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 Teaching Strategies®



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# Mighty Minutes™

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*for Preschool*



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## The People in Your Neighborhood

# 01

### Objective 30 Shows basic understanding of people and how they live

Related Objectives: 3, 8, 9, 11, 12, 14, 34

### What You Do

- 1. Ask**, “What does a firefighter do? What sound does the hose and water make when he puts out the fire?”
- 2. Sing to the tune of “Mary Had a Little Lamb” using children’s ideas in the last line:**

Do you have a [firefighter], a [firefighter], a [firefighter]?

Do you have a [firefighter] in your neighborhood?

Oh, yes, we have a [firefighter], a [firefighter], a [firefighter].

Oh, yes, we have a [firefighter], who [puts out all the fires—*pppssshhh!*]

- Repeat the song using children’s ideas to sing about other people in their neighborhood.
- Create new verses using family members’ jobs and related sounds, e.g., hairdresser—*snip, snip*; cook—*chop, chop*; carpenter—*pound, pound*.
- Help build memory skills by asking the children to recall and repeat each job and sound after a new one is added.

Oh, yes, we have a carpenter, who builds our cozy homes—*pound, pound!*  
And yes, we have a hairdresser, who trims our shaggy hair—*snip, snip!*  
And yes, we have a firefighter, who puts out all the fires—*pppssshhh!*

## Clap a Friend's Name

# 40

### Objective 15 Demonstrates phonological awareness

Related Objectives: 1, 3, 8, 11, 20, 35

### What You Do

**1. To the tune of "Mary Had a Little Lamb," clap each syllable of a child's name as part of the song.**

Clap a friend's name with me,  
Name with me,  
Name with me.  
Clap a friend's name with me.  
Let's try [Ka-cy].  
[Ka-cy] (*clap-clap*)

**2. Repeat the song, substituting different children's names.**

- Substitute other movements, such as jumping, nodding, or marching.
- Once the children can identify the syllables in their own names, help them identify the syllables in other words.
- Compare the number of syllables in each child's name by graphing them on a chart.
- Say the first syllable in a name, and then clap the rest of the name, e.g., Jon-clap-clap for Jon-a-than.

## Come Play With Me

# 42

### Objective 20 Uses number concepts and operations

Related Objectives: 2, 3, 4, 8, 11, 15, 36

### What You Do

#### 1. Read the poem to the group.

One little child climbing in a tree,  
Playing by herself, but she didn't want to be.  
So she called for a friend, over land and sea:  
"[Jeremy], come play with me."  
And along came [Jeremy] to climb in her tree.

#### 2. Invite the child who is called to stand by a pretend tree.

#### 3. Invite a child to decide whom to call next.

#### 4. Count the children "in the tree" after each verse. Say, "Two little children climbing in a tree..."

- Ask the children which friend came first, which came second, etc.
- Call two or more friends at a time to the tree, counting each time.
- Modify the poem to practice subtraction.

[Six busy friends], climbing in a tree,  
Were having lots of fun, and were  
happy to be free.  
But they heard [a grandma] calling,  
over land and over sea,  
"Come home, [José]."  
So [José] ran home just as fast as  
could be.

- Ask the children how many friends are left in the tree.

## People Patterns

# 65

### Objective 23 Demonstrates knowledge of patterns

Related Objectives: 1, 3, 5, 8, 11, 21

### What You Do

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- 1. Explain that the children will create patterns using their own bodies.**
- 2. Arrange 6–8 children in a line in front of the group.**
- 3. Explain how they could use their bodies to represent *high* and *low*, e.g., some children should stand tall while others crouch.**
- 4. Help the children create a simple pattern, e.g., high, low, low, high, low, low.**

- Explore other ways to create patterns with the children's bodies, e.g., front and back; bent and straight; eyes open and eyes closed.

**Objective 35**  
**Explores dance and movement concepts**

Related Objectives: 3, 5, 8, 11, 14, 26

**What You Do**

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- 1. Hold a magnet in your hand and show how it is attracted to metal.**
- 2. Ask the children to pretend that their bodies are made of metal.**
- 3. Choose a child to help you demonstrate how the children should follow the movement of the magnet with their bodies.**
- 4. Stand in front of the group. Move your hand slowly in several different directions. Have the children sway and bend their bodies to match your movements.**

- **Incorporate music that begins slowly then gets faster.**
- **Have the children find a partner and take turns being the magnet and the metal.**
- **Play the game again and have children pretend that individual parts of their bodies are made of metal, e.g., an elbow, foot, or knee.**



*About the*  
**Mighty Minutes**  
*for* Preschool

*Mighty Minutes* is a collection of 100 quick, playful, and engaging activities that are designed to inspire learning. Featuring interactive songs, rhymes, and games, they can be used anytime and anywhere to intentionally teach language, literacy, math, science, social studies, and physical skills. Each *Mighty Minute* is linked to learning objectives found in *The Creative Curriculum® for Preschool, Objectives for Development and Learning*, making even your shortest activities meaningful. So, pick up a pack and start having fun today.

