

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



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 Preschool Guided Edition

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#201

## “Welcome, Everyone”

Welcome, Everyone

201

### Objective 2

Establishes and sustains positive relationships

c. Interacts with peers

Related Objectives: 1a, 2a, 3a, 8a, 8b, 11a

### What You Do

#### 1. Sing the following to the tune of “The Farmer in the Dell.”

We welcome everyone!  
Our day has just begun.  
We’re glad to see you here today,  
prepared to work and play.

I wonder who is here.  
Let’s play a little game.  
When the ball is passed to you,  
[Stand up] and say your name.

#### 2. Pass a ball around the group and encourage the children to do an action, e.g., stand up, clap, jump, wave, as they say their names.



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- Invite the children to participate however they feel comfortable doing so. Some children may prefer to remain sitting or to smile or wave instead of saying their name.
- Include teachers and other adults in the activity.

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#213

## “Looking for a Letter”

### Looking for a Letter

# 213

#### Objective 16

Demonstrates knowledge of the alphabet

#### a. Identifies and names letters

Related Objectives: 1b, 2c, 8b, 12a, 16b

### What You Do

1. Pass out upper- and lowercase letter cards for children to match.
2. Display a letter card and sing the following to the tune of “Miss Susie Had a Steamboat.”

I’m looking for a letter that is a match  
for mine.

Look at the letter on your card,  
And see what you can find.

I have the letter [B].  
We’re looking for the match.  
Letter [B] says [/b/, /b/, /b/].  
Can you find it fast?

3. Repeat the song with additional letters.



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- Encourage the children to help each other identify the letter matches.
- Make the letter cards available so children can match letters throughout the day.
- As children find each letter match, display the uppercase and lowercase letters next to each other in a pocket chart.

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#240

## “Five Little Birds”

### Five Little Birds

# 240

#### Objective 20

Uses number concepts and operations

#### a. Counts

Related Objectives: 8a, 8b, 11a, 14b, 15a, 20a, 20b, 36

### What You Do

#### 1. Recite the following rhyme.

Five little birds, sitting in a nest,  
One flies away and leaves the rest.  
Four little birds, still in the tree,  
One flies away; now there are three.  
Three little birds—what will they do?  
One hops away and now there are two.  
Two little birds sitting in the sun,  
One hops away; now there's one.  
One little bird, ready to fly.  
Sees she's alone and says good-bye!

#### 2. Invite the children to use their fingers to count down as the birds leave.

- Draw five birds on the board and invite the children to erase one bird as each bird flies away in the rhyme.
- Invite the children to act out the rhyme together as you recite it again.
- Write out the rhyme on a piece of chart paper and support the children to identify the rhyming words.

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#269

## “Choo-Choo Train”

### Choo-Choo Train

# 269

#### Objective 8

Listens to and understands increasingly complex language

#### a. Comprehends language

Related Objectives: 1b, 2c, 3a, 8b, 20a, 22c

### What You Do

**1. Recite the following chant to invite the children to line up.**

A choo-choo train is coming our way.  
Who will be the conductor today?

**2. Choose a child to be the line leader and continue the chant.**

A choo-choo train is coming our way.  
Who will be the second train car today?

**3. Continue the chant, adding additional verses until the children have lined up.**

**4. Say, “Choo, choo!” when the line is ready to move.**

- Encourage the children to count the number of train cars in the line while the children line up.
- If the children are lining up to go outside, invite them to talk to their train car neighbor about what they are going to do when they get there.
- If you have a large class, invite one child to be the conductor and another child to be the caboose to line up the children more quickly.

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#281

## “Up & Down”

### Up & Down

# 281

#### Objective 4

#### Demonstrates traveling skills

Related Objectives: 4, 8a, 8b, 9a, 9b, 16b, 17b

### What You Do

#### 1. Recite the following chant:

[Bounce], [bounce] up and down.  
Let me see you [bounce] on the ground.  
[Bounce] to the left, [bounce] to the right.  
[Bounce], [bounce], [bounce] with all  
your might!

**2. Repeat the chant incorporating different movements**, e.g., stomp, hop, jump, tiptoe, gallop, skip, trot.

- Recite the chant in different ways, e.g., fast, slow, loud, quiet.
- Invite the children to demonstrate actions to include in the song.
- Write the chant on the board and fill in the action words each time you recite the chant. Draw the children's attention to the sounds of the letters as you write.



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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