

Investigate, plan, design, and build!

Explore this lesson from the Blocks study. *The Creative Curriculum® for Preschool* includes seven studies. Each study is 4 weeks long (20 days), with each week focusing on an in-depth investigation of a topic. In this sample, children explore these two questions.

- What types of blocks are there?
- How are they the same and different?



The sample lesson materials include:

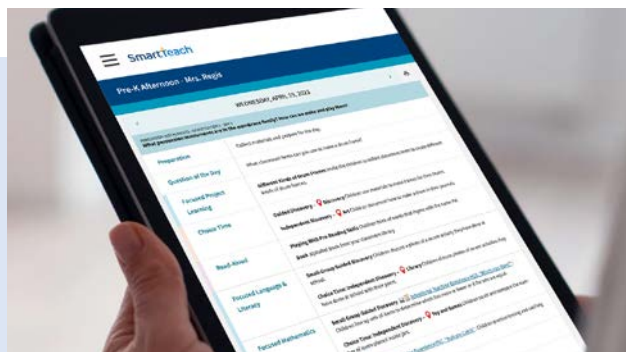
Investigation 1 from the *Blocks Teaching Guide*

- The At-a-Glance for the week's lessons from Investigation 1
- Lesson for Day 4 (of 5) of Investigation 1

All Daily Resources you would use for the Day 4 lesson

- Mighty Minutes 304
- Nonfiction children's book, *Neighborhood Song*
- Read-Aloud Strategy Card 06 (a read-aloud strategy for *Neighborhood Song* or a book about community)
- Intentional Teaching Experience M05 (mathematics small group activity)
- Intentional Teaching Experience LL03 (language and literacy small-group activity)
- Letter Cards (a, b, c, A, B, C)
- Mighty Minutes 348
- Intentional Teaching Experience P35 (physical/outdoor small-group activity)

Scan the QR codes for video guidance on how to use each resource.



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 [sample page](#) or by [contacting us](#) for a demo.



Teaching Strategies®

Ages
3–5

The Creative Curriculum®

for Preschool

Blocks



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Investigation 1

What types of blocks are there?
How are they the same and different?

At-a-Glance



Introducing
Investigation 1



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Additional Preparations

- Begin gathering recycled materials and invite families to donate materials the children can use to make blocks in Investigation 2. Consider materials such as cardboard, empty boxes, cardboard tubes, and masking tape.

Reflection

You finished your first investigation! Take some time to review your observation notes about the children's questions and interests.

- What common concepts and ideas did their questions reflect?
- How can you build on their interests during the next investigations?



Photo Cards for
Investigation 1



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	Day 1	Day 2	
Preparation	Daily Resources: ✓ <i>Mighty Minutes</i> 303, 384 ✓ ITEs LL76, M60, P23 ✓ <i>Read-Aloud Strategy Card 01</i> Vocabulary: <i>wood</i> Spanish: <i>madera</i> Question of the Day: Where can you find this block in our classroom?: Materials: wooden block	Daily Resources: ✓ <i>Mighty Minutes</i> 308, 316 ✓ ITEs M21, LL80, P26 ✓ <i>Book Discussion Card 09</i> ✓ <i>Photo Cards</i> 2, 3, 6, 11, 18, 23, 24, 30, 32, 33, 80, 111 Vocabulary: types of blocks; words used to describe blocks Spanish: tipos de bloques; palabras utilizados para describir los bloques Question of the Day: What is your favorite block? Materials: variety of blocks, e.g., vinyl, cardboard, interlocking, fabric	These sample pages excerpted from <i>The Creative Curriculum® for Preschool Blocks Teaching Guide #</i> 2026 by Teaching Strategies, LLC.
Large Group	Describing Wooden Blocks <i>Mighty Minutes</i> 303, "What Is /t/ /t/ Today?"; wooden blocks, <i>How to Describe Blocks</i> chart; marker	Exploring Different Types of Blocks <i>Mighty Minutes</i> 308, "Choose Your Greeting"; block collection; <i>How to Describe Blocks</i> chart	
Choice Time	📍 Blocks – various types of blocks, e.g., wooden, vinyl, fabric	📍 Toys and Games – interlocking blocks 📍 Blocks – various types of blocks	
Read-Aloud	<i>Read-Aloud Strategy Card 01</i> fiction book	<i>Book Discussion Card 09</i> <i>Bear in a Square / Oso en un cuadrado</i>	
Small Group	ITE LL76, "The 'Me' Book"; photos of the child and their family; work samples; bookmaking materials; pencils, crayons, or markers; large, nontoxic ink pads or paint and tray	ITE M21, "Geoboards"; geoboards; rubber bands; shape cards	
Additional Small Group	ITE M60, "Morning, Noon, and Night"; magazines, newspapers, or catalogs; chart paper; markers; scissors; glue sticks	ITE LL80, "What's in a Word?"; <i>Photo Cards</i> 2, 3, 6, 11, 18, 23, 24, 30, 32, 33, 80, 111	
Mighty Minutes®	<i>Mighty Minutes</i> 384, "Feelings Patterns"	<i>Mighty Minutes</i> 316, "Comforting Sloth Hugs"	
Outdoors	ITE P23, "Ways to Travel"	ITE P26, "Keep It Up"; balloons	
Large-Group Roundup	none	<i>How to Describe Blocks</i> chart	

Investigation 1

At-a-Glance

	Day 3	Day 4	Day 5
	Daily Resources: ✓ <i>Mighty Minutes</i> 378, 382 ✓ ITEs LL76, M44, P11 ✓ <i>Read-Aloud Strategy Card</i> 09 Vocabulary: size Spanish: tamaño Question of the Day: Which block is bigger? Materials: two blocks of different weights	Daily Resources: ✓ <i>Mighty Minutes</i> 304, 348 ✓ ITEs M05, LL03, P35 ✓ <i>Read-Aloud Strategy Card</i> 06 Vocabulary: heavier, lighter, weight Spanish: más pesado, más liviano, peso Question of the Day: Which block is heavier? Materials: two blocks of different weights	Daily Resources: ✓ <i>Mighty Minutes</i> 309, 396 ✓ ITEs M35, P09 ✓ <i>Book Discussion Cards</i> 10, 07 Vocabulary: 3D, roll, slide Spanish: 3D, rodar, deslizar Question of the Day: What shape is this block? Materials: rectangular wooden block
	Block Sizes <i>Mighty Minutes</i> 382, "Long & Short"; two differently-sized blocks; <i>How to Describe Blocks</i> chart; unit cubes	Heavy and Light Blocks <i>Mighty Minutes</i> 304, "Different and the Same"; two differently-sized blocks; blocks of various weights; balance scale	3D Blocks and How They Move <i>Mighty Minutes</i> 309, "Name Clues"; rectangular wooden block; 3D blocks
	📍 Discovery – variety of blocks, unit cubes 📍 Blocks – various types of blocks, e.g., vinyl, cardboard, plastic	📍 Discovery – variety of blocks, balance scale 📍 Blocks – various types of blocks, e.g., wooden, vinyl, cardboard, etc.	📍 Art – blocks of various shapes, paintbrushes, paint, easel 📍 Discovery – collection of wooden blocks of different shapes and textures
	<i>Read-Aloud Strategy Card</i> 09 music and movement book	<i>Read-Aloud Strategy Card</i> 06 book about community	<i>Book Discussion Card</i> 10 <i>Those Shoes</i>
	ITE LL76, "The 'Me' Book"; photos of the child and their family; work samples; bookmaking materials; pencils, crayons, or markers; large, nontoxic ink pads or paint and tray	ITE M05, "Sorting & Classifying"; objects that define boundaries for sorting; objects to classify and sort, e.g., toys, blocks, clothes, shoes	<i>Book Discussion Card</i> 07 <i>The Book Tree</i>
	ITE M44, "Musical Water"; 5 tall drinking glasses, glass jars, or glass bottles of the same size; water; spoon or pencil; measuring cup; funnel; food coloring	ITE LL03, "Letter Cards"; letter cards	ITE M35, "Action Patterns"; action cards; pocket chart
	<i>Mighty Minutes</i> 378, "What's My Number?"; numeral cards (1–5)	<i>Mighty Minutes</i> 348, "Feelings Freeze Dance"; music player	<i>Mighty Minutes</i> 396, "Warm Sun, Cool Shade"
	ITE P11, "Jump the River"; tape, chalk, or jump rope	ITE P35, "Stand Up & Dance"; chart paper and markers or chalk	ITE P09, "Up and Away"; yarn or foam ball or beanbag; rope or tape; hoops or baskets
	<i>How to Describe Blocks</i> chart	<i>How to Describe Blocks</i> chart	children's paintings from choice time

Getting to Know Studies

Studies support children's learning in many ways, but the opportunity to explore new and interesting materials is among the most valuable. When children observe and use items in different ways, they develop curiosity and become motivated to learn about new things.

Vocabulary – *heavier, lighter, weight*

Spanish – *más pesado, más liviano, peso*

Question of the Day: Which block is heavier? (Display two blocks of different weights.)

Daily Resources:

- ✓ Mighty Minutes 304, 348
- ✓ ITEs M05, LL03, P35
- ✓ Read-Aloud Strategy Card 06

Different and the Same**304**

Objective 9
Uses language to express thoughts and needs
b. Speaks clearly
Related Objectives: Bb, 10b, 20, 35

What You Do**1. Recite the following chant.**

Hey hey, what do you say?
Let's learn about each other to start our day!
I'll ask a question, and you'll tell me your name.
We'll see how we're different and how we're the same.
[What's your favorite food?]

2. Invite the children to take turns responding by saying their name and answering the question.

My name is [Jack], and I like pizza!

3. Repeat the chant with a new question, e.g., "What are you wearing?"**Large Group****Discussion and Shared Writing – Heavy and Light Blocks**

- Use *Mighty Minutes 304*, "Different and the Same," to begin the group discussion.
- Review the question of the day.
- Ask, "How do we know if this block is heavier than this block?" Record children's responses on the board.
- Tell children that you will compare the **weights** of the blocks by noticing how heavy or light they are.
- Hold each block in your hand one at a time and compare the weights. You might say, "This block pushes my hand down more, and this block doesn't push my hand down as much. I think the first block is **heavier** and the second block is **lighter**!"
- Invite children to explore a collection of blocks of various weights. Support them to use the words *heavy* and *light* when comparing blocks.
- Say, "Sometimes the bigger block isn't the heavier block." Compare the size and weight of a heavy, smaller block and a lighter, bigger block.
- Display a balance scale. Tell children that people sometimes use a balance scale to compare the weights of things.
- Demonstrate how to weigh the two blocks displayed for the question of the day to confirm their weights. Say, "This block is pushing the scale down, and this one is staying up. That means that the first block is heavier!"
- Tell children that they can explore a collection of blocks and compare their weights in the Discovery area.



Choice Time

As the children freely engage in the interest areas, provide the following activities to build on the concepts discussed during large group.

Discovery

- Display a variety of blocks and a balance scale.
- Support the children to explore, weigh, and compare the blocks.
- Invite children to use words such as *heavy* and *light*.



Blocks

- Display various types of blocks, e.g., wooden, vinyl, cardboard, plastic, fabric.
- Invite the children to explore, describe, and compare the blocks.



Playful Observations – Manages feelings (1a)

As you observe children engaging in the interest areas, notice how they look at a situation differently to manage their emotions. This may look like a child adding their name to an interest area list when the area is full or putting their painting aside to finish later when it is cleanup time. You can support children's ability to manage these feelings by helping them create an alternate plan when they get distressed, e.g., "You look pretty disappointed that the Sand and Water area is full. That new funnel does look super cool to play with. How about we make a list for who gets to play here next? You can write your name on the top and then when someone leaves the area, you can play here next."



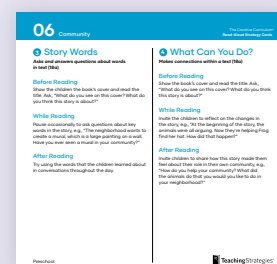
Study Observations – Block-Building Balance

Observe how the children stack and balance the blocks. This exploration can guide your discussion around how to maintain stability in block structures when you introduce Investigation 2.

Read-Aloud

Community – Makes connections within a text (18a)

- Use *Read-Aloud Strategy Card 06*.
- Follow the guidance for strategy 4, "What Can You Do?"





Intentional
Teaching
Experience
M05



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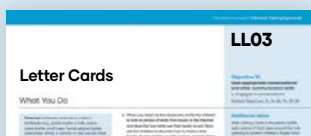
Small Group

Sorting & Classifying – Compares groups of objects (20b)

- Use *Intentional Teaching Experience M05, "Sorting & Classifying."*

What's Happening During Small Group?

Children sort a variety of objects into different groups.



Intentional
Teaching
Experience
LL03



Scan to Watch

Additional Small Group

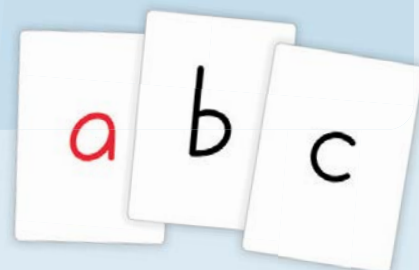
If your program includes two small groups each day, consider doing the following activity.

Letter Cards – Identifies letter-sound correspondences (16b)

- Use *Intentional Teaching Experience LL03, "Letter Cards."*

What's Happening During Small Group?

Children explore, name, and trace the letters on alphabet cards.



Mighty Minutes®

- Use *Mighty Minutes* 348, "Feelings Freeze Dance."

Feelings Freeze Dance 348

Objective B
Listens to and understands increasingly complex language
b. Follows directions
Related Objectives to 10

What You Do

1. Say, "We will dance to music, and when I say the name of a feeling, you will freeze and show me that feeling!"
2. Play the music, invite the children to dance, and then stop the music and say an emotion, e.g., "Freeze! Show me happy!"
3. Comment on the children's actions, e.g., "You have a big smile. That's a great way to show that you feel happy!"
4. Continue the game by calling out different emotions, e.g., sad, angry, tired, frustrated, excited, surprised, etc.

Outdoors

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



Stand Up & Dance P35

Objective B
Listens to and understands increasingly complex language
b. Follows directions
Related Objectives to 10

What You Do

1. Play the music, invite the children to dance, and then stop the music and say an emotion, e.g., "Freeze! Show me happy!"
2. Comment on the children's actions, e.g., "You have a big smile. That's a great way to show that you feel happy!"
3. Continue the game by calling out different emotions, e.g., sad, angry, tired, frustrated, excited, surprised, etc.



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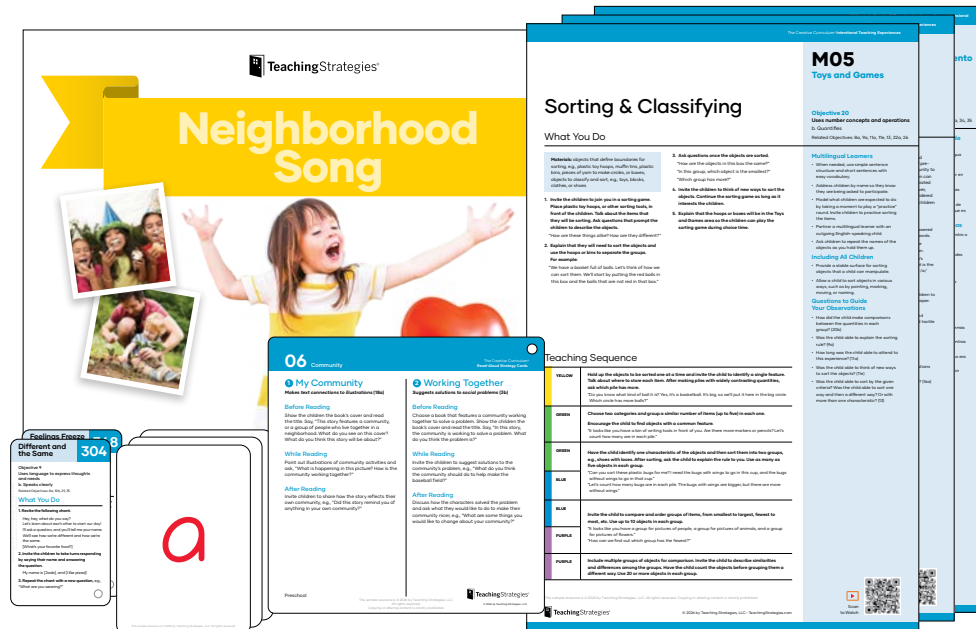
Intentional Teaching Experience P35



Large-Group Roundup

- Invite children to talk about the blocks they explored during choice time.
- Add new descriptive words to the *How to Describe Blocks* chart.

Materials for Investigation 1, Day 4



Mighty Minutes® Card (front)

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

Different and the Same

304

Objective 9

Uses language to express thoughts and needs

b. Speaks clearly

Related Objectives: 8a, 10b, 29, 35

What You Do

1. Recite the following chant.

Hey, hey, what do you say?
Let's learn about each other to start our day!
I'll ask a question, and you'll tell me your name.
We'll see how we're different and how we're the same.
[What's your favorite food?]

2. Invite the children to take turns responding by saying their name and answering the question.

My name is [Jade], and [I like pizza]!

3. Repeat the chant with a new question, e.g., "What are you wearing?"



Mighty Minutes® Card (back)

Questions to Guide Your Observations

- How clearly did the child speak while reciting the chant? (9b)
- What did the child share about themselves? (29)

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Nonfiction Children's Book: *Neighborhood Song*

Nonfiction books allow children to see themselves and the communities to which they belong and engage with real-life experiences from the world around them.



Neighborhood Song



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Let's sing together!

In **neighborhoods** near and far, people live,
travel, work, go to school, and play together.
Let's sing a neighborhood song
to find out the **special** things that people
like to do in their neighborhood!

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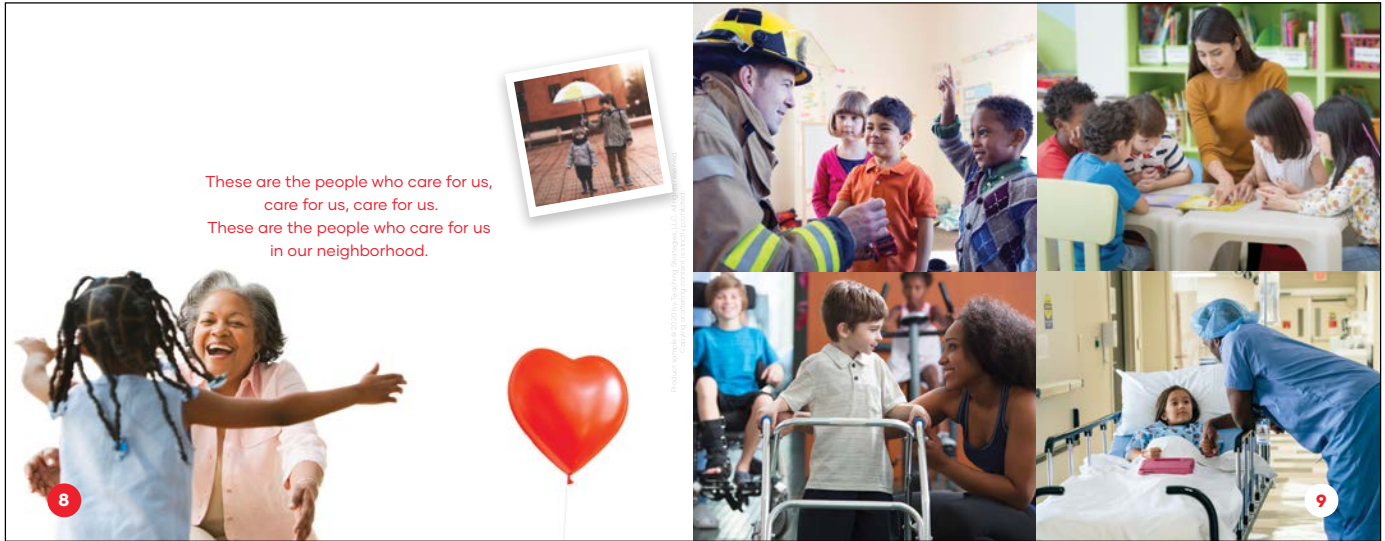
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Nonfiction Children's Book: *Neighborhood Song*



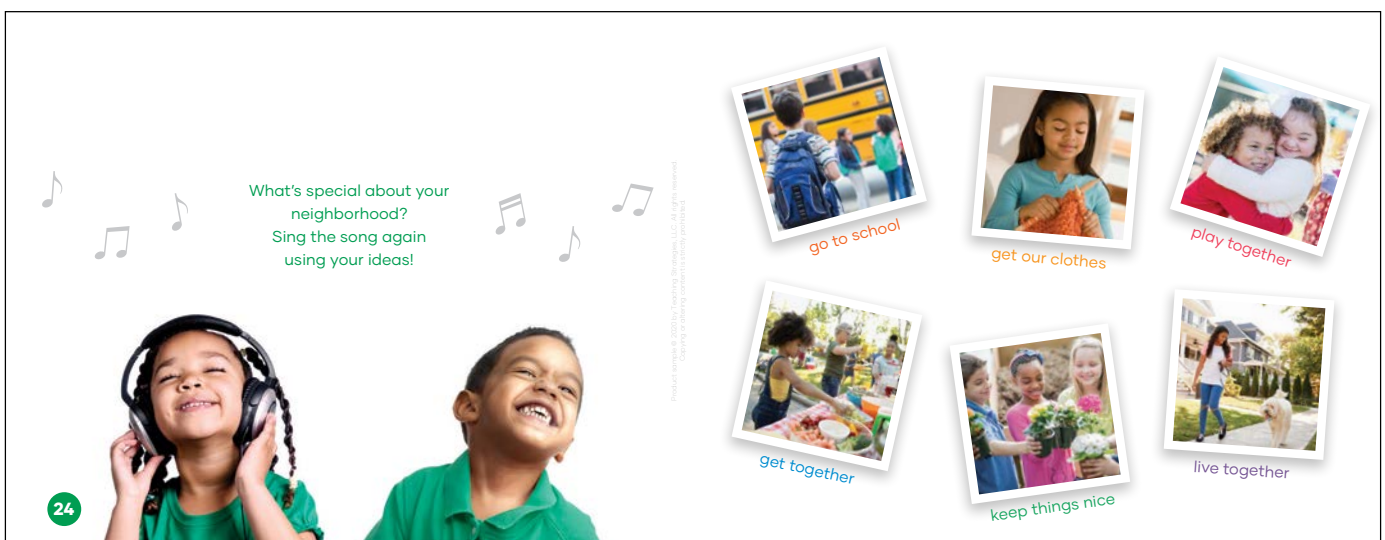
Nonfiction Children's Book: *Neighborhood Song*



Nonfiction Children's Book: *Neighborhood Song*



Nonfiction Children's Book: *Neighborhood Song*



Read-Aloud Strategy Card (front)

These cards provide guidance for read-alouds of the many different kinds of books in your classroom library, sharing strategies for what to do before, during, and after a read-aloud.

06 Community

The Creative Curriculum®
Read-Aloud Strategy Cards

1 My Community

Makes text connections to illustrations (18a)

Before Reading

Show the children the book's cover and read the title. Say, "This story features a community, or a group of people who live together in a neighborhood. What do you see on this cover? What do you think this story will be about?"

While Reading

Point out illustrations of community activities and ask, "What is happening in this picture? How is the community working together?"

After Reading

Invite children to share how the story reflects their own community, e.g., "Did this story remind you of anything in your own community?"

2 Working Together

Suggests solutions to social problems (3b)

Before Reading

Choose a book that features a community working together to solve a problem. Show the children the book's cover and read the title. Say, "In this story, the community is working to solve a problem. What do you think the problem is?"

While Reading

Invite the children to suggest solutions to the community's problem, e.g., "What do you think the community should do to help make the baseball field?"

After Reading

Discuss how the characters solved the problem and ask what they would like to do to make their community nicer, e.g., "What are some things you would like to change about your community?"

Preschool

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Read-Aloud Strategy Card (back)

06 Community

The Creative Curriculum®
Read-Aloud Strategy Cards

3 Story Words

Asks and answers questions about words in text (18a)

Before Reading

Show the children the book's cover and read the title. Ask, "What do you see on this cover? What do you think this story is about?"

While Reading

Pause occasionally to ask questions about key words in the story, e.g., "The neighborhood wants to create a *mural*, which is a large painting on a wall. Have you ever seen a mural in your community?"

After Reading

Try using the words that the children learned about in conversations throughout the day.

4 What Can You Do?

Makes connections within a text (18a)

Before Reading

Show the book's cover and read the title. Ask, "What do you see on this cover? What do you think this story is about?"

While Reading

Invite the children to reflect on the changes in the story, e.g., "At the beginning of the story, the animals were all arguing. Now they're helping Frog find her hat. How did that happen?"

After Reading

Invite children to share how this story made them feel about their role in their own community, e.g., "How do you help your community? What did the animals do that you would you like to do in your neighborhood?"

Preschool

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Intentional Teaching Experiences, Mathematics

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

M05

Toys and Games

Objective 20

Uses number concepts and operations

b. Quantifies

Related Objectives: 8a, 9a, 11a, 11e, 13, 22a, 26

Sorting & Classifying

What You Do

Materials: objects that define boundaries for sorting, e.g., plastic toy hoops, muffin tins, plastic bins, pieces of yarn to make circles, or boxes; objects to classify and sort, e.g., toys, blocks, clothes, or shoes

1. Invite the children to join you in a sorting game. Place plastic toy hoops, or other sorting tools, in front of the children. Talk about the items that they will be sorting. Ask questions that prompt the children to describe the objects.
"How are these things alike? How are they different?"

2. Explain that they will need to sort the objects and use the hoops or bins to separate the groups.
For example:
"We have a basket full of balls. Let's think of how we can sort them. We'll start by putting the red balls in this box and the balls that are not red in that box."

3. Ask questions once the objects are sorted.
"How are the objects in this box the same?"
"In this group, which object is the smallest?"
"Which group has more?"

4. Invite the children to think of new ways to sort the objects. Continue the sorting game as long as it interests the children.

5. Explain that the hoops or boxes will be in the Toys and Games area so the children can play the sorting game during choice time.

Multilingual Learners

- When needed, use simple sentence structure and short sentences with easy vocabulary.
- Address children by name so they know they are being asked to participate.
- Model what children are expected to do by taking a moment to play a "practice" round. Invite children to practice sorting the items.
- Partner a multilingual learner with an outgoing English-speaking child.
- Ask children to repeat the names of the objects as you hold them up.

Including All Children

- Provide a stable surface for sorting objects that a child can manipulate.
- Allow a child to sort objects in various ways, such as by pointing, marking, moving, or naming.

Questions to Guide Your Observations

- How did the child make comparisons between the quantities in each group? (20b)
- Was the child able to explain the sorting rule? (9a)
- How long was the child able to attend to this experience? (11a)
- Was the child able to think of new ways to sort the objects? (11e)
- Was the child able to sort by the given criteria? Was the child able to sort one way and then a different way? Or with more than one characteristic? (13)

Teaching Sequence

YELLOW	Hold up the objects to be sorted one at a time and invite the child to identify a single feature. Talk about where to store each item. After making piles with widely contrasting quantities, ask which pile has more. "Do you know what kind of ball it is? Yes, it's a basketball. It's big, so we'll put it here in the big circle. Which circle has more balls?"
GREEN	Choose two categories and group a similar number of items (up to five) in each one. Encourage the child to find objects with a common feature. "It looks like you have a bin of writing tools in front of you. Are there more markers or pencils? Let's count how many are in each pile."
GREEN	Have the child identify one characteristic of the objects and then sort them into two groups, e.g., shoes with laces. After sorting, ask the child to explain the rule to you. Use as many as five objects in each group. "Can you sort these plastic bugs for me? I need the bugs with wings to go in this cup, and the bugs without wings to go in that cup." "Let's count how many bugs are in each pile. The bugs with wings are bigger, but there are more without wings."
BLUE	Invite the child to compare and order groups of items, from smallest to largest, fewest to most, etc. Use up to 10 objects in each group. "It looks like you have a group for pictures of people, a group for pictures of animals, and a group for pictures of flowers." "How can we find out which group has the fewest?"
PURPLE	Include multiple groups of objects for comparison. Invite the child to describe similarities and differences among the groups. Have the child count the objects before grouping them a different way. Use 20 or more objects in each group.

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Intentional Teaching Experiences, Language & Literacy

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

LL03

Library

Objective 16

Demonstrates knowledge of the alphabet

b. Identifies letter-sound correspondences

Related Objectives: 8a, 16a

Letter Cards

What You Do

Materials: upper- and lowercase letter cards

1. Invite the children to explore the letter cards. Talk about the characteristics of each letter and the sounds the letters represent.

2. Support the children to pair up the upper- and lowercase letters. After making a pair, encourage the children to make the sound(s) the letters represent.
"You paired up the letter m. What sound does m say?
Let's say it together: /m/."

3. Document any new letter sounds or letters the children identify on the Alphabet Concepts form found in the Assess area or Library area of SmartTeach™.

Teaching Sequence

GREEN	Notice whether the child can produce up to 3 letter sounds. Encourage the child to repeat unfamiliar letter sounds after you.
BLUE	"You paired up the letter w. W sounds like /w/. Can you make that sound?"
BLUE	Notice whether the child can produce 4–9 letter sounds. Encourage the child to repeat unfamiliar letter sounds after you. "You are holding a j. The letter j says /j/, like at the beginning of the word juice. Can you say /j/?"
BLUE	Notice whether the child can produce 10–20 letter sounds. Encourage the child to repeat unfamiliar letter sounds after you.
PURPLE	"In English, the letter q never makes a sound by itself. It is always with the letter u. When q and u are together, they say /kw/. Can you say /kw/?"
PURPLE	Notice whether the child can produce at least one correct sound per letter. Begin introducing additional sounds for letters that represent more than one sound. "Did you know that the letter g can make two different sounds? You said /g/ like in grape, but it can also say /j/ like in giraffe."

Additional Ideas

This activity prioritizes letter-sound correspondence, which is a critical pre-reading skill. This is also an opportunity to document letter names the children can identify, which is often a skill associated with kindergarten readiness. However, while knowing letter names is considered a literacy skill, it does not support children in reading.

Multilingual Learners

- Include questions that can be answered in unison with a gesture or a few words.
- Say the names of the letters in the children's first languages if you can.
- Point out the first letter in children's names. You might say, "Angel, that is the letter A. Your name starts with an /a/ sound."

Including All Children

- Offer large, textured letters for children to feel and place on high-contrast paper.
- Have pairs of children take turns tracing the letters with a finger and watching. This provides visual and tactile experiences.

Questions to Guide Your Observations

- What letter sounds did the child identify? (16b)
- How did the child respond to questions and statements? (8a)
- What letters did the child identify? (16a)

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▶

Scan to Watch

Letter Card

a

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A

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Letter Card

b

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B

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Letter Card

C

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C

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Mighty Minutes® Card (front)

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

Feelings Freeze Dance

348

Objective 8

Listens to and understands increasingly complex language

b. Follows directions

Related Objectives: 8a, 14b

What You Do

- 1. Say,** "We will dance to music, and when I say the name of a feeling, you will freeze and show me that feeling!"
- 2. Play the music, invite the children to dance, and then stop the music and say an emotion,** e.g., "Freeze! Show me happy!"
- 3. Comment on the children's actions,** e.g., "You have a big smile. That's a great way to show that you feel happy!"
- 4. Continue the game by calling out different emotions,** e.g., sad, angry, tired, frustrated, excited, surprised, etc.



Mighty Minutes® Card (back)

Questions to Guide Your Observations

- How did the child follow directions throughout the activity? (8b)
- How did the child act out the emotions? (14b)

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Intentional Teaching Experiences, Physical

Small-group activities also support children to build fine- and gross-motor skills, strength, coordination, and balancing and traveling skills.

The Creative Curriculum® Intentional Teaching Experiences

P35

Music and Movement

Stand Up & Dance

What You Do

Materials: chart paper, markers

1. **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.
2. **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.**
3. **Start the activity by clapping and singing the song together. Refer to the chart as you sing.**

4. **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?"
5. **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 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

YELLOW	Demonstrate dance moves that include moving forward and backward. Invite the child to try similar movements. "I like how you took two steps forward and then two steps back when you were dancing."
YELLOW	Encourage the child to dance on her tiptoes and to pick up her feet in different ways as she dances. Offer support as needed.
GREEN	"Can you dance up high on your tiptoes like this? Tip-toe, tip-toe."
GREEN	Sing the song at different tempos to encourage the child to try both fast and slow dance moves.
BLUE	"Carlos, on your turn, would you like us to sing fast or slow for you? Okay, dance fast when we sing to you."
BLUE	Demonstrate dance moves that include jumping or spinning. Invite the child to try similar movements, offering support as needed.
PURPLE	"Remember when we saw the video of the dancers jumping high? I really like all of the hops and turns they did. I am going to try to dance like that, too! Can you do turns, too?"
PURPLE	Observe the different types of actions the child includes in his dance moves. Prompt him to add abrupt changes to his dance, such as stopping and starting or quickly changing direction. Sing the song more slowly to allow him time to change his dance. "You were spinning and now you're hopping! Can you quickly spin again?"

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