

Get ready to build!

Explore this investigation from the **Architecture** study. Each study includes in-depth investigation questions. In this sample, you have access to Investigation 2, Days 1-3.

- What architectural features are inside and outside of a building?



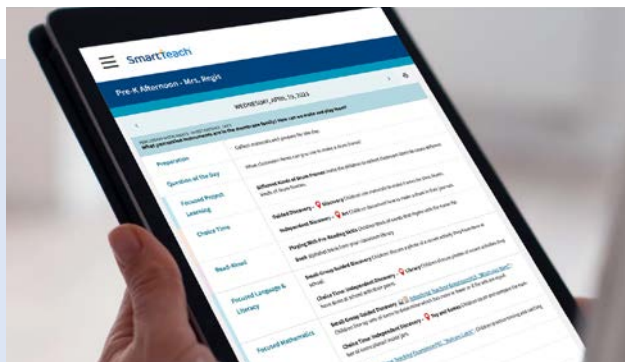
Included Sample Materials

Investigation 2, Days 1-3 of the *Architecture Teaching Guide*

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 267, 129, 281, 183
- Children's Nonfiction Book *What should we build?*
Due to copyright restrictions, we are unable to allow the download of *Highlights High Five Bilingüe*.
- *Intentional Teaching Experiences* LL63, LL53, LL23 (language and literacy small-group activities)
- *Intentional Teaching Experiences* M03, M14, M77 (mathematics small-group activities)
- *Intentional Teaching Experiences* P18, P24 (physical/outdoor small-group activities)
- 3-Step Instruction Cards 15, "Create a Color Pattern"; 14, "Count and Build"; and 19, "Draw and Write in Your Journal"
- Photo Cards 57, 7-10, 28-34, 58-61



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The Creative Curriculum®

for Pre-K

Architecture



Investigation 2

What architectural features are inside and outside of a building?

Question of the Day: What materials will you use to create your building?

Vocabulary: *floor*

Spanish: *piso*

Daily Resources:

- ✓ *Mighty Minutes*: 267
- ✓ *ITEs*: LL63, M14, P18
- ✓ *Photo Cards*: 57, 7–10
- ✓ *3-Step Instruction Card*: 15

Move Like an Animal

267

Objective 9
Uses language to express thoughts and needs
a. Uses an expanding expressive vocabulary
Related Objectives: 4, 8a, 8b, 12b, 14a, 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.

Move Like Will!

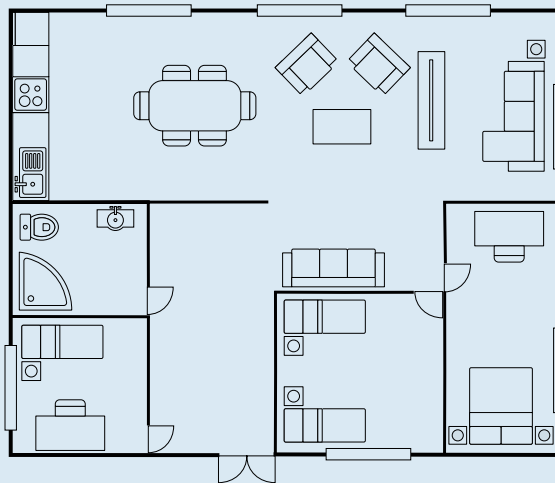
When using *Mighty Minutes* 267, "Move Like an Animal," instead of describing an animal, consider describing a child's strengths for the class to guess and invite that child to choose a movement for the class to perform. For example, you might say, "This child can build tall towers in the Block area and likes to share his dinosaur books with us. Who do you think it is?"

Focused Project Learning

Large Group

Discussion and Shared Writing – Rooms in Buildings

- Use *Mighty Minutes* 267, "Move Like an Animal," to begin the group discussion.
- Ask the children to think about the different types of buildings they have investigated.
- Ask, "What rooms are in the buildings?" Create a list of different rooms.
- Review the list of rooms and ask, "What happens in each of these rooms?" Record the children's responses on the list.
- Display two floor plans of the same type of building: one with the rooms labeled and one without labels.
- Starting with the labeled floor plan, point out each room and discuss its characteristics, e.g., its size, its location, what is in it.
- Next, show the unlabeled floor plan. Point to each room on the floor plan and talk with the children about what they notice, e.g., its size, its location, what is in it.
- Ask the children what type of room they think each one is and label the floorplan with their responses. For example, you might say, "This room has toilets and a sink. What kind of room do you think it is?"



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 – 📍 CONSTRUCTION ZONE

- Review the question of the day. Show the children the materials they can use to construct their buildings.
- Support the children as they begin constructing their buildings.
- Ask open-ended questions that encourage the children to try a variety of materials and engage in problem-solving, e.g., "What materials will you use to make your walls sturdy?"
- Display *Photo Card 57*. Tell the children that many buildings have more than one floor. Explain that a **floor** is a level in a building.
- Ask, "Will your building have more than one floor?" and "How will you make sure your building is still stable with more than one floor?"



Playful Observations – Attends and engages (11a)

As you observe children in the interest areas, notice how they attend to and engage in the offered activities. Which children can sustain interest throughout activities or for longer periods of time? Which children are more easily distracted? To support children's ability to attend and engage, consider offering materials that interest them or breaking up more challenging or time-consuming activities into smaller steps.



Photo
Card
57



Scan to View

Independent Discovery – 📍 BLOCKS

- Display a collection of pretend play people and dollhouse furniture.
- Invite the children to use the materials to build different types of rooms for the pretend play people.



Creating the Construction Zone

Today, the children will start constructing their buildings. They will continue working on them throughout the study. Before the children begin, choose a large area in the classroom to be the "Construction Zone," a place where the children can safely construct and store their buildings. Depending on your space, this can be in the Art or Block area or anywhere the children have space. To store the buildings, clear off shelves or tables so that the children can place their constructions on them.

Investigation 2

What architectural features are inside and outside of a building?



Multilingual learners Introducing rhyming words to multilingual learners increases their awareness of the phonetic sounds in the English language, which is essential for pronouncing new words and developing emergent reading skills.

Read-Aloud

Playing With Pre-Reading Skills – Rhymes (15a)

- Hold up a beanbag. Say a word and ask the children to think of a word that rhymes with it, e.g., *pot/hot*.
- Pass the beanbag to the children. Encourage each child to say a word that rhymes with the original word, and then pass the beanbag to the next child until all children have had a turn to add a word.
- When no children can think of a rhyming word, continue the activity using a new word to find a rhyme for.

What Should We Build? – Asks and answers questions about details in text (18a)

- **Before reading**, ask, “How do you think architects and builders know what kind of buildings to build?”
- **While reading**, ask questions, e.g., “Why is it best to build an A-frame house here?”
- **After reading**, review the types of buildings you saw in the book and challenge the children to remember what they were called.



Intentional
Teaching
Experience
LL63



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Focused Language & Literacy

Small
Group

Guided Discovery – Uses drawing, dictation, and letters to convey a message (19b)

- Use *Intentional Teaching Experience* LL63, “Investigating & Recording.”

Choice Time: Independent Discovery – ART

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

- Tell the children to think of a topic or thing they know a lot about.
- Ask the children to write or draw about the subject and then share their work with a partner to teach them about the topic.

Children With Similar Interests

As children conduct research, point out which children have similar interests and invite them to share their findings with each other, e.g., “Fran and Mohammad both are researching dogs. Would you like to share the information you discovered about dogs?”

Focused Mathematics

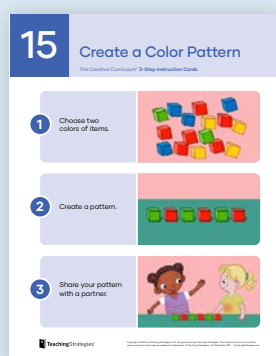
Small Group

Guided Discovery – Creates and extends patterns (23)

- Use *Intentional Teaching Experience* M14, "Patterns," with *Photo Cards* 7–10.

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 a variety of manipulatives (e.g., counting bears, unit cubes) and *3-Step Instruction Card* 15, "Create a Color Pattern."
- Invite the children to follow the guidance on the card to create a color pattern.



Scan to Watch

Intentional Teaching Experience M14



Scan to View

Photo Cards 7–10



Outdoors

- Use *Intentional Teaching Experience* P18, "Dribbling a Ball."



Scan to Watch

Intentional Teaching Experience P18



Large-Group Roundup

- Invite the children who began constructing their buildings to share their work.
- Encourage them to share any challenges they faced as they were working and how they handled their challenges. If there are any challenges a child did not resolve, invite him to share them with the group and work together to think of a solution.

Investigation 2

What architectural features are inside and outside of a building?

Question of the Day: How can we measure how high the ceiling is in this room?

Vocabulary: jamb

Spanish: jamba

Daily Resources:

- ✓ *Mighty Minutes:* 129, 281
- ✓ *ITEs:* LL53, M77
- ✓ *Photo Cards:* 28–34
- ✓ *Book Conversation Card:* 07
- ✓ *3-Step Instruction Card:* 14



Growing Stories

129

Objective 9
Uses language to express thoughts and needs
c. Uses conventional grammar
Related Objectives: 3a, 3b, 3d

What You Do

1. Ask the children to help you tell a story.
2. Start the story with one sentence, e.g., "On the playground, there was a rabbit who was looking for a snack," or "A small worm crawled out of a big, red apple."
3. Invite the children to continue the story by taking turns adding one more sentence.
4. Write down the story as the children tell it and read it back to them when they are finished.

Review Expectations

Prior to going on the walk, review the rules and expectations you have for moving through the school building, such as using a quiet voice and being patient when others want to stop and look at something.

Focused Project Learning

Large Group

Discussion and Shared Writing – Doors, Windows, and Other Openings

- Use *Mighty Minutes* 129, "Growing Stories," to begin the group discussion.
- Look around the classroom and point out openings such as doors and windows. For example, say, "Can you see how this door was cut out of the wall? They made a rectangular hole in the wall that fit the door perfectly." Ask, "What kinds of openings do you see in our room?" Record the children's observations.
- Explain to the children that they will go on a walk inside the school to look for openings in the walls and ceilings.
- During the walk, take photos of the openings the children find, e.g., doorways, windows, vents, outlets.
- Point out the jambs around the doors and windows. Explain that a **jamb** is a piece of material that forms the side of an opening.
- Support the children to use a measuring tape to measure and compare the openings.
- After the walk, review the openings the children discovered and ask questions that encourage them to compare the openings, e.g., "What kinds of openings did you find on the walls? What about on the ceiling?" and "Which was the biggest opening we found?"



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 – 📍 CONSTRUCTION ZONE

- Support the children as they start or continue constructing their buildings.
- Provide materials the children can use to create the walls, doors, and windows of their buildings.
- Ask open-ended questions that encourage the children to problem-solve and try a variety of materials, e.g., "Did you mark on your plan where you would like to add doors and windows? How will you add those?" and "Which rooms in your building will you need to cut openings in?"

Independent Discovery – 📍 BLOCKS

- Invite the children to use blocks to create buildings with windows and doors.



Playful Observations – *Takes care of own needs appropriately (1c)*

As you observe children engaging in the interest areas, notice how they independently meet their own needs. Do they do things like place their dirty napkin in the trash after lunch or put their jacket on before going outside? You can support children's ability to work independently by providing opportunities each day for them to practice self-care tasks and by giving them the space and time to complete tasks without feeling rushed.



Multilingual learners Use parallel talk to describe children's actions and self-talk to describe your thoughts and actions as you support those children. Doing so builds children's understanding of new and unfamiliar words and gives them context for how the English language is used.

Investigation 2

What architectural features are inside and outside of a building?

Back Where They Belong

Invite the children to take turns putting their classroom items back where they belong to transition to the activity after the read-aloud.



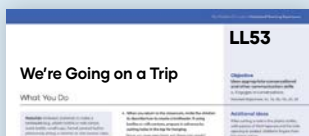
Read-Aloud

Playing With Pre-Reading Skills – Identifies alliteration (15b)

- Gather a container and a collection of small classroom items. Ask each child to choose an item to hold.
- Say a letter sound. Ask the children to think about their items. Then, ask the children to place items into the container that start with the same letter sound, e.g., /p/, pencil.
- Continue to say letter sounds until all of the children's items are inside the container.

Highlights High Five Bilingüe: ¡Para ti! Just for You!, Libro/Book 7 – Engages in group reading (18a)

- Use Book Conversation Card 07.
- Read "Una carta para Mia"/"Mail for Mia" (p. 6 or p. 24).



Intentional Teaching Experience LL53



Scan to Watch



Photo Cards 28–34



Scan to View

Focused Language & Literacy

Small Group

Guided Discovery – Uses descriptive language (9a)

- Use Intentional Teaching Experience LL53, "We're Going on a Trip."

Choice Time: Independent Discovery – **DISCOVERY**

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

- Display Photo Cards 28–34 of familiar items.
- Invite the children to pair up with a partner, choose a photo, identify what's in the photo, and use descriptive language to describe how people use the item.

Focused Mathematics

Small Group

Guided Discovery – Counts (20a)

- Use *Intentional Teaching Experience* M77, "Board Games."

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.

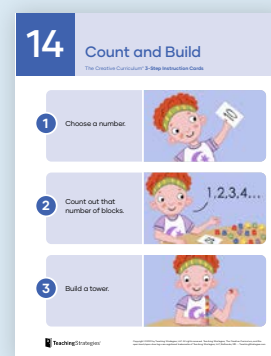
- Display *3-Step Instruction Card* 14, "Count and Build," along with unit blocks and numeral cards 1–10.
- Invite the children to follow the guidance on the card to identify numerals, count out that number of blocks, and build a tower.



Intentional Teaching Experience M77

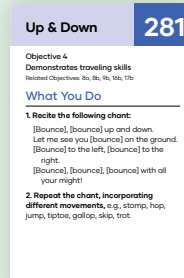


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Outdoors

- Use *Mighty Minutes* 281, "Up & Down."



Large-Group Roundup

- Review the question of the day. Invite the children to try various ways of measuring the height of the ceiling.
- Invite the children to discuss how they added windows and doors to their buildings.
- Encourage the children to walk around the inside of their homes to discover different openings.

Investigation 2

What architectural features are inside and outside of a building?



Photo
Card
58



Scan to View

Question of the Day: What do you notice about this building?
(Display *Photo Card* 58 of an interesting building.)

Vocabulary: *column, latticework, gargoyle*

Spanish: *columna, enrejado, gárgola*

Daily Resources:

- ✓ *Mighty Minutes*: 183
- ✓ *ITEs*: LL23, P24
- ✓ *Photo Cards*: 58–61
- ✓ *3-Step Instruction Card*: 19

Just Move One 183

Objective 8
Listens to and understands increasingly complex language
a. Comprehends language
Related Objectives: 10, 10a, 10c, 21a

What You Do

1. Play music from your classroom collection that the children enjoy dancing to.
2. Pause the music and say, "Freeze! Only move your [arms]."
3. Continue playing the music; pausing it; and calling out one body part to move, e.g., arms, head, fingers, mouth, etc.
4. Encourage the children to control their bodies and only move the part that you named.

Active Listening

As children wait for you to name which body part to move in *Mighty Minutes* 183, "Just Move One," they are using their active listening skills. During this activity, make note of which children respond more quickly to instructions and which children might need reminders or take a little more time to respond.



Photo
Cards
58–61



Scan to View

Focused Project Learning

Large
Group

Discussion and Shared Writing – Decorative Features of Buildings

- Use *Mighty Minutes* 183, "Just Move One," to begin the group discussion.
- Review the question of the day.
- Display *Photo Cards* 58–61 of buildings that have decorative exterior features.
- Ask, "What do you notice about these buildings? What makes them look interesting?" Record the children's responses.
- Point out the decorative features and introduce their names, i.e., **column**, or decorative support pillar; **latticework**, or decorative features that form cross shapes; **gargoyle**, or a creature carved out of stone that helps water move away from the building.
- Talk about how some of these features are also functional, e.g., how columns also support the building and how shutters can be used to protect the windows.
- Ask, "Why do you think architects add decorative features to buildings?" Continue to record the children's responses.



Let's Count!

When reviewing the question of the day—"What do you notice about this building?"—use this opportunity to practice counting skills. With the children, count the number of decorative features, e.g., the number of columns, and record the numeral for each feature the children notice. Encourage the children to explain which type has more and which has fewer.

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 – 📍 CONSTRUCTION ZONE

- Display *Photo Cards* 58–61.
- Invite the children to use art materials to create decorative features for their buildings.
- Ask open-ended questions as the children work, e.g., “What decorative features would you like to add to your building?” “Have you seen features like that on your type of building before?” and “Where is that going to go on your building?”



Playful Observations – Makes connections (12b)

As you observe children engaging in the interest areas, notice how they incorporate their life experiences into play. This could look like a child wanting to play with cars because they attended a car show over the weekend, or a child sharing that their mom read *The Three Little Pigs* at home after finding the book in the Library area. You can support children’s ability to make these types of connections by providing multiple ways for children to express themselves, e.g., through dramatic play, art, movement, and storytelling.

Independent Discovery – 📍 LIBRARY

- Display the children’s journals; books about buildings with decorative features; and 3-Step *Instruction Card* 19, “Draw and Write in Your Journal.”
- Invite the children to add decorative features they find interesting to their building plans.



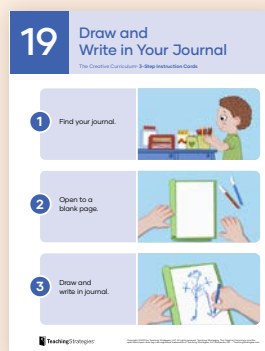
Photo
Cards
58–61



Scan to View

Exploring Materials

Introduce new art materials, such as different kinds of paint or clay, to the children one at a time. Give the children time to explore and experiment with a material before using it for more structured projects.



Investigation 2

What architectural features are inside and outside of a building?

Read-Aloud

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

- Collect a set of lowercase letter cards.
- Invite the children to take turns playing a letter–sound game.
- Lay two or three letter cards that the child is familiar with on the floor. Invite her to stomp on each letter as she says its sound.
- Repeat with new letters for the next child.

Drawing Attention to Feelings

As you look at the illustrations in the book, point out the characters' faces and discuss how the illustrator drew different features to portray how the characters felt, e.g., "The illustrator drew the character's eyebrows slanted toward the nose to show an angry face."

Familiar Book – Discusses author and illustrator (18a)

- **Before reading**, show the children the cover of a familiar book. Read the title of the book and the names of the author and illustrator. Ask, "What does an author do?" and "What does an illustrator do?"
- **While reading**, pause occasionally and ask the children to notice interesting details in the text or illustrations, e.g., "Look how the illustrator drew this big fish. She used lots of tiny, wavy lines."
- **After reading**, place the book and bookmaking supplies in the Art area for the children to use to create their own books.



Intentional
Teaching
Experience
LL23



Scan to Watch

Focused Language & Literacy

Small
Group

Guided Discovery – Identifies features of print (17b)

- Use *Intentional Teaching Experience* LL23, "Playing With Environmental Print."

Choice Time: Independent Discovery – **DRAMATIC PLAY**

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

- Display clean, empty food containers with labels.
- Invite the children to incorporate the items into their play.

Multilingual learners Consider adding food labels that reflect the languages that are spoken in the classroom. Throughout the activity, invite multilingual learners to share the food's name on the label in their first languages and then in English. If a child does not know the name in English, say the name for them and encourage them to repeat it.

Repeating Small-Group Experiences

To ensure that each child has unhurried time to explore and discuss the samples of environmental print, this activity is repeated on Investigation 3, Day 1.

Focused Mathematics

Small Group

Guided Discovery – Identifies shapes (21b)

- Collect attribute blocks of basic shapes.
- Hold up a shape, support the children to identify it, and discuss the shape's attributes: "This triangle is red and has three points. What else do you notice?"
- Continue the activity by holding up the remaining shapes and discussing each one with the children.

Questions to Guide Your Observations

What shapes did the child identify? (21b)

How did the child describe each shape? (9a)

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 attribute blocks and containers labeled with a drawing of each shape.
- Invite the children to identify and name the shapes and sort them into the correct containers.

Outdoors

- Use *Intentional Teaching Experience* P24, "Swing & Jump Rope."



P24

Swing & Jump Rope

What You Do

When you play in the outdoors, make the most of the equipment you have available. Using a jump rope is a fun way to keep your child active and healthy.

Additional Ideas

• Have your child create a story about the jump rope. What is its name? What is its purpose? What is its history?

Intentional Teaching Experience P24

Scan to Watch

Large-Group Roundup

- Encourage the children to share the different decorative features that they are adding to their buildings.
- Invite the children to share any problems or challenges they are facing as they construct their buildings and discuss solutions together.

Endless Solutions

If time allows, encourage the children to come up with as many solutions as possible. Doing so helps children understand that they have a variety of solutions they can try out the next time they work on their buildings.

Mighty Minutes® Card (267)

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

Move Like an Animal

267

Objective 9

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.**

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- **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.**

Mighty Minutes® Card (129)

Growing Stories

129

Objective 9

Uses language to express thoughts and needs

c. Uses conventional grammar

Related Objectives: 3a, 8a, 9d

What You Do

1. Ask the children to help you tell a story.
2. Start the story with one sentence, e.g., "On the playground, there was a rabbit who was looking for a snack," or "A small worm crawled out of a big, red apple."
3. Invite the children to continue the story by taking turns adding one more sentence.
4. Write down the story as the children tell it and read it back to them when they are finished.

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- Start the story with a prompt that relates to the current study topic.
- Invite the children to help retell a story of a recent classroom event.
- Write each line of the story on a sentence strip and encourage children to order the strips correctly.
- Add complexity by asking children to include certain words or concepts, e.g., vocabulary from the current study topic, numbers, shapes, etc.

 Teaching Strategies®

Mighty Minutes® Card (281)

Up & Down

281

Objective 4

Demonstrates traveling skills

Related Objectives: 8a, 8b, 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.

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Mighty Minutes® Card (183)

Just Move One

183

Objective 8

Listens to and understands increasingly complex language

a. Comprehends language

Related Objectives: 1b, 15a, 16a, 21a

What You Do

1. **Play music from your classroom collection that the children enjoy dancing to.**
2. **Pause the music and say, "Freeze! Only move your [arms]."**
3. **Continue playing the music; pausing it; and calling out one body part to move, e.g., arm, head, fingers, mouth, etc.**
4. **Encourage the children to control their bodies and only move the part that you named.**

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- **Include specific body parts, e.g., right hand, pointer fingers, left foot, etc.**
- **Ask the children to take turns naming the body part to move.**
- **Invite children to continue moving the named body parts as they dance and then add body parts until they are moving their entire bodies.**
- **Invite children to move body parts based on beginning letter sounds or rhyming sounds, e.g., a body part that starts with the /h/ sound, a body part that rhymes with *grand*.**

Read-Aloud

Due to copyright restrictions, we are unable to allow the download of *Highlights High Five Bilingüe*, so we are instead providing one of our non-fiction books for the study.



What should we build?





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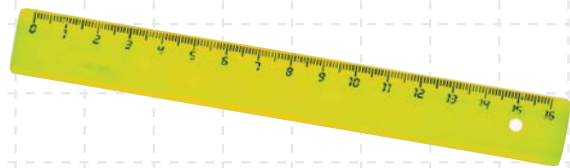
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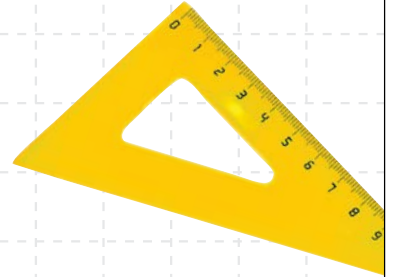
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Have you ever looked at a building and wondered how it got there? Have you thought about why buildings can look so different from each other?

People called architects design buildings to solve a problem and create the right building for a particular place.



Can you think like an architect and choose
the best building for each place?

Let's find out!





Brrr... look at all that snow! The snow is so heavy that it bends the branches on the trees.

Which type of home should we build here?



A-Frame House



Stilt House



Greenhouse

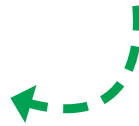
Assemble an

A-Frame House

An A-frame house has a very steep roof that usually begins near the ground. This design works very well in areas that get heavy snow that would weigh down and damage a flatter roof.

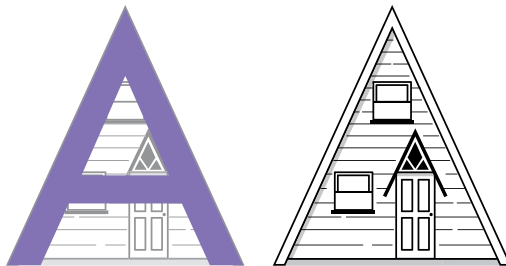


Did you guess
this one?



INTERESTING FACT

It's called an A-frame house because it looks like the letter A.



4

Maybe if I tilt my
head I can keep the
snow off of my hat!





See all the cars lined up on the road?
They are all going to the same place. It would take
a very big parking lot to hold all of those cars!

What type of building should we build to put the cars in?



Stadium



Shed

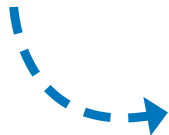


Parking Garage

Produce a **Parking Garage**

It's called a parking garage because it is designed specifically for people to park their cars. Parking garages save space by providing multiple levels for parking. People drive up the ramps inside to go higher and higher.

Did you guess
this one?



Don't worry, there's plenty of
space for both of you!



INTERESTING FACT

Some parking garages have enough spaces for more than 10,000 cars!

6



This farm has lots of sheep and goats.
These animals need a building to live in.

What type of building should we build to keep
all those sheep and goats comfortable and dry?



Igloo



Barn



Log Cabin

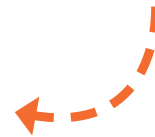
Build a **Barn**



Farmers keep their animals in barns like this one. Barns can be cozy and warm in the winter and cool and shady in the summer. Barns can also store the hay and grain that farmers need for their animals. They have large doors that open wide so animals and farm equipment can easily fit inside.



Did you guess
this one?



If you need me,
I will be in the "baa-rn!"

INTERESTING FACT

Barns were originally red because before paint became available, the barns' wood was covered with oil that had rust in it.





It looks like a sunny day by the ocean!
The waves are washing up on the shore and
a strong breeze is blowing.

What type of house should we build here?



Tree House



Stilt House



Greenhouse

Set up a

Stilt House

A stilt house is built on stilts, which are tall posts that keep the house up off the ground. When strong waves come ashore, the water can flow underneath the house and the house itself stays high and dry. The stilts also allow the house to sway in the wind when a storm comes.



Did you guess
this one?

The waves belong on the beach...
not in my house!

INTERESTING FACT

Stilt houses aren't just for the beach. People also build stilt houses on top of frozen ground so the ground won't melt away!

10





Look at all the planes at this busy airport! People called air traffic controllers watch the planes carefully to make sure they take off and land safely.

Which of these buildings could we build to help them see all the planes?



Lighthouse



Water Tower



Control Tower

Construct a

Control Tower

An air traffic control tower stands high above the airport and has windows all the way around it. The people inside can easily watch for planes and see far into the distance. They use a radio to talk to the pilots and tell them where and when it is safe to land.

Did you guess
this one?



INTERESTING FACT

Thailand has the world's tallest air traffic control tower. It stands about 434 feet tall!



Another safe landing
thanks to air traffic control!



This big city has so many buildings! We need to build more places for people to live and work, but there isn't much room.

In which of these buildings could the most people live?



Skyscraper



Log Cabin



Parking Garage

Set your sights on a Skyscraper

This building is called a skyscraper. Why do you think it has that name? It is very tall and can hold many people without taking up too much space. Skyscrapers are found in cities, where many people live and work.



Did you guess
this one?



When you live in a big
city like me, there are
lots of buildings to see!

INTERESTING FACT

Did you know that New York City has more than 240 skyscrapers? New York is also the home of a famous skyscraper called the Empire State Building.





The team looks ready for the game! Sports fans all around the world love to watch their favorite teams play.

Which of these buildings would be a perfect place for athletes to play and their fans to see the game?



Castle



Stadium



Hotel

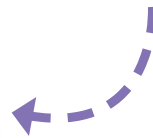
Sit in a Stadium



A stadium is usually built in an oval shape so that everyone can see the game no matter where they sit. Big lights around the stadium make it possible to play games at night. Some stadiums have a roof that can be opened up on a sunny day!



Did you guess
this one?



It's like cheering for my favorite
team with 50,000 friends!

INTERESTING FACT

Most football stadiums
can seat over 50,000 people.
That's a lot of fans!

16



Today we learned about a few different buildings and how they are used. Can you remember their names?



1



2



3



4



5



6



7

1. A-Frame House 2. Parking Garage 3. Barn 4. Stilt House 5. Control Tower 6. Skyscraper 7. Stadium

Glossary

A-frame house: a house with a very steep roof

architect: a person who designs buildings

barn: a large building that houses farm animals, equipment, and supplies

control tower: a tall building at an airport from which planes can easily be seen as they take off and land

parking garage: a building filled with places to park cars

skyscraper: a very tall building that is usually found in a city

stadium: a place to play and watch sports

stilt house: a house built on tall poles to keep it from resting on the ground

Intentional Teaching Experience

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

LL63

Discovery

Objective 19

Demonstrates writing skills

b. Writes to convey ideas and information

Related Objectives: 7b, 8b, 9a, 11a, 11d, 16a, 17b, 24, 28, 31

Investigating & Recording

What You Do

Materials: small clipboards, paper, pencils

1. Invite the children to learn more about a topic that interests them. Give each child a clipboard, paper, and pencil to record their findings. Discuss the chosen topic, and prompt the children to talk about what they want to learn.

"Today we want to find more information about.... Let's think about where we can find that information."

2. Ask the children to think of strategies they have previously used to seek information.

"What do you do when you want to know about something? Rosa asked her Dad where to find Africa on a map. Jovanni told the librarian he was looking for a book about boats."

3. Point out resources you and the children have used in the classroom to learn more about a topic.

"Remember when we were looking for a picture of a bald eagle? We looked on the Internet and found several pictures. When we had questions about how to take care of our goldfish, I brought in a book from the library."

4. Encourage the children to write or draw on their paper to record their research. Keep the clipboards and paper readily available for the children to investigate on their own. Accept any marks on the paper that represent letters.

5. Offer to record the children's dictations about their discoveries.

"Lani, I see you drew what the bark looked like under the magnifying glass. It looks like you saw a lot of details. Do you want to tell me about it, and I'll write down your words?"

Additional Ideas

Encourage the child's curiosity by giving your attention when she asks multiple why questions. Respond with accurate information. If further research is necessary, involve the child in the research process.

Multilingual Learners

- Give all children time to express themselves.
- When English-language learners ask you to name an object in English, ask them to tell you its name in their first languages.
- Encourage English-language learners to partner with more proficient English speakers to investigate and record together.
- Write down children's dictations exactly as they say them, even if they code switch and mix languages: "You said, 'I went to the biblioteca.' Can you tell me what the biblioteca is?"

Including All Children

- Provide a thumbs up or thumbs down or yes or no sign for a child to indicate an interest in a particular topic.
- Use a picture board to explore a variety of resources, e.g., computers, teachers, family members, and books.
- Provide writing tools in a variety of sizes, grips, and colors. Include a word-processing program on a computer.

Questions to Guide Your Observations

- How did the child record the findings? (19b)
- How long was the child able to attend to this activity? (11a)
- What questions did the child ask while seeking information? (11d)
- What letters and letter sounds did the child use? (16a)
- What methods did the child use to explore his topic? (24)

Teaching Sequence

YELLOW	Invite the child to draw on the paper attached to his clipboard to illustrate his ideas about his study topic. Offer to write a description next to the drawing. Read his words back to him. "Rohit, you said, 'The oven is hot, and the bread is hot.'"
GREEN	Invite the child to scribble or draw on the page. Point out any mock letters or letter-like forms. Offer to record her dictated explanations next to her drawing. Read her words back and encourage her to write her name when you are finished. "Puja, you said, 'Here I drew the bus. It is hard to push. It won't go when the wheels are off.'"
GREEN	Invite the child to write familiar letters as he draws or scribbles. Encourage him to identify the letters he has written.
BLUE	"Lawrence, you wrote letters next to your drawing of a horse. Can you tell me which letters you wrote?"
BLUE	Encourage the child to identify the beginning and ending sound of a word and then write the letters that match the sounds. "Nacio, you want to find out more about millipedes. What letter makes the /m/ sound in millipede? What questions do you have about millipedes? I can write them down for you next to the m and p that you wrote to spell millipede."
PURPLE	Invite the child to write his questions and answers as he investigates them, and provide support by offering to sound out words. "You'd like to write trombone? What sounds do you hear when I say it slowly? /t/ /r/ /o/ /m/ /b/ /o/ /n/." "It looks like you have lots of notes and drawings on your clipboard. What did you learn from your investigation?"

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LL53 Library

Objective 9
Uses language to express thoughts and needs
a. Uses an expanding expressive vocabulary
Related Objectives: 8a, 10a, 11e, 14b, 30, 31

We're Going on a Trip

What You Do

Materials: none

1. **Introduce this song to the tune of "The Farmer in the Dell."**
We're going on a trip.
We're going on a trip.
We need to pack a lot of things.
We're going on a trip.

We need to pack a _____.
We need to pack a _____.
We need to pack a lot of things.
We're going on a trip.

2. **Invite the children to join you on an imaginary trip. Talk about the supplies you will need and what you might see during the trip.**
3. **Explore the different aspects of a trip. Invite the children to think about what they will see and hear, and what they might do, on a trip that would be different from what they do at home or school.**
"If we go on a trip, then we will need to make sure we bring everything we need. Let's think about what we'll do on our trip. That will help us decide what to bring."
4. **As you and the children plan the trip details, periodically recall the discussion to help the children remember what they have talked about.**
"So you have decided we definitely need to bring our jackets because it is cool outside. We're also bringing sunscreen and hats."

Multilingual Learners

- When introducing a song, present the words first (without the melody).
- Address children by name so they know they are being asked to participate.
- When you introduce the tune, begin by singing very slowly and clearly.

Including All Children

- Use gestures whenever possible to emphasize important details.
- Simplify questions by offering answer choices.
- Provide ample time for the child to process the question and answer.

Questions to Guide Your Observations

- Did the child understand and use new vocabulary? (9a)
- In what ways did the child try to figure out new uses for materials? (11e)
- Was the child able to connect the details of the trip to create a new imaginary experience? (14b)

Teaching Sequence

YELLOW	Introduce new vocabulary as you describe something you would take on the trip. Invite the child to ask what, who, and when questions that will help him learn more about the item. "Let's bring a sleeping bag. Do you know what it's for?"
GREEN	Ask the child questions that prompt her to talk about her ideas and feelings about a trip. Invite the child to use who, what, where, and why questions to continue the discussion. "What do you think it would be like to be outside at night watching the stars?" "What other questions do you have about our trip plans?"
GREEN	Provide a simple idea for the trip and invite the child to expand on the idea. Use the child's when, where, and how questions to lead the discussion. "I think we'll need to pack food to bring with us. What types of food would be good to eat while we're traveling?" "Darius wants to know how heavy this suitcase is. That's a great question! Who has an idea about how we can find the answer?"
BLUE	
BLUE	Guide the child, as needed, to stay on topic. Invite the child to think of new ways to use the trip supplies. Invite him to share additional ideas about the trip plans. "I know this discussion has reminded you about your birthday party and the new backpack your Nana gave you. How could we use that backpack on our trip?" "We decided we need a few plastic bags to put our trash in. What else could we use those plastic bags for?"
PURPLE	
PURPLE	When the child contributes ideas about the trip, ask her to explain why that idea will work well. "You think we should bring extra books. Why would we need to have them? Yes, in case our train is late and we have to wait at the train station. We can read books while we wait."

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Language and literacy small-group activity

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Playing With Environmental Print

What You Do

Materials: variety of environmental print, e.g., product labels, photos of road and store signs

1. Invite the children to join you in exploring the environmental print. Share one label at a time, and prompt the children to describe what they see.

"Joni, you said this label has two colors, red and white. What else do we see on the label?"

"What can you tell me about the picture on the box? Yes, I see the white bird."

2. Point out letters in the environmental print, and talk about letter sounds with the children. Read the words and talk about the products represented by each label.

"Antonio is pointing to the large T on the carton. What sound does the T make? It's the first letter in the words *Tomatoes* and *Tomas*."

"This carton of cream has the word *fresh*. What does it mean if the cream is fresh?"

3. Continue the activity for as long as it interests and engages the children. Explain that the labels and products will be available in the Dramatic Play area for the children to read during choice time.

LL23

Dramatic Play

Objective 17

Demonstrates knowledge of print and its uses

b. Uses print concepts

Related Objectives: 8b, 9a, 11a, 16a

Additional Ideas

Explore more environmental print with samples sent in by family members.

Multilingual Learners

- Include items with environmental print in children's first languages.
- Include answer options in the phrasing of a question. For example, ask, "Is this a carton for milk or juice?"

Including All Children

- Enlarge print examples or mount them on firm paper with a contrasting color to make them easier to see and handle.
- Highlight the first letter or word shape. Guide the child's hand to feel the shape as you describe it.
- Provide large foam or magnetic letters to handle as you describe the various print examples.

Questions to Guide Your Observations

- Did the child recognize, name, and read the environmental print? (17b)
- Was the child able to explain what the label represents, e.g., a box of cereal, a can of corn (symbol representation)? (9a)
- How long was the child able to attend to this experience? (11a)
- What letters did the child recognize? (16a)

Teaching Sequence

YELLOW	Show the child familiar environmental print, and give him a chance to recognize the product. "I see you pointing to the macaroni box. I know you like macaroni. What do you call macaroni and cheese? You call it 'mac.' "Can you make the /m/ sound like in macaroni?"
GREEN	Encourage discussion about unfamiliar print by talking about descriptors, such as colors and pictures. "How can we figure out what was in this carton? What do you see that might tell us? Yes, you see oranges, and here is a picture of an orange tree." "What letter is this in the name? Yes, it's T. Can you make a sound like a T?"
GREEN	Ask the child to point to a product name on a familiar label and encourage him to identify it. "I see a name on your shirt today. Do you know what it says? Yes, it says <i>Superhero</i> ." "What sound does <i>Superhero</i> start with? Here is the letter S that makes the /s/ sound."
BLUE	
BLUE	Encourage the child to move her finger across print while naming environmental print. "We read these labels the same way we read books. Can you start at the beginning letter?" " <i>Chicken</i> starts with a /ch/ sound. That is the sound we make when we see c and h together, /ch/. <i>Cheese</i> starts the same way."
PURPLE	
PURPLE	Ask the child to point to individual words on environmental print while reading words. "Let's look at the labels you brought from home. Would you like to read them to me?" "Here's a granola bar box. We hear an /n/ sound in <i>honey</i> and in <i>nut</i> . Let's see if we can find the letter n in those words as we read."

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Intentional Teaching Experience

Mathematics small-group activity

Build the essential mathematical process skills of problem-solving, reasoning, communicating, making connections, and representing.

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Seek & Find

What You Do

Materials: collection of objects to be categorized, e.g., clothes, toys, food, animals, tools; large basket to hold collection

1. **Invite the children to join you in a game. Have everyone sit so they can easily see and access the basket of objects. Explain how the game is played.**
"I will describe a group that I'm thinking about. I want you to pick something out of the basket that belongs in that group."
2. **Provide an example before offering each child a turn to select an object.**
"I'm thinking of animals that can live in very cold places. Let's look in the basket and see what we can find. Here, this is an animal that lives in cold places. It's a penguin."

3. **Put the found objects into a pile. When all of the correct items have been gathered together, describe the children's choices and the category you were thinking about. Then count the objects.**
"We have a seal, a polar bear, a whale, and a penguin. These are all animals that live in cold places. Let's count them."
4. **Place the remaining items in another pile. Count them.**
"These animals do not live in cold places. Let's count them."
5. **Offer another challenge and continue the game for as long as it interests the children. Explain that the basket of objects will be in the Toys and Games area so they can play this game with a classmate during choice time.**

M03

Toys and Games

Objective 20

Uses number concepts and operations

b. Quantifies

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

Additional Ideas

This game helps children sharpen their memory, classification, and logical thinking skills. Thinking about another time or place is a skill children will use again and again as they learn to read complex stories.

Multilingual Learners

- For multilingual learners, have yes–no words in different colors in their first languages.
- Watch for nonverbal cues that signal a desire to participate, such as gestures, body movements, and facial expressions.
- As you are describing the clues, use gestures and actions to help children understand the words *cold* or *hot*.
- Select objects that are familiar to the children and relate either to the current study or a previous one.

Including All Children

- Provide a picture or photo of the category.
- Provide pictorial representations of yes and no, e.g., pictures of thumbs up and thumbs down, for a child to hold and ask, "Does this animal live in cold places?"
- Verbally describe the objects from the box. Be sure to include some objects with interesting tactile characteristics, e.g., furry, round, bumpy, or curly.

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 rule or sorting principle? (9a)
- Was the child able to find an item and place it in the appropriate pile? (13)
- Was the child able to sort a group of objects in more than one way? On her own? With guidance? (13)

Teaching Sequence

YELLOW	Invite the child to put toys away in the appropriate places. "Yes, all the dolls go in the doll bin and all the trucks go in the truck bin. Let's count the dolls you're holding."
GREEN	Use simple categories, e.g., things we eat, things we don't eat. Discuss which category has more or fewer objects. "I'm thinking of things we eat. What can you find in the box? You found a truck. Can we eat that?" "That's a box of crackers. You found something to eat! Now let's count what is in each category. Which group has more things? Which has fewer things?"
GREEN	Invite the child to group items that are used together. Select a category that encourages the child to find up to five items. Ask the child to count the items. "I'm thinking of things we use to clean up. You found a dustpan." "Can you find something else that we use with the dustpan? You found the small broom!"
BLUE	Invite the child to sort the same group of objects (in sets of six to 10 objects) first by one feature and then by another feature. Ask the child to record and compare how many are in each group. "Yes, you put all the red shapes in one pile and all the blue shapes in another pile. How many were in each pile? Now can you put all the big shapes together and all the small shapes together? How many of each did you have this time? Which pile has more shapes?"
PURPLE	Encourage the child to describe the groups and make comparisons and count the objects. Ask questions that encourage comparisons. "I'm thinking of something we use outside that is round. Yes, a tricycle has round wheels, and we use it outside. The sidewalk chalk is round, too." "You're right. That bowl doesn't fit in our group. It is round, but we use that in the kitchen, not outside." "Which group has fewer things? Which group has more? How do you know?"



Intentional Teaching Experience

Mathematics small-group activity

The Creative Curriculum® Intentional Teaching Experiences

M14

Toys and Games

Objective 23
Demonstrates knowledge of patterns
Related Objectives: 7a, 11a

Patterns

What You Do

Materials: group of objects to be arranged in a pattern; examples of patterns, e.g., photos of patterns, such as railroad tracks; a pattern of flowers or bricks; construction paper; crayons or markers

1. Invite the children to join you in creating patterns. Show the children a few examples of common patterns, e.g., stripes on a shirt, repeated colors on wall tiles, and a checkerboard. Encourage the children to think about patterns they see every day.
"Can you think of other patterns you see at school or at home? Martin is pointing to the stripes on our flag—red, white, red, white, red, white. That's a pattern!"

2. Explain that the children will have an opportunity to copy or create their own patterns. Provide a group of objects for the children to arrange in a pattern, e.g., cars and trucks, crayons and pencils, or forks and spoons. Demonstrate how to represent a pattern on paper with writing tools, e.g., short line, dot, short line, dot, short line, dot. Allow the children to explore the objects and think of ways to make patterns.
3. Tell the children that the objects and pattern examples will be available in the Toys and Games area for their use during choice time.

Multilingual Learners

- If children are beginning to speak in sentences, give them plenty of opportunities to talk. Be sure to model the correct use of English but do not correct their grammar.
- When you think children are ready, begin challenging them to use English instead of nonverbal communication.
- Give children ample time to respond.

Including All Children

- Encourage pairs of children to make patterns. Give each child a set of large objects that are easy to handle. Let them take turns placing objects in a line. Have them name each object as they place it, e.g., "car, block, car, block."
- Provide objects of different sizes, shapes, textures, or sounds.
- Provide pictures of the two objects so that a child can direct a partner to build a pattern.

Questions to Guide Your Observations

- Was the child able to recognize, describe, and copy patterns? What patterns did the child create? (23)
- How did the child grasp and manipulate objects to make a pattern? (7a)

Teaching Sequence

YELLOW	Invite the child to notice patterns in daily routines. "Every day we follow the same pattern. What happens after lunch? Yes, we read a story."
GREEN	Invite the child to make a pattern with two colors after looking at a pattern in the environment. "Let's look at the bumblebee puppet we played with that had stripes that were black, yellow, black, yellow, black, yellow. Here are black and yellow crayons. Can you make a pattern like the bumblebee on the paper?"
GREEN	Offer the child a group of objects e.g., colored beads on a string, and let her choose how to use them to copy some pattern samples. "Which beads will you use to make a pattern? I see you are finding all the green beads and the flower beads. Show me how you would like to string them together. Which pattern would you like to copy?"
BLUE	Ask the child to extend an existing pattern by adding to it, e.g., stomp, clap, stomp, clap, clap; stomp, clap, stomp, clap, clap; etc. "How can we add to this pattern? Let's try clapping twice after each stomp instead of just once. We'll try it together slowly and see if we can make a new pattern."
PURPLE	Encourage the child to build a growing pattern, such as blocks built in stair-step fashion. Have the child explain the pattern to you when he is finished. "How can we make these blocks look like steps? Yes, we'll need one block first and then two blocks after that. What comes next in the pattern?"

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Mathematics small-group activity

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M77 Toys and Games

Objective 20
Uses number concepts and operations
a. Counts
Related Objectives: 1a, 2c, 3a, 7a, 8b, 9c, 10a, 11a, 20b, 21a

Board Games

What You Do

- Materials:** board games with dice and playing pieces
- Introduce the game to the children. Before playing, show them the dice and point out the dots on each side. Count the dots together and talk about how the dice are used in the game.**

"Look, each side of this die has a different number of dots. We'll count the dots together so we know how many are on each side."
 - As you show them the board and playing pieces, explain the basic rules of the game. Modify the rules as needed to keep the game simple. Use your finger to trace the path that the playing pieces follow along the board. Talk about the features of the board that designate start and finish.**

"Here is the place on the board where we begin. It says Start. Let's roll one die and count the dots to begin."
 - Coach the children to take turns and pass the dice to the next child when finished.**
 - When each child rolls the dice, invite her to point to the dots. Count together or invite the child to count independently, if appropriate.**

"Priya rolled the die so that she will know how many spaces to move. How many dots do we see? One, two, three, four dots. Now she can move four spaces on the board."
 - Invite the children to move their playing pieces the appropriate number of spaces on the board as they count aloud.**
 - Continue the game as long as it interests the children. Tell them that they can use the game at choice time in the Toys and Games area.**

Multilingual Learners

- Watch for nonverbal cues that signal a desire to participate, such as gestures, body movements, and facial expressions.
- Give all children time to express themselves.
- Encourage all children to count in English and children's first languages.

Including All Children

- Pair children of different skill levels. One child can roll the dice, the other can move the game piece.
- Use large-size dice that are easier to roll.
- Make sure each child is seated comfortably and can reach the board and the dice.
- Allow children to stand as they play the board game.
- Record numbers into a communication device for a child to use.

Questions to Guide Your Observations

- Was the child able to count to the appropriate number? (20a)
- In what ways did the child grasp and manipulate the dice and playing pieces? (7a)
- Was the child able to add on, recognizing the quantity on one die and then counting on to incorporate the dots on the second die? (20b)

Teaching Sequence

YELLOW	Instead of using dice, create a few sets of cards with one, two, or three dots on each card. Invite the child to choose a card. Name the numeral and count the dots together as you put your finger on each dot. Point to each space on the board as you count aloud. Invite the child to move his piece next to your finger as you count. "Here we see one, two, three dots on the card. Now we can move the piece one, two, three spaces on the board."
GREEN	Offer the child one die to roll. Invite her to count the number of dots shown. Point to the spaces on the board as the child counts aloud and moves the piece. "How many dots do you see? Yes, you counted one, two, three, four, five dots." "How many spaces do we need to count on the board?"
GREEN	Introduce two dice for the child to roll. Demonstrate how to count the dots on both dice to get the total number. Invite the child to point to each dot as you name the quantity. "Let's count the dots. Can you point to each one as we count it?"
BLUE	
BLUE	
PURPLE	Invite the child to independently count the dots on both dice. Offer assistance, as needed, for higher numbers. "Can you tell me how many dots you see? Which die will you count first?"
PURPLE	Invite the child to look at the two dice separately and add the two numbers together. Have the child play the game with minimal or no assistance. "You're right, you have a six and a four. What number do you get when you add them together? How many spaces will you move on the board?"

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Intentional Teaching Experience

Physical/outdoor small-group activity

Support children to build fine- and gross-motor skills, strength, coordination, and balancing and traveling skills.

The Creative Curriculum® Intentional Teaching Experiences

P18 Outdoors

Objective 6 Demonstrates gross-motor manipulative skills

Related Objectives: 3a, 4, 8b, 11a, 11b, 20b

Dribbling a Ball

What You Do

Materials: playground balls that are at least 10 inches in diameter

1. Gather the children in a large indoor or outdoor space with a smooth floor surface.
2. Explain that they will learn and practice how to dribble a ball. Demonstrate by dropping the ball and using the fingertips of one hand to keep it bouncing when it rebounds. Talk about the way you move your hand to control the ball.

"I'll use my hand to keep the ball bouncing on the ground."

"See how I hit the ball back down each time it bounces up. When I bounce the ball over and over against the ground, I'm dribbling."

3. Ask the children to hold the balls out in front of their bodies and bounce the balls in front of them.

"When the ball bounces up from the floor, use one hand to strike the ball back to the ground."

4. Demonstrate how to dribble the ball without stopping. Invite the children to copy your movements. Describe what you see the children doing.

"I see that you are using your hand to guide the ball down. Then it bounces back up."

5. Continue the activity for as long as it interests the children. Explain that they can practice dribbling the ball during outdoor time.

Additional Ideas

When dribbling a ball, the focus is on guiding the ball down with the tips of the fingers. A child who dribbles with the palm of the hand will have difficulty controlling and keeping the ball in front of him.

Multilingual Learners

- Demonstrate slowly while you give directions.
- Explain your actions in real time and/or explain what other children are doing to increase vocabulary and comprehension.
- Ask children to repeat a simple phrase you have said and modeled. For example, say, "I am dribbling the ball. Tell your friend, 'I am dribbling the ball!'"

Including All Children

- Offer balls of different sizes, textures, weights, and colors. Use larger, inflatable balls for slower action and easy targets. Offer balls that make a sound.
- Place your hands over the child's hands to bounce and catch the ball. Show dribbling with your fingertips.
- Pair children with different skill levels together. One child can bounce the ball and another child can catch or retrieve it.

Questions to Guide Your Observations

- Was the child able to use one hand to bounce the ball? How many times was the child able to dribble the ball? (4)
- Was the child able to move around the space while dribbling the ball? (4)

Teaching Sequence

YELLOW	In order to dribble a ball, the child must first bounce the ball straight down in front of her body. Demonstrate guiding the ball down to the floor so it bounces back up into the air. "Hold the ball out in front and throw it straight down in front of you. Bounce the ball in front of your toes." "Throw the ball down hard enough so it comes back up to your hands."
GREEN	As the child develops the skill of throwing the ball straight down so it returns to the height of her hands, invite her to guide the ball back down to the floor with one hand. "Guide the ball back down to the floor with one hand." "Can you dribble with your other hand?"
GREEN	Initially, a child will use his entire hand or the palm of his hand to dribble. Stress the use of the fingertips.
BLUE	"Try to only touch the ball with the tips of your fingers."
BLUE	Challenge the child to move around while dribbling the ball. "Can you walk and dribble the ball at the same time?" "While you walk, count the number of times you can dribble the ball without losing control."
PURPLE	As children develop the skills to dribble the ball, continue to emphasize the technique. "Remember to dribble the ball with your fingertips."
PURPLE	Position cones or obstacles and ask children to dribble around them. "Can you dribble the ball around all the cones without losing control of the ball?" Advanced suggestions for this activity might include the following: "Dribble the ball three times with one hand and then three times with the other hand. Continue to alternate hands as you walk." "Can you walk backward and dribble the ball?"

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Intentional Teaching Experience

Physical/outdoor small-group activity

The Creative Curriculum® Intentional Teaching Experiences

P24

Outdoors

Objective 5

Demonstrates balancing skills

Related Objectives: 3a, 4, 8b, 11a, 21a, 26

Swing & Jump Rope

What You Do

Materials: 7 feet of rope (preferably one strung with plastic beads) or a jump rope

1. Invite the children to join you in a large outdoor space to jump rope. Remind them to look out for other classmates before swinging the jump rope.

2. Model the following steps.

- Hold the rope by the handles, one in each hand. Hold the handles with your thumbs pointing down.
- Hold the rope out in front of your body.
- Step over the rope.
- Bend your elbows up close to your ears.
- Move your arms forward and swing the rope over your head.
- Let the rope hit the floor.
- Jump over the rope, taking off and landing on two feet.

Multilingual Learners

- If children are beginning to speak in sentences, give them plenty of opportunities to talk. Be sure to model the correct use of English, but do not correct their grammar.
- Watch for nonverbal cues that signal a desire to participate, such as gestures, body movements, and facial expressions.
- Use self-talk to describe your actions as you are doing them.

Including All Children

- Demonstrate each movement slowly as you describe it. Repeat words often throughout the activity.
- Allow children with different skill levels to participate. Some children can hold and turn the rope, while others can move or jump over it.
- Provide physical and verbal support when needed.
- Use a brightly colored rope or one with attached beads or bells to raise awareness of the rope.
- Use more than one rope. Tape a rope to the floor for children to crawl, roll, or step over.
- Provide a glove with hook-and-loop fasteners on it to hold the rope handles.

Questions to Guide Your Observations

- Was the child able to follow the steps of jumping rope? (5)
- Did the child watch for others when swinging the rope? (3a)
- How long was the child able to attend to this activity? (11a)

Teaching Sequence

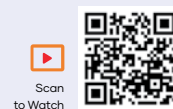
YELLOW	Place the rope on the floor. Invite the child to jump over it. "Try to jump over the rope and land on two feet." "Taking off and landing on two feet helps you to stay balanced."
GREEN	Encourage the child to practice swinging the jump rope motion without the jump rope. "Let's pretend to hold the rope while we practice moving our arms and jumping." Encourage the child to jump high so the rope will have plenty of room to travel under his feet.
GREEN	First demonstrate how to hold the rope out in front and jump over the rope without swinging it. Then demonstrate how to swing the rope without actually jumping.
BLUE	"Hold the rope out in front of your body; step over the rope; bend your elbows up by your ears; and swing the rope over your head, letting it strike the floor." "Try swinging the rope over your head several times without jumping."
BLUE	Give each child 7 feet of rope and demonstrate the steps described in "What You Do," giving the appropriate reminders about the steps.
PURPLE	"Keep your balance when jumping and landing."
PURPLE	Challenge the child to continually swing the rope and jump without stopping. "How many times can you jump rope in a row without stopping?"

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3-Step Instruction Card

Provide guidance for children
as they work independently in the interest areas.

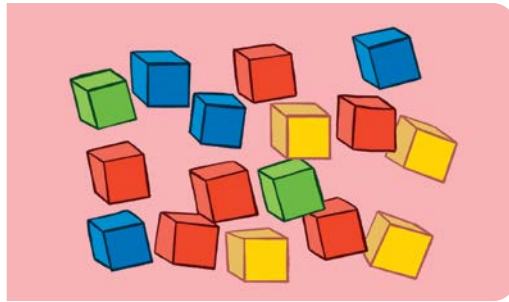
15

Create a Color Pattern

The Creative Curriculum® 3-Step Instruction Cards

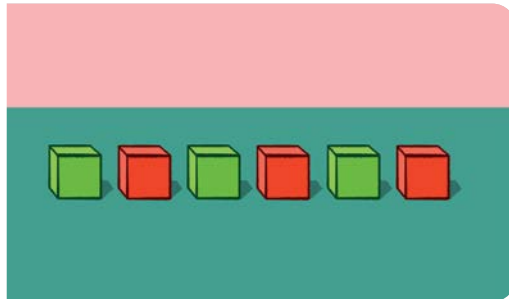
1

Choose two
colors of items.



2

Create a pattern.



3

Share your pattern
with a partner.



3-Step Instruction Card

14

Count and Build

The Creative Curriculum® 3-Step Instruction Cards

1

Choose a number.



2

Count out that number of blocks.



3

Build a tower.



3-Step Instruction Card

19

Draw and Write in Your Journal

The Creative Curriculum® 3-Step Instruction Cards

1

Find your journal.



2

Open to a blank page.



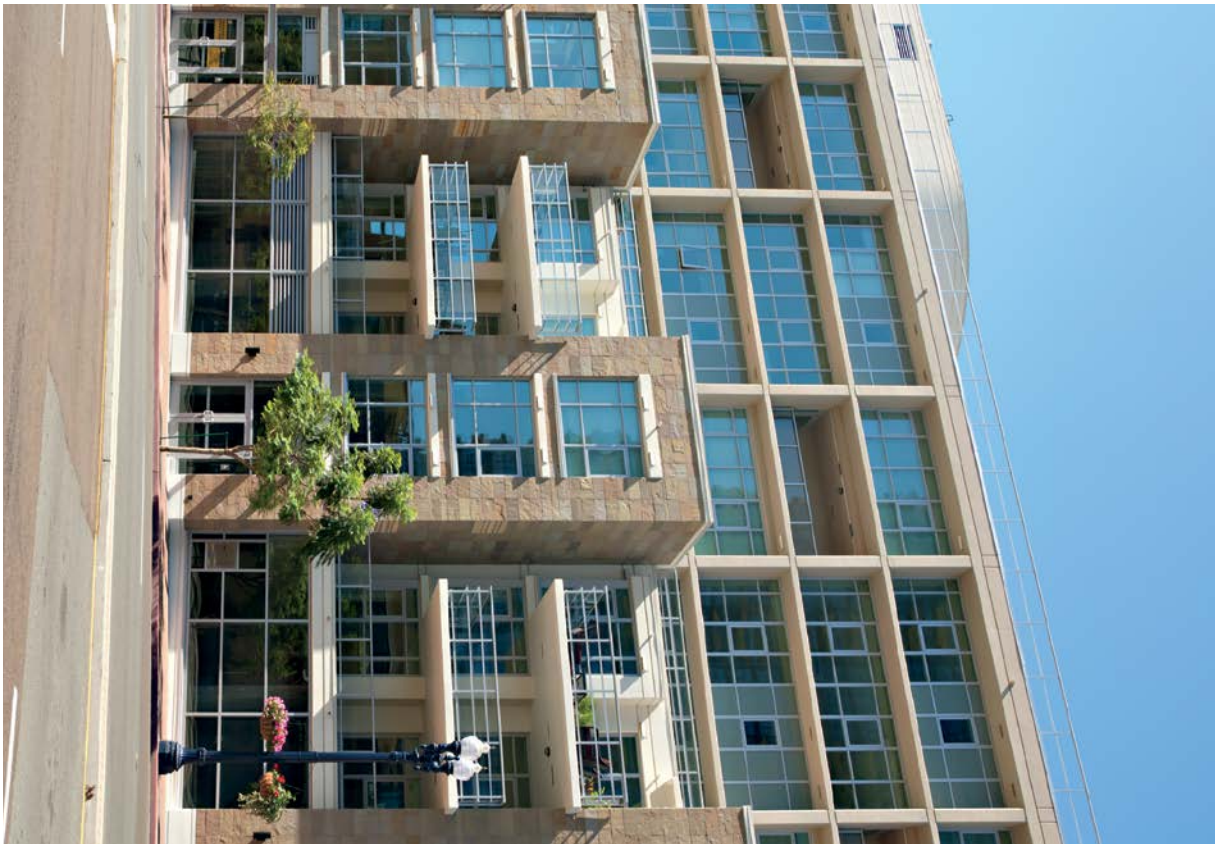
3

Draw and write in journal.



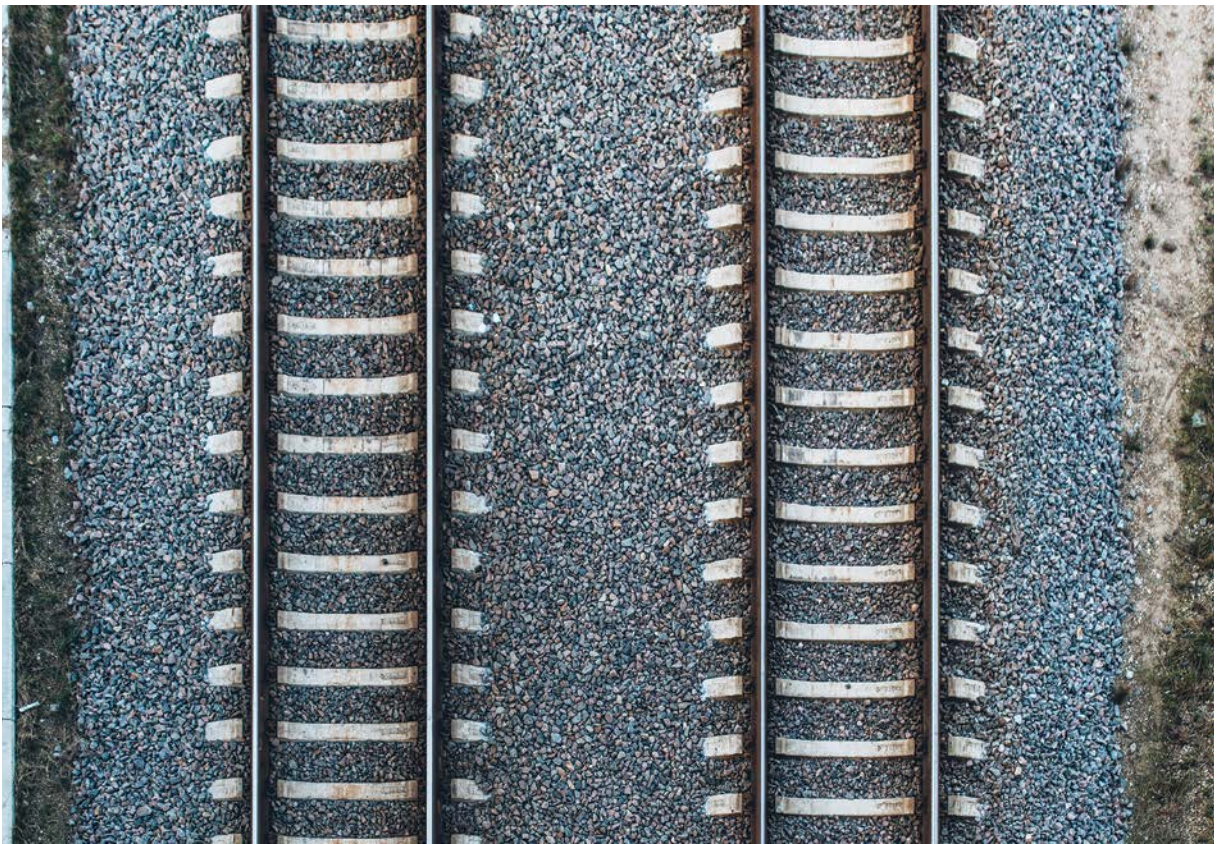
Photo Card (57)

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



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Photo Card (7)



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Photo Card (8)

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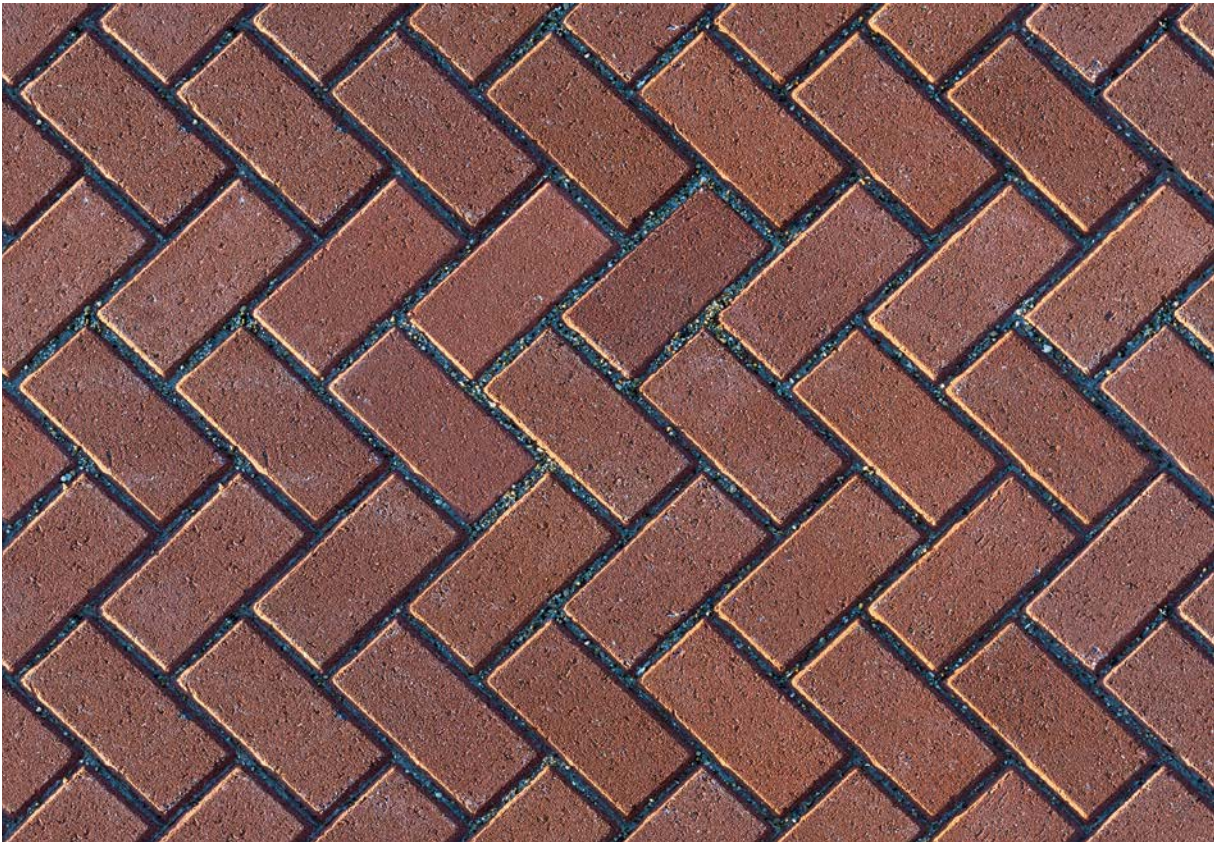


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