

# Mighty Minutes<sup>®</sup> *for Twos*

by  Teaching Strategies<sup>®</sup>

*Mighty Minutes*<sup>®</sup> turn every minute of the day into an exciting opportunity for learning. Teachers can use these short and playful songs, chants, rhymes, movements, and games to teach language, literacy, math, science, social studies, and physical skills throughout the day. Keep them close at hand—they can be used anywhere and at any time!



*Mighty Minutes*<sup>®</sup> are featured in *The Creative Curriculum*<sup>®</sup> for Infants, Toddlers and Twos

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#145

## “Glowing Candles”

### Glowing Candles

# 145

#### Objective 20

Uses number concepts and operations

#### a. Counts

Related Objectives: 1b, 7a, 8a, 14b, 26

### What You Do

- 1. Wiggle your fingers and say,** “Look at all my glowing candles.”
- 2. Say,** “We need to light [three] candles.”
- 3. Encourage the children to hold up their fingers one at a time as you count them.**
- 4. Once the candles are lit, recite the following chant and ask children to “blow out the candles” by blowing and putting their fingers down.**

[Three] candles burning.

[Three] candles bright.

Now it's time to blow out their light.

- Use numbers up to five in the activity.
- Use this activity as a transition to quiet time.
- Draw the candles on a whiteboard and as you blow them out, invite the children to erase each flame.
- Invite the children to use different kinds of breaths as they blow out the candles, e.g., long breaths, short breaths.

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#155

## “Purr, Purr, Purr”

Purr, Purr, Purr

155

### Objective 15

Demonstrates phonological awareness, phonics skills, and word recognition

b. Notices and discriminates alliteration

Related Objectives: 8a, 9a, 9b, 16a

### What You Do

#### 1. Sing the following to the tune of “Did You Ever See a Lassie?”

[Penelope] is a [playful] cat  
[Playful] cat, [playful] cat.  
[Penelope] is a [playful] cat.  
Purr, purr, purr, purr.

#### 2. Repeat the song with additional names and descriptions, e.g., Polly/pretty, Peter/peaceful, Patricia/patient.

- With the children, clap each time you hear the /p/ sound.
- Write the song on the board and circle all of the letter Ps.

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#175

## “Wave High, Wave Low”

### Wave High, Wave Low

# 175

#### Objective 21

Explores and describes spatial relationships and shapes

a. Understands spatial relationships

Related Objectives: 8a, 8b, 9a, 11a, 35

### What You Do

#### 1. Sing the following to the tune of “London Bridge Is Falling Down.”

Wave your scarves [high] and [low]  
[High] and [low], [high] and [low].  
Wave your scarves [high] and [low].  
Wave your scarves.

#### 2. Replace the words in the song with different movements, e.g., up and down, side to side, all around.

- Adapt the song to use other materials, e.g., bean bags, leaves, sticks.
- Invite the children to demonstrate different actions with their scarves.

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#186

## “Sleepy Bluebird”

### Sleepy Bluebird

# 186

#### Objective 14

Uses symbols and images to represent something not present

#### b. Engages in sociodramatic play

Related Objectives: 1c, 7a, 8b, 25, 34

### What You Do

#### 1. Sing the following to the tune of “Twinkle, Twinkle, Little Star.”

Sleepy bluebird, rest with me.  
On my shoulder, then my knee.  
Make your way down to my toes.  
Then come back up to my nose.  
Sleepy bluebird, rest with me.  
We'll rest together quietly.

#### 2. Encourage the children to flutter their hands like a bird and walk them down their bodies, pausing at each body part.

- Invite the children to suggest other sleepy animals to include in the song.
- Vary the way you sing the song, such as by singing softly in a whisper voice.
- Encourage the children to sing the song to stuffed animals, dolls, or their own comfort items.

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#200

## “Wiggle Woo”

### Wiggle Woo

# 200

#### Objective 4

Demonstrates traveling skills

Related Objectives: 2c, 8a, 34, 35

### What You Do

**1. Invite the children to dance as you sing the following to the tune of “The Muffin Man.”**

Will you dance the [wiggle] woo,  
The [wiggle] woo, the [wiggle] woo?  
Will you dance the [wiggle] woo?  
[Wiggle], [wiggle], woo woo!

**2. Repeat the song using different movements,** e.g., stomping, waving, clapping.

- Invite the children to suggest actions to include in the song.
- Vary the tempo as you sing and encourage the children to match your speed.



For 40 years, Teaching Strategies has provided early childhood educators with innovative, research-proven, effective resources to help build a strong foundation for our youngest learners. With ground-breaking solutions and a strong belief that a child's first 8 years form a critical foundation for school success, Teaching Strategies provides the most innovative and effective curriculum, assessment, professional development, and family engagement resources to programs serving children from birth through third grade.

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