

Get ready to shake, rattle, and roll!

Explore this investigation from the **Percussion Instruments** study. Each study includes in-depth investigation questions, and, in this sample, you have access to Investigation 1, Days 1-3.

- What percussion instruments are made of wood?
- · How do we make and play them?



The sample materials include:

Investigation 1, Days 1-3

The Percussion Instruments Teaching Guide Investigation 1

Check out the QR codes that open videos for you to watch to learn more about each resource.

All Daily Resources for Days 1, 2, and 3

- Mighty Minutes® 297, 261, 267, 231, 250
- Photo Cards 39-41
- Children's Nonfiction Book: Can you feel the rhythm?
 Due to copyright restrictions, we are unable to allow the download of Olivia Forms a Band, so we included one of our nonfiction books you can use in its place.
- Intentional Teaching Experience LL08 (language and literacy small-group activity)
- Intentional Teaching Experience M20 (mathematics small-group activity)
- 3-Step Instruction Cards 20 Make an Observational Drawing, 10 Make a Thank-You Card
- Intentional Teaching Experience P35 (physical/outdoor small-group activity)



What you won't see in this document is our powerful digital platform that provides teachers with planning and teaching tools that make their lives easier. Experience them by going back to the <u>sample page</u> or by <u>contacting us</u>.



The Creative Curriculum

for Transitional Kindergarten California

Percussion Instruments





Investigation 1

What percussion instruments are made of wood? How can we make and play them?

Getting to know studies Shared writing involves modeling the process of writing by explaining what you are doing as you write. Each day, you will use shared writing to discuss a studyrelated concept and document that discussion. While the daily plans carve out time for one shared writing experience each day, keep in mind that there are additional opportunities during the school day to use shared writing, e.g., recording a child's dictated description of his painting or helping a child make a "Please do not touch!" sign for her block structure.

Question of the Day: What could you make with this? (Display a paper towel tube.)

Daily Resources:

- √ Mighty Minutes: 297, 261
- ✓ ITE: M20
- √ Book Discussion Card: 04

Vocabulary: rattle; see Book Discussion Card 04, Olivia Forms a Band, for additional words

Spanish: sonaja





Can You Guess Who? Objective? Uses longuage to express thoughts and needs a. Uses on expossing expressive vectors who will be the second of the second of



Multilingual learners When engaging in activities that involve shared writing, include illustrations or pictures next to key words to provide context.

Focused Project Learning



Discussion and Shared Writing – How Wooden Percussion Instruments Are Made

- Use Mighty Minutes 297, "Can You Guess Who?," to begin the group discussion.
- Display different kinds of wooden instruments, e.g., rattles, rain sticks, and maracas.
- Tell the children the name of each instrument and explain that all of them are made of wood.
- Explain that a **rattle** (e.g., maraca, egg shaker) is a wooden percussion instrument that you play by shaking it.
- Give the children several minutes to explore the instruments.
- Say, "We are going to make our own instruments like these wooden instruments. What do you think is inside of these rattles?" Document the children's responses.



Choice Time

As the children freely engage in the interest areas, provide the following activities to build on the concepts discussed during focused project learning.

Guided Discovery - ♥ ART

- Display materials to create percussion instruments, e.g., cardboard tubes, tape, clean milk cartons, sand, small rocks. Offer instruments for the children to refer to for inspiration.
- Review the question of the day and ask, "How could we use this cardboard tube to make a percussion instrument like the wooden ones we are investigating?"
- Support the children as they use various materials to make percussion instruments.
- As they work, ask the children why they are choosing certain materials or why they are creating their instrument in a certain way.
 For example, you might say, "I see that you are using sticks from outside to make ridges on your block. Why are you doing that? Which type of instrument are you making?"



Playful Observations – Sustains play with small group (2c)

As you observe children engaging in the interest areas, notice how they sustain play with each other. Do some children move from area to area without staying engaged? Are some children often playing independently? You can support children's ability to sustain play with others by teaching them how to enter a play group (e.g., by asking, "Can I play with you?") and by helping them find classmates they might enjoy playing with and who have similar interests.



Independent Discovery - ♥ MUSIC AND MOVEMENT

- Display a collection of plastic cups filled a quarter of the way with materials that make different sounds when rattled, e.g., sand, small rocks, beads, etc.
- Invite the children to gently shake the cups and listen to the different sounds the materials make.
- Encourage the children to think about their discoveries as they build percussion instruments in the Art area.

No Food, Please!

Many families experience food insecurity, and some children may be uncomfortable using food for activities other than eating. While using food items during non-cooking activities can be beneficial to the development of children who need more exposure to specific textures or materials, it is typically better to choose nonfood options whenever possible. For example, provide sand or pebbles for creating filled rattles instead of rice or dry pasta.

Investigation 1

What percussion instruments are made of wood? How can we make and play them?

Letter Sounds vs. Letter Names

When introducing and reviewing letter sounds, it is helpful to refer to the letter by its sound rather than its name. For example, when introducing the letter *m*, you might say, "This is a /m/ sound. You hear /m/ at the beginning of monkey and Michael. Again, /m/, /m/. Say /m/ with me."



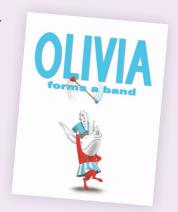
Read-Aloud

Playing With Pre-Reading Skills – Identifies letter-sound correspondences (16b)

- Collect two lowercase letter cards showing letters with familiar sounds.
- · Hold up the first card and ask the children to tell you the sound, e.g., /t/.
- Repeat the sound and ask the children to think of words that begin with that sound: "This sound is /t/, /t/. What are some words that begin with /t/?"
- · Continue the activity using the next letter sound.

Olivia Forms a Band - Makes connections within a text (18a)

- Use Book Discussion Card 04, Olivia Forms a Band.
- Follow the guidance for the second read-aloud.



Questions to Guide Your Observations

How did the child respond to questions? (8a)

How did the child take turns during the conversation? (10b)



Multilingual learners Providing children with nonverbal cues such as giving a thumbs-up or thumbs-down gesture to answer yes/no questions is a great communication strategy to use with children who are learning to speak English.

Focused Language & Literacy



Guided Discovery – Asks and answers questions in conversations (8a)

· Use Mighty Minutes 261, "Do You Think?"

Choice Time: Independent Discovery - ♥ LIBRARY

As the children freely explore the interest areas, provide the following activity to build on the skills practiced during guided discovery.

- Invite the children to explore books that are interesting to them.
- Encourage the children to look at the illustrations in the book and take turns asking and responding to questions that start with "Do you think...?"
- Display a few example questions to get them started, e.g., "Do you think the squirrel in the story will climb up that tree?"

Focused Mathematics



Guided Discovery - Identifies shapes (21b)

· Use Intentional Teaching Experience M20, "I'm Thinking of a Shape."

Choice Time: Independent Discovery - ♥ BLOCKS

As the children freely explore the interest areas, provide the following activity to build on the skills practiced during guided discovery.

- · Display several blocks that are three-dimensional shapes.
- · Invite the children to work in pairs and take turns playing a game.
- Explain that one child will look at the blocks, choose one block without letting their partner know which one they chose, and then describe the block to their partner. Once their partner guesses the item correctly, they will change roles and continue playing the game.



Managing Frustration

Waiting to take a turn and not guessing the correct shape may make some children feel frustrated and not want to continue the game. Talk with children about what they can do when they become frustrated, e.g., deep breathing, counting to 10 slowly, getting a drink of water, or taking a break.

Outdoors

 Display wooden blocks and mallets outdoors for the children to explore. Encourage them to listen to the different sounds they can make.



Large-Group Roundup

- Ask the children to name a few wooden percussion instruments that they learned about today.
- Invite the children who created instruments during guided discovery to share their work.

Investigation 1

What percussion instruments are made of wood? How can we make and play them?

Getting to know studies

Throughout the course of the study, you will document children's discoveries and questions through photos and videos and by collecting studyrelated artifacts. Many of these materials will be displayed for the children to refer to and reflect on as the study progresses. Others will be displayed briefly and then saved to share with families and guests during the end-ofstudy celebration. Consider how to organize and store these materials as you collect them, such as by stacking charts together and rolling them up or printing and organizing photos into an album.

Question of the Day: What is this made of? (Display a wooden percussion instrument.)

Daily Resources:

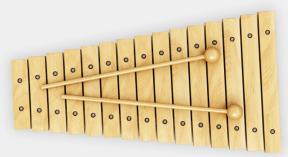
√ Mighty Minutes: 176, 250

✓ ITE: LL08

√ 3-Step Instruction Card: 20

Vocabulary: hollow, solid

Spanish: hueco, sólido







Mighty Minutes 176



Scan to Listen

Focused Project Learning



Discussion and Shared Writing – What Sounds Do Wooden Instruments Make?

- Use Mighty Minutes 176, "Flexing Fingers," to begin the group discussion.
- · Review the question of the day.
- Display items that make different sounds when struck, e.g., a metal canister or an empty coffee can, a plastic container, and a sheet pan.
- Discuss with the children what each item is made of, e.g., plastic or metal.
- Show the children a wood block and explain that it is made of wood. Ask them to listen as you strike the instrument several times.
- Invite the children to take turns striking the items with a mallet or rhythm stick to compare their sounds to the sound the wood block makes.



- Ask, "What do you think would happen if the wood block was made from one of these other materials and not wood? Do you think it would make the same sound when we played it?"
- Ask, "What other materials do you think we could use to make instruments that are usually made of wood?" Create a list of the children's responses.



Multilingual learners Children might not have the vocabulary to describe or compare the sounds that instruments make. To support these children, encourage them to mimic the sounds of the instruments using their bodies or voices.

Choice Time

As the children freely engage in the interest areas, provide the following activities to build on the concepts discussed during focused project learning.

Guided Discovery - ♥ ART

- · Display a collection of wooden percussion instruments.
- Invite the children to create percussion instruments using a variety
 of materials, including the ones they listed during discussion and
 shared writing, e.g., milk cartons, cans with smooth edges, mason
 jars, and metal or plastic utensils.
- · Ask the children to notice the sounds that the instruments make.
- Point out that some wooden percussion instruments are hollow (have empty space inside), and some are solid (do not have empty space inside).
- Encourage the children to find and use other hollow or solid materials to create similar instruments.



Playful Observations - Describes drawings or constructions (14a)

As you observe children engaging in the interest areas, notice how they describe their drawings or constructions when prompted by you, another adult, or their peers. This could look like a child drawing a large circle and explaining that it's a spaceship when asked, or it could look like another child saying, "Look, I built my house!" while building with blocks next to a peer. To support the children to describe their creations, you might ask questions such as "Can you tell me about what you drew?" or "What materials did you use to make this?"

Independent Discovery - ♥ LIBRARY

- Display a variety of wooden percussion instruments and books that feature wooden percussion instruments.
- · Display 3-Step Instruction Card 20, "Make an Observational Drawing."
- Invite the children to follow the guidance on the card to create observational drawings of the instruments in their journals.





Stages of Drawing

Creating observational drawings encourages children to slow down and notice the details of what they are looking at and to express their ideas through drawing. Keep in mind that not all children are ready to create representational drawings. Accept any marks or scribbles the children make and record their dictation about what they created.

Investigation 1

What percussion instruments are made of wood? How can we make and play them?

Building Acceptance of Others

When introducing the idea that Sammy talks more slowly than others, make sure to share that everyone speaks differently, and that's okay!

Read-Aloud

Playing With Pre-Reading Skills - Blends syllables (15c)

- · Introduce the children to a doll or stuffed animal. Explain that her name is Slow Sammy, and she says her words very slowly.
- · Ask the children to help Slow Sammy by figuring out the word she is trying to say.
- Have Slow Sammy say a two-syllable word slowly by breaking the word into syllables, e.g., win-[pause]-dow. Ask, "What is Slow Sammy saying?"
- · Repeat the activity with a few more words.

Wordless Book - Discusses author and illustrator (18a)

- · Before reading, show the children the cover of the book and a few of the interior pages. Tell them that it is a wordless book. Explain that although it does not have an author who wrote words to tell the story, it has an illustrator who drew pictures to tell the story.
- · While reading, show the children the illustrations and invite them to help you tell the story. If applicable, draw the children's attention to the characters' body language and expressions and share how they might feel.
- After reading, place the book in the Technology area along with an audio recorder. Invite the children to record themselves telling the story as they look at the illustrations.







Choice Time: Independent Discovery - ♥ TOYS AND GAMES

Guided Discovery - Recognizes and recalls (12a)

Use Intentional Teaching Experience LL08, "Memory Games."

As the children freely explore the interest areas, provide the following activity to build on the skills practiced during guided discovery.

• Display 10-20 index cards and drawing materials.

Focused Language & Literacy

- · Give each child two index cards and ask them to draw the same object on both cards.
- · Invite the children to combine their cards and use them to play the game they learned in guided discovery.

Waiting Can Be Hard

You might find that some children get antsy or agitated while they are waiting for their turn. Prior to starting the activity, teach children to take a few deep breaths while they wait for their turn. If you notice that some children still need more support, consider offering them a fidget toy to hold while they wait.

Focused Mathematics



Guided Discovery - Uses positional words (21a)

· Use Mighty Minutes 250, "Position Practice."

Choice Time: Independent Discovery − ♥ MUSIC AND MOVEMENT

As the children freely explore the interest areas, provide the following activity to build on the skills practiced during guided discovery.

- Display a collection of beanbags. Explain that the children can play "Follow the Leader" with the beanbags.
- Invite the children to take turns being the leader. Briefly explain that a good leader speaks clearly and confidently, follows directions, and encourages others.
- Encourage the leader to tell the group of children where to place their beanbags, e.g., above their heads, under their foot, or next to their nose.

Position Practice Objecthe 21 Explores and describes spotial relationships and shapes a Understands a spotial relationships and shapes a Understands a spotial relationships the state of the spotial relationships the state of the spotial relationships the state of the spotial relationships the spotial relationships the spotial relationships and the spotial relationships the spoti

Questions to Guide Your

How did the child respond to positional words? (21a)

How did the child attend to the activity? (11a)

Outdoors

 Invite the children to examine trees outside and discuss how trees can be made into wooden percussion instruments.



Large-Group Roundup

- Invite the children who made instruments during guided discovery to share their instruments and talk about the materials they used.
- Ask the children who created observational drawings of percussion instruments to share their work.



Family partnerships Invite families to bring in spoons and other metal materials that the children can use to create a metal percussion instrument in Investigation 2.

Investigation 1

What percussion instruments are made of wood? How can we make and play them?

Getting to know studies The term data analysis refers to collecting and organizing data and then sorting and classifying materials based on different attributes. At the beginning of a study, children generally explore the physical properties and attributes of study-related materials. You can help children learn how to represent and describe data by creating charts and graphs and reviewing the results together.

Question of the Day: What can you do with this? (Display a drumstick.)

Daily Resources:

- √ Mighty Minutes: 267, 231
- ✓ ITE: P35
- √ 3-Step Instruction Card: 10

Vocabulary: scrape, strike

Spanish: raspar, pegar



Move Like an Animal 267 Objective 8 Listens to and understands increasingly control of the cont

Let's Listen

Listening to others is a skill that children need to practice and develop over time. If you notice the children getting antsy as they listen to others talk about their instruments, take a break, and conduct the discussion in multiple parts. First, invite half of the class to share about their instruments. Then, pause the discussion and invite the children to move and play their instruments along to one song before inviting the rest of the class to share their instruments.

Focused Project Learning



Discussion and Shared Writing – Scrape, Shake, and Strike

- Use Mighty Minutes 267, "Move Like an Animal," to begin the group discussion.
- Play lively, percussive music and invite the children to play along using multiple percussion instruments from the collection.
- After several minutes, turn the music off. Invite the children to choose one instrument from the collection or one they made that they would like to present to the group. Ask the children to hold the instruments quietly in their laps.
- Invite the children to take turns demonstrating how to play their instrument.
- Review the question of the day and discuss how a drumstick can be used to scrape (rub against) or strike (hit) instruments.
- · Display three plastic hoops labeled scrape, shake, and strike.
- · Invite the children to sort their instruments into the correct hoops.
- After the instruments are sorted, ask questions about each grouping, such as "What do these instruments have in common?" and "Why do you think they are played by [scraping] them?"
- · Record the children's responses.

Choice Time

As the children freely engage in the interest areas, provide the following activities to build on the concepts discussed during focused project learning.



Guided Discovery - ♥ MUSIC AND MOVEMENT

- · Display the collection of percussion instruments.
- Invite the children to experiment with playing the instruments in different ways, e.g., by striking an egg shaker with a mallet or scraping rhythm sticks together.
- Encourage the children to notice how playing the instruments in new ways changes their sounds.

Independent Discovery - ♥ ART

- Display materials the children can use to continue making instruments.
- Encourage the children to think about how they will play their instruments as they make them.





Playful Observations – Changes plan if a better idea is thought of

As you observe children engaging in the interest areas, notice how they plan activities and modify their plans along the way. This could look like children assigning roles in dramatic play and then adjusting the roles as new children join, or it might look like a child beginning a block construction and then moving blocks around as the structure gets bigger. You can support children's ability to think flexibly by encouraging them to try new ideas and to notice how other children use the materials differently.

Music Makes Me Feel...

As the children experiment with making and listening to the sounds that percussion instruments make, you might ask them how music changes the way they feel. Some songs might make the children feel calm, while others might make them feel anxious or sad. Make note of the different feelings the children share and use this information to plan for or modify the activities introduced in later investigations.

Investigation 1

What percussion instruments are made of wood? How can we make and play them?

Refer to the Phonogram Cards

The phonogram cards are a teacher resource that provides information about each phonogram, including if they are stop or continuous. Refer to the cards for guidance when choosing letters for the activity.

Read-Aloud

Playing With Pre-Reading Skills – Identifies letter-sound correspondences (16b)

- Collect a few lowercase consonant letter cards showing letters with continuous sounds, e.g., f, I, m, n, r, s, v, z.
- One at a time, hold up the cards and say their sounds. Ask the children to repeat each sound a few times.
- Explain that these sounds are continuous sounds, which means they
 can be stretched out. Hold up one letter card and say the letter's
 sound, holding it for a few seconds.
- Sing the following to the tune of "London Bridge Is Falling Down" a few times with the children, singing a new continuous letter sound each time

I can sing a letter sound, letter sound, letter sound.

I can sing a letter sound. The letter sound is [/sss/].

Sharing Poetry Books

Many children are accustomed to hearing common language and story lines in storybooks. As you read poetry with children, encourage them to notice how the language and rhyme differ from storybooks. Since poetry is often lyrical, choose intentional places that do not interrupt the flow of the verse to pause and discuss what you've read.

Poetry Book - Engages with different types of text (17a)

- Before reading, read the title of the poem. Ask the children to listen closely to the poem and notice whether it sounds different from other books they have read.
- **While reading,** modify your pace and style of reading to match the tone of the poem. Some poems are lively and energetic, while others are calm and soothing.
- After reading, ask the children to share what they noticed about the poem, e.g., rhyming words, repeated lines, or details of what happened in the poem.



Focused Language & Literacy

Small Group

Guided Discovery - Uses social rules of language (10b)

· Use Mighty Minutes 231, "I Am Grateful for...."

Questions to Guide Your Observations

How did the child follow social rules during the conversation? (10b)

How did the child respond to statements and questions? (8a)

Gratitude Makes Us Feel Happy!

Research shows that expressing gratitude can increase people's happiness! You can model showing gratitude each day by sharing things with the children that you are grateful for and the reasons why you feel that way, e.g. "I feel grateful that the sun is shining outside today, because that means we can take a long walk outside."

Choice Time: Independent Discovery - ♥ LIBRARY

As the children freely explore the interest areas, provide the following activity to build on the skills practiced during guided discovery.

- · Display 3-Step Instruction Card 10, "Make a Thank-You Card."
- Invite the children to follow the guidance on the card to make thank-you cards for the people in their lives they are grateful for.
- After completing their cards, encourage them to tell each other about the person they created the card for.



Focused Mathematics



Guided Discovery - Uses ordinal numbers (22c)

- Collect 3-5 classroom items and place them in a line.
- Ask the children questions about the order of the items using ordinal numbers, e.g., "Which item is first?" and "Which item is third?"
- To increase the challenge, choose an item and ask the children to identify its place in line, e.g., "Which place is the green marker in?"
- · Rearrange the items in a new order to repeat the activity.

Choice Time: Independent Discovery - ♥ TOYS AND GAMES

As the children freely explore the interest areas, provide the following activity to build on the skills practiced during guided discovery.

- · Display an assortment of classroom items.
- Invite the children to line the objects up in different ways and describe the order.

Outdoors

· Use Intentional Teaching Experience P35, "Stand Up & Dance."

Questions to Guide Your Observations

Which ordinal numbers was the child familiar with? (22c)

How did the child describe the items? (9a)





Intentional Teaching Experience P35



Large-Group Roundup

- Ask the children to recall some of the ways they played instruments today.
- Invite the children who made instruments in the Art area to share their creations.

Mighty Minutes® Card (297)

These short songs, games, rhymes, and chants are perfect for transitions and for small- or large-group discussion.

Can You Guess Who?

297

Objective 9

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Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

Related Objectives: 8a, 9b, 16b, 19b, 29

What You Do

- **1. Say,** "I wonder if you can guess which classmate I'm thinking of. I will give a few clues to help you."
- 2. Give three clues to the children, e.g., "The classmate I am thinking of has brown hair, is wearing a purple shirt, and has light-up shoes."
- 3. Ask, "Can you guess who I'm thinking of?"
- 4. Continue the game, giving clues for different children in the class.

- Ask the children to take turns leading the game.
- Give detailed clues, such as specific characteristics, the first letter sound in the child's name, or a word that rhymes with the child's name.
- Display the class list and provide children with paper and pencils.
 Invite them to record their guesses before they answer aloud. They can use letters, words, or pictures to record their guess.

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Mighty Minutes® Card (261)

Do You Think?

261

Objective 8

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Listens to and understands increasingly complex language

a. Comprehends language

Related Objectives: 8b, 9b, 10b, 15a, 15b, 15c

What You Do

- 1. Explain to the children that you will ask them several questions.
- 2. Say, "Raise one hand if your answer is yes and two hands if your answer is no."
- **3. Ask questions, such as** "Do you think the words tree and bee rhyme?," "Do you think the word apple starts with the /a/ sound?," and "Do you think the word classroom has three syllables?"
- 4. Confirm the correct answer for the children after each question.

- Invite the children to lead the activity by asking questions that start with "Do you think."
- Include questions about a variety of topics, e.g., words that rhyme, letter sounds, numbers.

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Mighty Minutes® Card (267)

Move Like an Animal

267

Objective 9

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Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

Related Objectives: 4, 8a, 8b, 12b, 14b, 25

What You Do

- **1. Describe a few animals,** e.g., "This animal has four legs; its fur is gray, and it barks."
- 2. Invite the children to guess the animals you describe and move like them, e.g., walk on all fours, bark.
- 3. Invite the children to describe different animals for the others to guess and imitate.

• To offer complexity, give the children more challenging descriptions, e.g., "I'm thinking of an animal that starts with the /b/ sound. Its fur can be brown or black, and though it walks on all fours, it can stand on its back legs."

 Offer a photo or illustration to support the children to name the animal you described.

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Mighty Minutes® Card (231)

I Am Grateful for...

231

Objective 10
Uses appropriate conversational and other communication skills
b. Uses social rules of language
Related Objectives: 2b, 8a, 9b, 10a, 19b

What You Do

- 1. Explain to the children that people often feel grateful when someone has done a nice thing for them. Say, "Talking about things you are grateful for can make you feel happy."
- 2. Tell the children something you are grateful for, e.g., "I am grateful for Mr. Harris, who makes our lunch every day and brings it to our classroom."
- 3. Encourage the children to practice saying something they are grateful for. Offer assistance as needed.

 Model appropriate conversational skills for the children, e.g., maintaining eye contact, using appropriate voice volume, responding appropriately to a compliment.

- Use this activity to transition the children to another area of the classroom.
- Ask the children to think about why it can make people feel happy to talk about what they are grateful for.
- Consider creating gratitude journals with the children or using a page each week in their regular journal to reflect on what they are grateful for by drawing or writing about it.

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Mighty Minutes® Card (250)

Position Practice

250

Objective 21
Explores and describes spatial relationships and shapes
a. Understands spatial relationships
Related Objectives: 5, 8a, 8b, 9a, 11a

What You Do

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- 1. Give each child a small object to hold, e.g., a ball or soft block, and explain that you will say where to place the object.
- 2. Tell the children where to place the object using positional words, e.g., move the item behind your back, put the item next to your foot, place the item above your head.
- 3. Continue the activity for as long as the children are interested.

- Invite a child to lead the activity and give directions for the others to follow.
- Make the activity more complex by asking the children to follow multiple directions at the same time, e.g., put the object above your head and hop on one foot.

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Photo Card (39)

Photos to support daily instruction and guide independent exploration in your classroom interest areas are included.

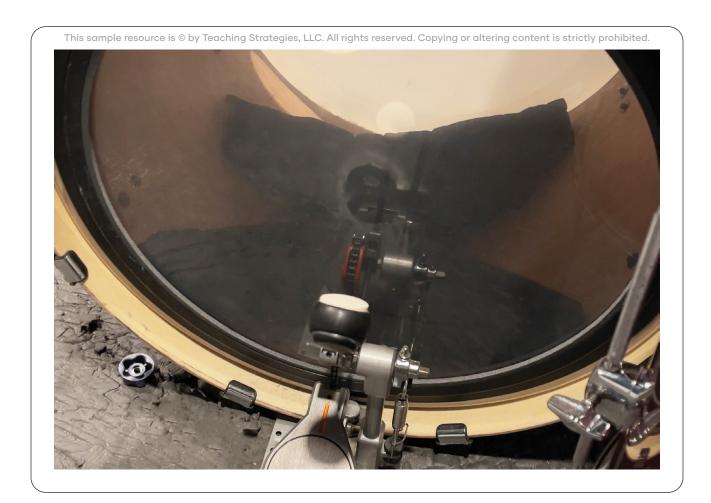


Photo Card (40)

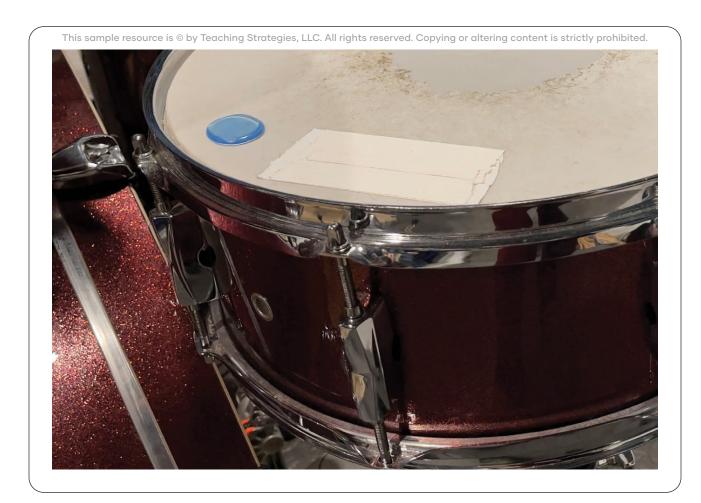
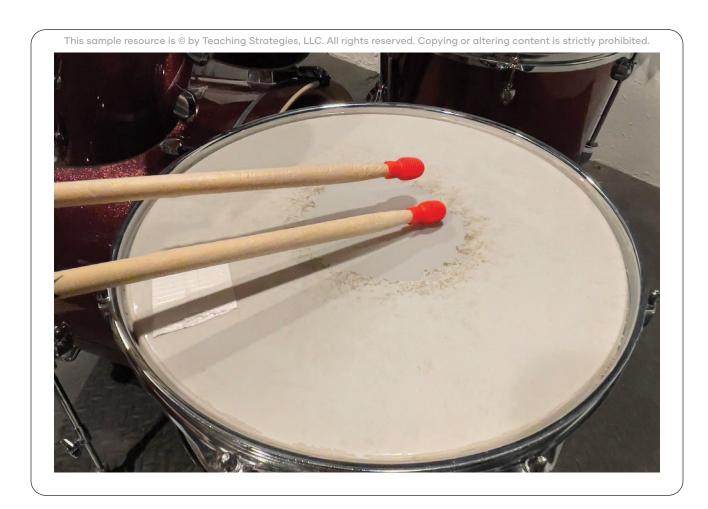


Photo Card (41)



Read-Aloud

Due to copyright restrictions, we are unable to allow the download of Olivia Forms a Band, so we included one of our nonfiction books you can use in its place.









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Teaching Strategies, LLC Bethesda, MD 20814 www.TeachingStrategies.com

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The lively beat of percussion instruments can be heard around the world. Bongos, maracas, tambourines, and gongs—let's discover more about their music and the people who use them.





Pat the Conga (Tumbadora)

This tall and narrow drum is called a conga. You can often hear the sounds of the conga in conga and rumba music. These drums are traditionally made of a **hollow** shell made of wood and topped with leather.







WHERE DO CONGAS COME FROM?

Congas come from Africa and the country of Cuba. Today, conga drums are heard all around the world and in all types of music.

WHAT MAKES A CONGA A CONGA?

Congas have tall sides and are barrel-shaped. They are often wider at the top and more narrow at the bottom. There is only one drum head on a conga, which is attached to the side of the body with metal **tuning lugs**.

Tall Sides
Barrel-shaped
Single Drum



TALL SIDES



BARREL-SHAPED

HOW DO YOU PLAY A CONGA?

A conga is played by using your fingers and palms to strike the drum in different ways. The **tuning lugs** can be tightened or loosened to change the pitch of the sound.

Although they look the same, there are three different types of conga: the *quinto* (keen-toh) is the lead drum that makes the highest tone, the *tres dos* (tres-doce) makes a medium tone, and the *tumba* (toom-bah) makes the deepest tone.

Gong Gong



This Chinese percussion instrument is called a gong. Gongs range widely in size, from the largest gong being over 16 feet wide to smaller gongs that may only be a few inches wide. Gongs can be made of metals like brass or bronze.



THREE TYPES OF GONGS

There are three different types of gongs: suspension gongs, bowl gongs, and bossed gongs, which have a dome in the middle. Each of these types of gongs is played by striking it with a **mallet.**







Bowl Gong



HOW ARE GONGS PLAYED?

Suspension gongs are hung, or *suspended*, from a frame. Large, fabric-covered mallets called hammers are used to strike the gong.

Bossed gongs are also played by striking the gong with wooden mallets.

Bowl gongs are metal bowls that are played with wooden mallets. Instead of striking this gong, the bowl gong is played by rubbing the inside of the bowl.



Play the **Piano**

This percussion instrument looks very different from the others! Pianos are usually made of heavy wood and can be either grand or upright. Grand pianos are long and have a lid to direct the sound. Upright pianos are shorter and wider.



DIFFERENT KEYS FOR DIFFERENT SOUNDS

The black and white **keys** that make up the keyboard each play a different *note*, or sound. These keys can be played one at a time or several together to play a new sound, called a **chord**.

SHARPS AND FLATS

The white keys play the **natural notes**, and the black keys play the *sharp* and *flat* notes. Sharp notes sound a bit higher than the natural note, and flat notes sound a bit lower than the natural note.

Sharps # Flats



Click the Castanets

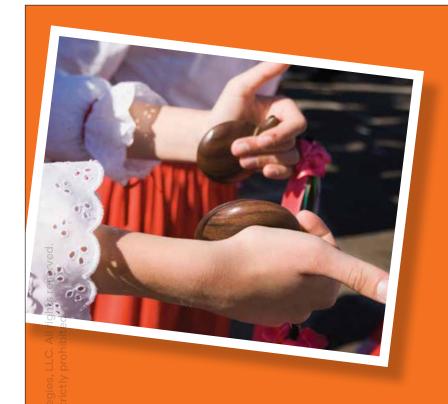
Castanets are small, usually wooden percussion instruments played with each hand. They are made of two shell-shaped pieces connected by a cord. When the two shells are clicked together, they make a fun clacking sound.



WHERE DO CASTANETS COME FROM?

No one really knows where the castanet comes from. However, they are used in music and dances from countries like Spain and Portugal. *Castanet* comes from the Spanish word *castaña*, which means *chestnut*. This is because the instrument looks like a chestnut!



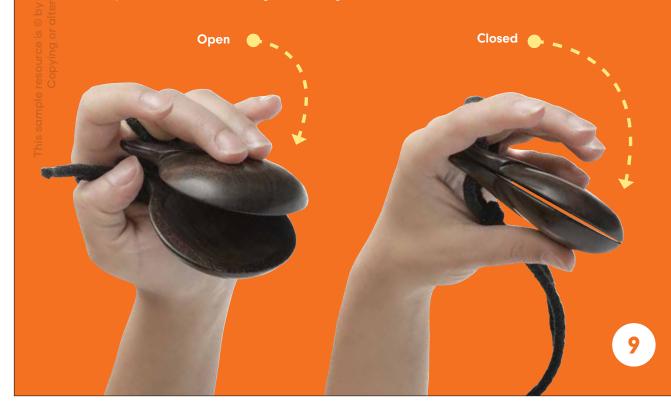


TWO TYPES OF CASTANETS

Though the castanets played in each hand look the same, they actually play slightly different sounds. The castanet played with the right hand is called the *maja* (mah-ha), which is a Spanish word for *woman*. The castanet played with the left hand is called the *macho* (mah-cho), which is a Spanish word for *man*. The maja plays a slightly higher pitched tone than the macho.

HOW ARE CASTANETS PLAYED?

Castanets are held in the palm with the cord around one or two fingers. The fingers are used to snap the shells closed, making the clacking sound.



Shake the Maracas

Maracas are some of the most common percussion instruments in classrooms! Shaking a maraca makes a sound like *shh-shh* that adds interesting sound and rhythm to almost any kind of music.





Maracas were originally made of dried fruits, seeds, or vegetables, but today they are made of leather, wood, or plastic! They can be round **spheres** or egg-shaped. Maracas are made in all kinds of colors and often decorated with lively, bright patterns. Some maracas are small and held in your hand, while others have handles to move the maraca freely.

HOW DO YOU PLAY MARACAS?

Hold a maraca in each hand and snap your hands back and forth so the seeds or pebbles inside the maracas can hit each other and the sides of the maracas. The amount of seeds or pebbles inside the maraca determines the sound. Some maracas have deeper tones, and some have higher tones!

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Tap the **Bongos**

Bongos are a pair of small, connected drums that make a high-pitched sound when played. Like congas, they are usually shaped like a barrel, made of wood, and covered in leather. But bongos are tiny compared to the larger congas!





WHERE DO BONGOS COME FROM?

Bongos are very popular in the country of Cuba, but many believe they originally came from Africa. Today, they are used in salsa, mambo, and rumba music all around South America.





Strike the Xylophone

Like pianos, xylophones are percussion instruments that make different notes. Xylophones are made of thick wood or plastic blocks. These blocks are loosely attached to a frame and can be arranged from longest block to shortest block or arranged like a piano keyboard.





Jingle the Tambourine

A tambourine is a fun percussion instrument that makes interesting jingly sounds when moved or struck. Tambourines are usually made of a round frame that holds pairs of tiny **disks** called **zils** that hit each other when shaken. Many tambourines also have a leather drum head on the top of the frame.

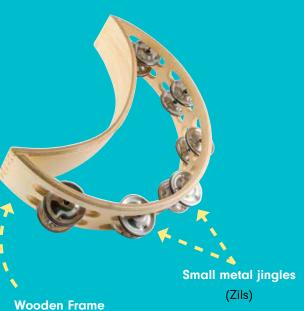


DO ALL TAMBOURINES HAVE A DRUM?

Some tambourines are open, and others have a drum. The drums give tambourines a deeper sound to go along with the high jingly sound.







HOW DO YOU PLAY THE TAMBOURINE?

There are a few different ways to play the tambourine. You can hold the frame and shake your wrist to jingle the **zils** or strike the drum head with your fingertips, a small mallet, or your palm. Each **technique** makes a different sound.

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Glossary

Chord: three or more musical notes played at the same time

to create a new sound

Disk: a round, flat, thin object

Heel of the hand: the part of the hand just above the wrist

Hollow: empty or with open sides

Keys: the blocks pressed on a piano keyboard to play notes

Mallet: a special stick with a large head attached to one end

Natural note: a note that is neither flat nor sharp

Note: a musical sound

Sphere: shaped like a ball

Technique: a way to do something

Tuning lug: a part of some drums that holds the drum head to the body, which

can be tightened or loosened to make different sounds

Zils: small metal disks attached in pairs on a tambourine; also called jingles

Intentional Teaching Experience (LL08)

Language and literacy small-group activity

Support language development and vocabulary, phonological awareness, knowledge of the alphabet, knowledge of print concepts, and writing skills with our engaging small-group activities.

The Creative Curriculum® Intentional Teaching Experiences **LL08** altering content is strictly prohibited **Toys and Games Memory Games Objective 12** Remembers and connects experiences a. Recognizes and recalls What You Do Related Objectives: 1b, 7a, 8a, 9a, 13 3. When a set of matching cards is found, ask the **Multilingual Learners** ved. Copying or Materials: memory game, lotto game, or a set of child to identify the picture before removing the · Give all children time to express duplicate pictures or objects (If your classroom cards from those remaining. does not have a memory game, you can create 4. Continue the game as long as the child is · When needed, use simple sentence one by gluing pictures of matching objects onto interested. Show the children how to take turns structure and short sentences with easy vocabulary using the cards with a partner. Model self-talk by explaining what you reser 1. Invite two or three children at a time to play a memory 5. Explain that the memory game will be in the Toys and see on the card as it is turned over, e.a. game with you. Look at the pictures on the cards and Games area for children to play with at choice time. "A purple triangle! I wonder what this card talk about each before beginning the game. shows. A blue circle!" 2. Engage one child at a time to do the activity with · Be sure to include word cards that have objects that are culturally appropriate you. Seat the child next to you and arrange the Ē cards face down to hide the pictures. Explain that and familiar to the children resource is © by Teaching Strategies, LLC. you will take turns turning over two cards to look for · Point out objects on the cards that matching pictures. sound similar in English and Spanish, such as circle and circulo and triangle "First, you will turn over two cards, If the cards and triángulo. match, then we'll pick them up and take them out of the game. If the cards do not match, then you Including All Children will turn them over, and it will be my turn to pick Make a card more rigid by gluing it onto heavier paper or cardstock. Enlarge the cards and pictures. Reviews the pictures before beginning the game. · Include pictures of objects that are familiar to the children in your class. · Allow a child to select a card in various ways other than turning it over, such as pointing to it, touching it, or describing its position. · Put hook-and-loop fasteners on the Teaching Sequence cards, and place them on a felt board for sample the child to pull off. Describe the picture on the card as it Use two sets of matching cards (four cards total) that are distinctly different, e.g., cars and butterflies, to play the game. Allow the child to watch you turn the cards face down, and invite him to remember where to find a matching card. Encourage him to name the objects on **Questions to Guide Your Observations** How many matching sets of cards was GREEN Increase the number of cards used from three to five pairs. Allow the child to look at the the child able to find? What strategies did the child use to recall the pictures and locations of the cards he had already picture on each card and watch you turn the cards face down. Prompt the child to remem where to find the matchina card and explain their matches. "We saw the red bird in the first row. Do you remember where it was in that row?" • Did the child understand and follow the rules when playing with you? (1b) Use up to six pairs of cards for the game. Turn the cards face down without the child Was the child able to pick up and turn observing. Invite her to find matching pairs with minimal prompting. After flipping the cards, over the cards? (7a) have the child explain why they do or do not match. · Was the child able to describe or name BLUE 'I see you turned over a card with a leaf on it. Have we seen another leaf card yet? You're right, we the pictures? (9a) have. Can you find the leaf card to match? BLUE Include six to eight pairs of cards with similar pictures, e.g., pairs of shoes, types of fruit, or butterflies. Invite the child to explain the similarity of all the cards and of individual matches "Now all the cards have shoes on them. We need to find the matching shoes. You found a black PURPLE sneaker and a red sneaker. Do they match? No, you're right, they don't match. We'll need to look for two sneakers that are the same color." Use many sets of matching cards. Encourage the child to describe strategies he uses to remember where various cards are that he has recently uncovered "We have lots of pairs to find. Let's see if we can match them all. We'll really have to pay attention to remember where each card is." "Rishi, you found that match so quickly! Can you explain to us how you knew which cards to turn over?"



Intentional Teaching Experience (M20)

Mathematics small-group activity

Engaging small-group activities build the essential mathematical process skills of problem-solving, reasoning, communicating, making connections, and representing.

The Creative Curriculum® Intentional Teaching Experiences **M20** altering content is strictly prohibited **Toys and Games** I'm Thinking of a Shape Explores and describes spatial relationships and shapes b. Understands shapes What You Do Related Objectives: 9a, 10a, 11a, 13, 26 3. Play "I'm Thinking of a Shape" by asking the **Multilingual Learners** Materials: geometric solids, e.g., rectangular prism, children to identify the shape you describe. You can · Invite multilingual learners to count in cube, cylinder, sphere, cone, and pyramid with a display a few shapes and let the children choose their first languages and in English. sauare or rectangular base; empty containers of what they think is the right one, or hide the shape · When multilingual learners ask you to different sizes similar in shape to the geometric you are describing. Continue the game using the name an object in English, ask them to solids, e.g., cans, oatmeal cartons, spools, paper collection of everyday objects. ved. tell you its name in their first languages. towel tubes, assorted boxes, balls, cones, cups, 4. Play the game for as long as the children remain · Speak slowly and clearly, using gestures and party hats interested. Explain that the geometric solids and to pantomime features of the shapes everyday objects will be in the Toys and Games you describe. 1. Invite the children to examine the geometric solids. area for the children to continue the game with a · Point out that some geometric solids are Introduce the children to the shape names and cognates, or words that sound similar in classmate during choice time. discuss their attributes. For example, a rectangular Ē English and Spanish, such as cube and prism and cube are "like a box," a cylinder is "like a cubo or sphere and esfera. can," and a sphere is "like a ball." Including All Children Introduce one three-dimensional shap at a time. Let each child feel it as you resource is © by Teaching Strategies, similarities that they see. Introduce terms, such as points, edges, corners, and faces, when talking describe it. You may have to me about the characteristics of each shape. a child's hands to explore all of the surface area. "This shape is like a box. It's called a cube. Each face looks like a square with four sides that · Pair children together to find objects that are all the same length. Let's turn it so we can resemble the shapes. see each face." · Provide the same three-dimensional shape in various sizes and textures. Record the name of the geometric solid into a child's communication device.

Label each section with a corresponding two- or three-dimensional object. **Questions to Guide Your Observations Teaching Sequence** · What shapes did the child identify sample and describe? Was the child able to YELLOW Hold up a geometric solid and talk about the shape of its face. Hold up several two determine the shape by the attributes dimensional shapes, and ask the child to choose the one that matches the shape of the face, you named? (21b) e.g., a triangle matches the shape on the side of a pyramid. · How long was the child able to attend to "This pyramid does have a triangle on the side just like this triangle. Let's look at the bottom and this experience? (11a) see what shape we see. Right! It's a square." GREEN Invite the child to match the geometric solids to corresponding everyday objects "I'm thinking of a shape that is round with circles on both faces. Can you tell me the name of it? Yes, it's a cylinder. What else do you see here that is shaped like a cylinder? The coffee can is a cylinder. Great!" GREEN Ask the child to describe the shapes of the geometric solids and the everyday objects in his own words. Talk about the correct names for each shape. I'm thinking of a shape that looks like this pencil. Can you tell me about the shape?* "Yes, it's flat at the top on the eraser, and it's flat at the bottom because we haven't sharpened it BLUE yet. What shape does it look like? It looks like the same shape as the paper towel tube. It's a cylinder." BLUE Encourage the child to identify other objects in the room that match your description. Have the child find the shape in various sizes. "I'm thinking of a shape that has squares on two of its faces and rectangles on the other faces." "You found the tissue box and the molding dough tub. Can you find any smaller boxes in the room?" PURPLE







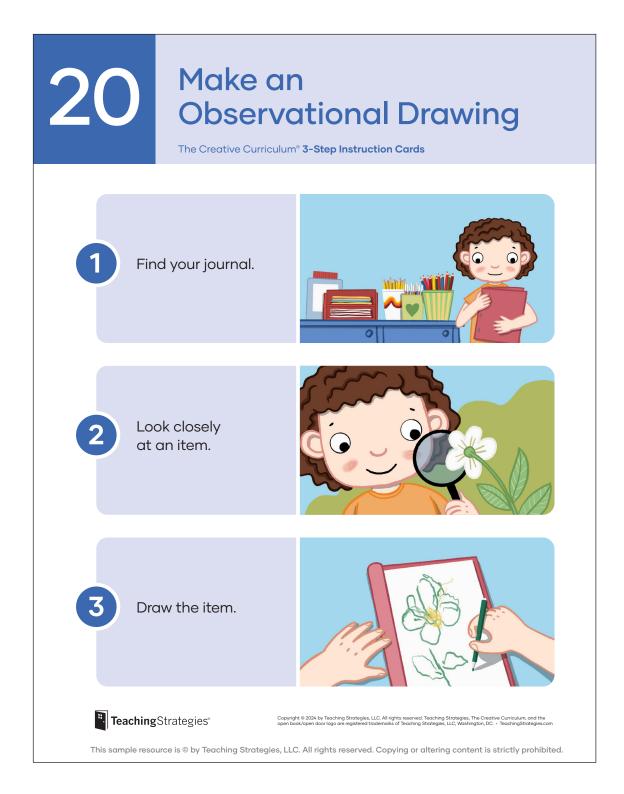
Have the child switch roles in the game. Invite him to describe the attributes of the geometric

"You said the shape has four triangles and one square for its faces. It also has five corners. That

three-dimensional solid for you to guess.

3-Step Instruction Card

3-Step Instruction Cards provide guidance for children as they work independently in the interest areas.



3-Step Instruction Card

3-Step Instruction Cards provide guidance for children as they work independently in the interest areas.



Intentional Teaching Experience (P35)

Physical/outdoor small-group activity

The Creative Curriculum® Intentional Teaching Experiences

P35

Music and Movement

Stand Up & Dance

What You Do

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This

Materials: chart paper, markers

- Write the following song on a piece of chart paper:
 I've got a friend named [Ana], [Ana] is her name.
 Stand up and dance, [Ana], stand up and dance [Ana].
 Show us your moves, [Ana], [Ana], please sit down."
- Invite the children to dance to a new song. Tell them to listen for their name in the song. When they hear it, it is their turn to dance in the circle.
- Start the activity by clapping and singing the song together. Refer to the chart as you sing.

Sing the song one time for each child in the group. As you sing each child's name, encourage her to stand in the circle and dance to the music.

- "It's your turn, Addison; can you dance in the circle?"
- Encourage the children to be creative in how they dance. Model different moves by singing the names of adults in the room and giving them a turn to dance in the circle.

Objective 4 Demonstrates

- Demonstrates traveling skills
- Related Objectives: 3a, 5, 8b, 11a, 34, 35

Multilingual Learners

- Sing the song in the child's first language.
- Use modeling and gestures to explain what the children will do in the activity.
- Include the song chart in children's first languages.
- Make eye contact with multilingual learners to signal that it is their turn to participate.

Including All Children

- Invite a child to dance with a teacher or a classmate.
- Support children in performing actions that reflect their individual abilities.
- Model different types of dance moves that the children can incorporate during their turn to dance.

Questions to Guide Your Observations

- In what ways did the child move while dancing? (4)
- How did the child interact with others during the activity? (3a)
- How was the child able to balance while dancing? (5)
- Did the child sing and clap when it was not her turn to dance? (11a)
- In what ways did the child move to the music? (34)

Teaching Sequence

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