <p>Materials: <i>Mighty Minutes</i> 50, “1, 2, 3, What Do I See?”; children’s instruments</p>
Read-Aloud	<i>Tubes and Tunnels Through and Through</i>	Selection of a nonfiction book from the “Children’s Books” list
Small Group	<p>Option 1: My Clothes Today <i>Intentional Teaching Card</i> LL71, “My Clothes Today”; large mirror; paper; crayons or markers; index cards with color and clothing words and pictures</p> <p>Option 2: Tubes and Tunnels Book Reviews <i>Intentional Teaching Card</i> LL68, “Book Reviews”; book with a review on the back; books from the study; variety of writing tools; clear contact paper</p>	<p>Option 1: Question Basket <i>Intentional Teaching Card</i> LL59, “Question Basket”; paper; pencils or markers; clipboards; index cards or sentence strips; basket</p> <p>Option 2: Our Super Duper Writing Box <i>Intentional Teaching Card</i> LL58, “Our Super Duper Writing Box”; different types of paper; variety of writing tools; unusual writing tools; large decorated shoebox to store materials</p>
Mighty Minutes™	<i>Mighty Minutes</i> 140, “Action Counting”	<i>Mighty Minutes</i> 124, “Number Dice”

Make Time for...

Outdoor Experiences

- Review *Intentional Teaching Card* P35, “Stand Up & Dance.” Take the experience outdoors and invite the guests to join the children.

Family Partnerships

- Include families and the people children met during the site visit 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