

Language/  
Literacy**Understanding Words and Letters**

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Reviewing the names of the letters B and C (Day 1), O (Day 3), and A (Day 5)
- Practicing how to make and take apart compound words (Day 2)
- Identifying rhyming words (Day 4)

123

## Mathematics

**Counting Things**

- The last number we count tells us how many we have (Days 1, 2, 5)
- How to sort items into groups and identify groups that are equal (Day 3)
- How to make a group of a given number of items (Days 4–5)

Self-  
Regulation**Paying Attention**

- How to concentrate on our breathing while stretching our bodies (Day 1)
  - Practicing two yoga poses

Social-  
Emotional**Understanding Feelings**

- When we feel sad we may have a frown on our face or cry (Day 2)
- Making and identifying happy, silly, and sad faces (Day 2)
- Ways to feel better when we are sad (Day 3)

Social  
Studies**Exploring Where We Live**

- Creating a unique shoebox home (Days 4–5)

Creative  
Expression**Creating Dance**

- How to move forward and backward (Day 1)
- How to bend, stretch, and bow (Days 2–3)
- How to jump, glide, spin, and hop (Day 3)

Physical/  
Health**Staying Healthy and Safe**

- Our teeth help us eat and make sounds when we talk (Day 4)
- How to brush our teeth (Day 5)

# Understanding Words



Language/  
Literacy

3-5 YEARS

Large Group



## Skill and Goal

### Oral language

#### Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the names of the letters B and C.



## Key Concepts

**New:** 1–2 words  
(see Be Prepared)



## Materials Needed

\*Letter B card

\*Letter C card

Book of your choice for this week's repeated reading

Chart paper

Marker

\*Printables provided

**Be Prepared:** This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in the book. In advance of the session, identify all novel words in the book you intend to define for children across three days of reading the book. Select one or two important words to define for children today, especially words that are essential to understanding the book. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

**BEGIN:** [*Display the letter B card and the letter C card.*]

- What are the names of these letters?
- Pop up if you have the letter B in your name!
- Pop up if you have the letter C in your name!

B b

C c

**EXPLAIN:** Now let's read a book!

[*See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*
- *Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.*
  - *What does each word mean?*
  - *How was each word used in today's book?]*

## 3-5 YEARS

## Large Group



## Skill and Goal

## Number knowledge

Children will understand that when counting, the last number counted tells how many (cardinality).



## Key Concepts

**New:** Last number counted



## Materials Needed

\*Large star cards 2-10



## Also Promotes

Creative Expression

\*Printables provided

**BEGIN:** Today we will begin by learning a new song. The song is called "Ten Butterflies." I will sing it first, and then we can sing it together.

[Sing the adjacent words to the tune of "Mary Had a Little Lamb." Hold up one finger for each butterfly. Then encourage children to sing with you, using their fingers as butterflies.]

**EXPLAIN:** [Display card with stars.]

Let's find out how many stars are on this card. I am going to count the stars on this card. Please watch and listen as I count. The last number I count will tell us how many stars are on this card.

[Point to each star as you count.]

There are \_\_\_ stars on the card. The **last number counted** tells us how many we have.

Now we are going to count together in groups. I will choose a card and then invite four children to count the stars together. I will point to the stars as you count.

- [Continue this activity by naming groups of four children to count together the stars on a different card. Point to the stars as children count from their seated position. Example: "Let's have Amy, Darius, Damaris, and Caleb count the next group of stars."
- Once children have counted the stars correctly, ask, "How many stars are on your card? How do you know?"
- Continue until all children have had a chance to count stars in a group.]



## Ten Butterflies

(Sing to the tune of "Mary Had a Little Lamb")

One, two, three, four, five butterflies,

Five butterflies, five butterflies.

One, two, three, four, five butterflies,

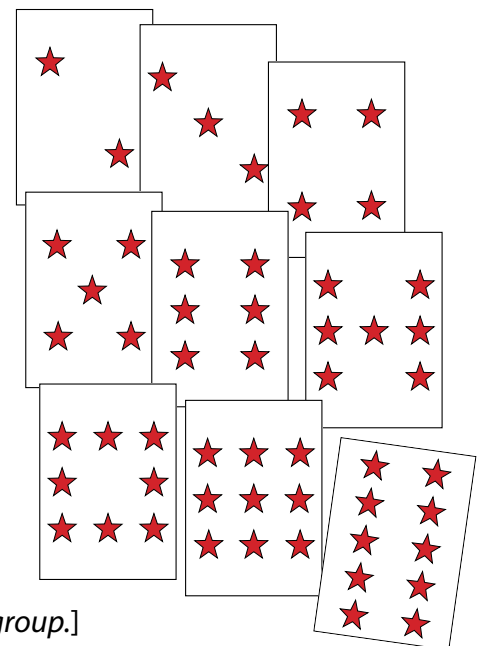
Flying all around.

Six, seven, eight, nine, ten butterflies,

Ten butterflies, ten butterflies.

Six, seven, eight, nine, ten butterflies

Fluttering to the ground!



**RECAP:** Today we counted stars on cards to see how many stars there were. When we count, how do we know how many we have? (the last number we count tells us how many we have)



### Scaffolding Tips

**Extra support** ■ Use cards with 2, 3, or 4 stars for children who are learning how to count fewer than five items.

**Enrichment** ■ Invite children to count the number of buttons on a shirt. Then encourage children to say aloud how many buttons are on the shirt. How do they know?

### 123 Center Activity

Provide a basket of beanbags. Invite children to see how many times they can lightly toss and catch a beanbag in a row. Demonstrate how to lightly toss and catch a beanbag. Emphasize the counting element of this activity. Children may wish to toss/catch in pairs, making sure they take turns in tossing.



### Family Child Care

Play an outdoor game with all children in your setting. Invite children to practice counting as they toss balls into a bucket. To the first child, say a number between 1–10. Encourage the child to toss the same number of balls into a nearby bucket. As the child tosses the balls, encourage him/her to count the balls out loud. Example: Adult—“Emilio, please toss five balls into the bucket.” Child—“1, 2, 3, 4, 5.” Adult—“How many balls are in the bucket? How do you know?” Continue until each child has had a turn. Encourage children to count the number of balls they toss, not the number of balls that land in the bucket. Older children may enjoy counting to higher numbers or counting by twos as they toss two balls at a time into the bucket.

## 3-5 YEARS

## Large Group



## Skill and Goal

## Concentrate

Children will understand how to use yoga poses to help concentrate on their breathing and bodies.



## Key Concepts

**New:** Yoga

**Review:** Relaxed  
Calm  
Pose



## Materials Needed

*The ABC's of Yoga for Kids*  
by Teresa Power

Yoga mats—1 per child  
(see Be Prepared)



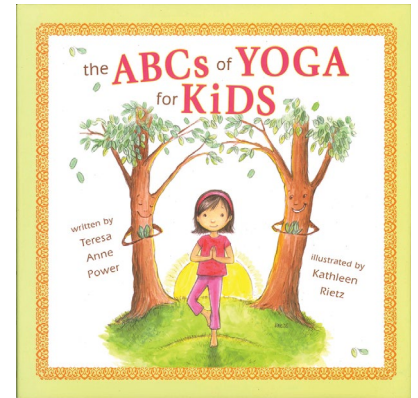
## Optional Reading

*Bal Yoga for Kids* by  
Glenda Kacev and Sylvia  
Roth

**Be Prepared:** Today's activity will involve children trying two yoga poses. If possible, provide children with yoga mats.

**BEGIN:** Today we will do another activity to help calm our minds and relax our bodies. Remember, when our bodies are relaxed our muscles are not tight. Our thoughts are quiet when our mind is calm. A relaxed body and calm mind can help us use good self-control.

**EXPLAIN:** Today we will learn about yoga. **Yoga** is a way for us to concentrate on our breathing while stretching our bodies into different poses. Remember, a pose is a way of holding our body. There are many different poses in yoga. Yoga helps calm our mind and relax our body. We will learn about yoga today by reading two pages of a book called *The ABC's of Yoga for Kids*. The book was written by Teresa Power.



**ACT:** [Choose two poses from the book to demonstrate to children. Read sections of the book that focus on the two poses. Discuss how the child's body is posed in each picture. Example: "This is called the airplane pose. How does her body look like an airplane?"]

**EXPLAIN:** When we do yoga, we will concentrate on our breathing while stretching our bodies in poses. We will take three deep breaths with each yoga pose. Let's learn two poses today. Each of our poses may look different because our bodies are different and that's okay.

**ACT:** [Show children the picture of the first chosen pose from the book. Demonstrate the pose and then invite children to try it. Remind children to take three deep breaths as they hold the pose. Repeat the pose with three deep breaths. Then show children the picture from the book of the second chosen pose and use the same approach for children. Repeat the pose with three deep breaths.]

**RECAP:** Today we learned about yoga. Yoga helps us concentrate on our breathing while stretching our bodies. Did the yoga poses we tried help your body to feel relaxed? Did the poses help your mind to be calm?

WEEK

11

DAY

1

# Paying Attention *continued*



## Scaffolding Tips

**Extra support** ■ If children have difficulty with the yoga pose you demonstrate, help by placing their bodies in the correct position.

**Enrichment** ■ Invite children to share another yoga pose they have done previously (not a pose introduced in today's session).



## Center Activity

Place one or two yoga mats in an area of the room plus pictures (from book) of the two yoga poses practiced in today's activity. If you do not have access to yoga mats, use a blanket. Play quiet, peaceful music and invite children to practice the poses.



## Family Child Care

Invite children in your setting to do partner yoga. Encourage one child to do a yoga pose and the other child to mimic the pose of the first child. Encourage children to take turns being the first to do a yoga pose. Provide *The ABC's of Yoga for Kids* by Teresa Power for children to use as a reference.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Skills that support creative expression

Children will understand basic movements in dance.



## Key Concepts

**Review:** Movement  
Backward  
Forward



## Materials Needed

None



## Also Promotes

Self-Regulation  
Physical/Health

**BEGIN:** We know that dance is one of the ways we can be creative. We move our bodies when we dance. Today we will learn about movements we can use when we dance. Remember, moving our body from one place to another is called a movement.

**EXPLAIN:** Moving forward is a movement that is used in dance. Remember, the word forward means to move toward what is in front of us.

*[Demonstrate a forward movement by taking 2–3 steps forward.]*

**ACT:** Let's all stand and show how we can do a forward movement.

*[Help children move apart so each has some personal space. Children should continue to face in the same direction. Encourage children to take several steps forward. Then invite them to remain standing.]*

**EXPLAIN:** Moving backward is another movement that is used in dance. Remember, the word backward means to move toward what is behind us.

*[Demonstrate a backward movement by taking 2–3 steps backward.]*

**ACT:** Let's show how we can do a backward movement.

*[Encourage children to take several steps backward. Invite children to remain standing.]*

Now let's practice moving forward and then moving backward. First we need to spread out a little so we do not bump into each other.

Next, we need to listen carefully for different words I will say. The words are: forward movement, backward movement, and stop.

- ASK:**
- What do we do when I say "forward movement"? (move forward)
  - What do we do when I say "backward movement"? (move backward)
  - What do we do when I say "stop"? (stop moving, stand still)

**EXPLAIN:** We need to walk slowly when I say "forward movement" or "backward movement." We do not want to walk fast. We do not want to run. We walk slowly.

*[Demonstrate slowly walking forward (3–4 steps). Say "stop" and stop walking. Then demonstrate slowly walking backward (2–3 steps). Say "stop" and stop walking.]*

**ACT:** Let's do our movements! Listen carefully to what I say.

# Creating Dance *continued*



[Offer requests in the following order. After children become familiar with the movements and process, you may wish to change the order and/or vary the amount of time for a movement. Remind children to walk slowly and to use their listening ears.]

- Forward movement
- Stop
- Forward movement
- Stop
- Backward movement
- Stop
- Forward movement
- Stop

**RECAP:** Today we practiced a forward movement and a backward movement. We also practiced how to stop a movement. Movements are part of dancing.



## Scaffolding Tips

**Extra support** ■ Some children may find it challenging to follow requests or do a movement. Ask another adult to provide guidance or team up with children who do not readily engage in the process. ■ If you anticipate walking slowly will be a challenge for children, invite children to practice walking slowly forward and backward after you demonstrate each (prior to the “Let’s do our movements!” segment).

**Enrichment** ■ Encourage children to move forward or backward in different ways (examples: tiptoes, crawl). ■ Invite children to take turns saying the requests to the other children.



## Center Activity

Invite children to put the forward and backward movements together in a short dance routine (omit the “stop”) that might also include some arm movements. Some children may wish to practice forward and/or backward movements with a friend, taking turns in providing the requests.



## Family Child Care

School-age children in your setting may enjoy creating and then teaching younger children a short dance routine that involves forward movement, backward movement, and arm movement.





## 3-5 YEARS

## Small Group



## Skill and Goal

## Phonological awareness

Children will individually demonstrate understanding of how to form and segment a compound word.



## Key Concepts

**Review:** Compound word  
Concentrate



## Materials Needed

- \*Compound word cards—1 per child (see Be Prepared)
- \*Component word cards—1 set per child (see Be Prepared)
- \*Component word cards “cup” and “cake”
- \*Compound word card for “sunflower”
- \*Printables provided

**Be Prepared:** Today’s small group activity is a **progress assessment** of children’s understanding of forming and segmenting compound words. For the first round (forming a compound word), select one set of component word cards for each child (two cards that make a compound word). Use provided cards of words that have not been used in previous activity plans. For the second round (segmenting compound words), select one compound word card for each child. Use provided cards of compound words that have not been used in previous activity plans or in the first round of this session (blending). Performance of each child is determined separately for forming (blending) and segmenting. See the end of the activity plan for details.

**BEGIN:** Today we are going to work again with compound words. We will put two words together to make a compound word. We will also decide which two words make up a compound word.

**EXPLAIN:** Let’s first practice putting two words together to make a compound word.

**ACT:** [*Display word cards “cup” and “cake.”*]

The first card has a picture of a cup.

[*Point to the word “cup” below the picture as you read it.*]

What is the picture on the second card?

It is a picture of a cake.

We have a “cup” card and we have a “cake” card.

I am going to put the “cup” and “cake” cards together. When the two cards are put together they make the new word “cupcake”!

[*Display and point to the two cards put together. Encourage children to say “cupcake” as you point to the combined cards.*]

**EXPLAIN:** Now it’s your turn to try! Each of you will have a chance to make a compound word. All of us need to be quiet so the person making a compound word can concentrate. Remember, when we concentrate on something we pay close attention to it.

**ACT:** [*Assess children individually with the following procedure:*

- *Lay in front of the child two component word cards that together make a compound word.*
- *Ask the child to name each picture. Name one or both pictures if the child is uncertain. Ask the child to repeat the name you offer.*
- *Ask the child to put the two word cards together and say the compound word. If the child clearly communicates uncertainty about*



# Compound Words *continued*



*how to form the compound word, offer assistance: Name each picture again and ask, "Which word (card) would come first?"*

- *Praise each child's effort. Refrain from indicating "right" or "wrong."*
- *Repeat the above procedure until all children have been assessed on their understanding of forming a compound word.]*

**EXPLAIN:** Now we are going to begin with a compound word and decide which two words make up the compound word. Let's first practice together.

*[Display the compound word card "sunflower." Draw children's attention to the picture.]*

**ASK:** What is the compound word on my card?

**EXPLAIN:** Yes! My compound word is "sunflower."

We need to decide which two words make up the compound word "sunflower." I'll say the word again. Listen carefully for two different words when I say the compound word "sunflower."



Suwapitch Rimpongpan/flickr/(CC BY-NC-ND 2.0)

*[Enunciate clearly when you say the word "sunflower." Emphasize each component word.]*

**ASK:** What is the first word you hear in the word "sunflower"?

**EXPLAIN:** Yes. The first word is "sun."

Now listen carefully as I say the compound word again.

*[Enunciate clearly when you say the compound word again. Emphasize each component word.]*

**ASK:** What is the other word you hear in the word "sunflower"?

**EXPLAIN:** Yes. The last word is "flower."

When we put "sun" and "flower" together we make the word "sunflower."

Now it's your turn to try!

**ACT:** *[Assess children individually with the following procedure:*

- *Lay in front of the child one compound word card.*
- *Ask the child to name the picture. Name the picture (say the compound word) if the child is uncertain.*
- *Ask the child to say the two words that make up the compound word. If the child clearly communicates uncertainty about the two words, offer assistance: Say the compound word slowly and ask, "What word do you hear first?"*
- *Praise each child's effort. Refrain from indicating "right" or "wrong."*

# Compound Words *continued*



- *Repeat the procedures until all children have been assessed on their understanding of segmenting compound words.]*

**RECAP:** Today we put two words together to make a compound word. We also decided which two words made up a compound word.



## Scaffolding Tips

The type of support to offer children during this assessment is described in the session plan.



## Center Activity

Provide children with compound word manipulatives and matching compound word cards. Invite children to choose a compound word card and then put manipulatives together to make the compound word. Example items to include: plastic stuffed fish + bowl, piece of mail + small box, small basket + ball, toy corn + toy bread, watercolor paints + brush, paper + binder clip, straw + toy berry. Ask children to also make “silly” compound words. Example: cornmail.



### DETERMINING EACH CHILD'S PROGRESS

Determine each child's performance twice, once for forming (blending) and once for segmenting a compound word. Record your designation for each child on the provided form. Options are as follows:

**Got It:** Blends/Segments compound words independently (with no assistance or with your assistance in naming a picture only)

**Getting It:** Blends/Segments compound words with the following assistance:

Blending: You asked the child which word (card) comes first

Segmenting: You asked the child which word he/she hears first

**Not Yet:** Child does not blend/segment compound words at this time

### FOLLOW-UP LEARNING SUPPORTS FOR UNDERSTANDING COMPOUND WORDS

#### Reinforce

*The following activities are designed to support children who can blend/segment compound words independently (Assessment = Got It). The activities also are appropriate for children who can blend/segment compound words with assistance (Assessment = Getting It).*

- Encourage children to listen for compound words in books that are read individually with children or at a group time. Examples: *The Mitten* (Jan Brett) includes the word "snowshoe," *The Little Seed* (Eric Carle) includes the word "butterflies," and *The Snowy Day* (Ezra Jack Keats) includes the words "snowsuit," "snowman," and "snowball." Discuss the meaning of the compound word in the book. Then ask children to identify component parts.
- Discuss compound words that children encounter as part of their daily routine. These might include words related to clothes (snowsuit, raincoat), food (applesauce, strawberry, pancake, hotdog), and classroom items (paintbrush, headphones, bookshelf).
- Include compound words in a morning message. Example: "It is raining today. We need to wear raincoats outside." Ask children to identify the compound word. Also invite children to segment the compound word into its component words and then blend the component words into the new word, "raincoat."
- Draw attention to compound words that are introduced or used in other activities. Examples: shoebox (Social Studies Week 11, Day 4), sidewalk (Social Studies Week 14, Day 5), butterfly (Self-Regulation Week 10, Day 1), paintbrush (Creative Expression Week 6, Day1).

# Compound Words *continued*



- Use a compound word transition activity to dismiss children from a group session. To reinforce skill in forming a compound word, create a two-column chart with 3–4 words/pictures in each column. The pictures/words in one column should be the first components of a compound word. The words/pictures in the second column are the corresponding second component. For example, put the following in column one: foot, finger, rain, snow. Put the following in column two: coat, ball, man, nail. Each child leaving the group is invited to match one word from column one with one word from column two to create a new word. To reinforce skill in segmenting compound words, create a chart of pictures of compound words. As a child is dismissed from group, he/she chooses a picture, says the compound word, and says the two component words.
- Provide guided practice in forming compound words. See Week 8, Day 4. If it appears children would benefit from explicit support for forming compound words, use the steps in Week 8, Day 2 (second page).
- For a more advanced review of forming compound words, provide each child with three component word cards, two of which should form a compound word. Use the Week 9, Day 2 procedures. Encourage children to say each component word.
- Use the Week 9, Day 4 group activity to review the importance of putting component words in their correct order.
- To review segmenting compound words, use the Week 10, Day 2 activity with compound word cards. It's especially important to enunciate clearly the component words. Use the Week 10, Day 4 activity if children need less explicit help in identifying the two words that make up a compound word.
- Draw children's attention to compound words that represent items in the classroom (bathroom, bookshelf, headphones). Say the two component words and describe how the component words make a new word. Invite children to repeat words you say. In a center activity, encourage children to make compound word "signs" for the classroom, drawing pictures of the component words and final word. Label these and place in the classroom.
- Invite children to identify what word is left when one component word in a compound word is taken away. Use compound word cards for this activity. The activity could be done with all children in a group or with individual children, including transition from a group session. Example: "This is a sunflower. What word do we have if we take away the word 'flower'?"
- When children work with syllables, emphasize how compound words are different from syllables. Give special attention to the Language/Literacy daily plan for Week 14, Day 4, which involves children clapping syllables in compound words. You may wish to repeat the core activity of this lesson.

**Reintroduce**

*The following activities are designed for children who do not yet blend/segment compound words (Assessment = Not Yet).*

- Begin with the activities in Week 8, especially the Day 2 demonstration of how two words (cards) can be put together to form a new word (bird + house = birdhouse). Model the task by saying and pointing to each component word card and then saying and pointing to the new (compound) word. Ask children to repeat what you demonstrated. Encourage children to clap once for each word and to say each component word. Do the “clap” and “say” separately so children can focus on each action, particularly saying the word. Make sure children understand the basic concept of a compound word (introduced in Day 2) before moving to practice work with compound words in Week 8, Day 4.
- Repeat the Week 9, Day 2 activity, which involves children working with three component cards to find two “matching” component cards. Emphasize the first and second words of each compound word. If children struggle with this activity, repeat the Week 8 activities, especially the guided practice in forming compound words emphasized in Week 8, Day 4. Adapt the Week 9, Day 4 activity for use with one staff person and one child if you are working with one child only or if you anticipate involvement in a peer-focused activity would distract children from concentrating on the compound words.
- Repeat the compound word segmenting activity in Week 10, Day 2. It is helpful for children to hear the component words enunciated clearly. It is also helpful for children to say each component word and to hear you restate the component word as well as the compound word. Adapt the Week 10, Day 4 activity for use with one staff person and one child if you are working with one child only or if you anticipate involvement with a peer would distract children’s attention to the compound words.
- Reassess children’s skill in blending/segmenting compound words. See *ELM User Guide: 3–5 Years*.





## SAMPLES OF PORTFOLIO ENTRIES

**Got It**

Children in our classroom are learning that some words can be put together to make a new word. Children's understanding of compound words is part of a foundation skill for later reading success. Recently I assessed Yvonne's progress in understanding a compound word. Yvonne successfully formed (blended) and took apart (segmented) the compound word "sunflower." I provided the word as part of the assessment. I offered some follow-up learning opportunities to reinforce Yvonne's understanding of compound words.

**Getting It**

Children are learning that some words can be put together to make a new word. Children's understanding of compound words is part of a foundation skill for later reading success. Recently I assessed Joey's progress in understanding a compound word. Joey formed (blended) and took apart (segmented) the compound word "sandbox" with some assistance from me. I provided the word as part of the assessment. I am offering some follow-up learning opportunities to support Joey's emerging understanding of compound words.

**Mixed pattern (Got It, Getting It)**

Children in our classroom are learning that some words can be put together to make a new word. Children's understanding of compound words is part of a foundation skill for later reading success. Recently I assessed Tyrone's progress in understanding a compound word. Tyrone successfully formed (blended) the compound word "birdbath." He took apart (segmented) the word with some assistance from me. I provided the word as part of the assessment. I am offering some follow-up learning opportunities to support Tyrone's emerging understanding of how to take apart (segment) compound words, and to reinforce his understanding of how to form (blend) compound words.

**Not Yet**

Children are learning that some words can be put together to make a new word. Children's understanding of compound words is part of a foundation skill for later reading success. Recently I assessed Samantha's progress in understanding a compound word. Samantha was interested in working with the word cards I provided. She also paid attention to the assistance I provided as part of the progress assessment. It seems that Samantha was not yet ready to form (blend) or take apart (segment) the compound word "raincoat" that I provided as part of the assessment. I am offering follow-up learning opportunities to reintroduce Samantha to compound words and will again assess her progress after she has had more time to learn about compound words.

## 3-5 YEARS

## Small Group



## Skill and Goal

## Number knowledge

Children will strengthen their understanding that when counting, the last number counted tells how many (cardinality).



## Key Concepts

**Review:** Equal  
Take turns  
Last number counted



## Materials Needed

10 large circle cutouts of different colors or hula hoops (used in Physical/Health Week 7, Day 5)



## Also Promotes

Self-Regulation

**BEGIN:** I am going to hold up a group of fingers. I'd like you to hold up the same number of fingers on your hand. Our groups will be equal. What does it mean for things to be equal? (each has the same amount)

**ACT:** [Lead children by holding up a group of fingers. Observe as children try to create an equal group of fingers on their own hands.

*Lay 10 circle cutouts or hula hoops on the floor in a line.]*

**EXPLAIN:** Today we are going to play another counting game. I have 10 circles on the floor. Let's count them together to make sure we have 10.

*[Lead children in counting the circles in unison. Point to each circle as you count.]*

We have 10 circles. We know this because when we counted them, the last number counted was 10.

**ACT:** Let's each take turns with our game. We know that when we take turns, we do something one at a time. When it is your turn, I will say a number. Please walk on/in the circles. Count each circle as you take one step until you reach the number I said. Let me show you.

*[Demonstrate by inviting a child to say a number. Step on/in the given number of circles, counting each one as you step. Stop when you have reached the number given. Say, "I have counted \_\_\_ circles."]*

Now let's take turns playing our counting game.

*[Select a number from 1–10 and ask a child to step on/in the given number of circles. Ask the child to count out loud as he/she steps on each circle. Remind each child to stop when he/she has reached the number you said. Ask: "How many circles did you count?"]*

**RECAP:** Today we played a counting game. I said a number and each of you stepped on/in the circles until you counted that many circles. When we count, the last number we count tells how many we have. I am going to say a number, and let's clap the number of times I say.



### Scaffolding Tips

**Extra support** ■ For children who are learning to count to 10, give a smaller number of steps to count.

**Enrichment** ■ When you give children a number, invite them to say the color of the last circle they will step on before taking any steps.

### 123 Center Activity

Arrange the circles used in today's math lesson in a row on the floor. Ask children to take turns standing in front of the first circle as they toss a beanbag to any circle in the row. Children will then count the circles as they step on them until they reach the circle with the beanbag. Children should then say the total number of steps they took.



### Family Child Care

Encourage younger and older children in your setting to play the game with beanbags by forming separate games. One game can be numbers 1–5, another game can include numbers up to 10, and a final game can include numbers higher than 10.

# Understanding Feelings



## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Emotion knowledge

Children will understand what it means to feel sad. Children will also strengthen their understanding of what it means to feel happy and to feel silly.



#### Key Concepts

**New:** Sad

**Review:** Emotion



#### Materials Needed

*The Way I Feel* by Janan Cain

Happy Feeling Face

Sad Feeling Face

Silly Feeling Face

3 paper circles per child, 4 to 5-inches in diameter

Drawing tools

\*Our Feelings poster

\*Printables provided

**Be Prepared:** Prepare happy, silly, and sad Feeling Faces with 4–5 inch paper circles. Draw a happy face on the first circle, a silly face on the second circle, and a sad face on the third circle. (see examples within the activity plan)

**BEGIN:** We are learning about different emotions. Remember, an emotion is the way we feel inside.

[Display a smile on your face.]

**ASK:** • What do you think I might be feeling right now? (happy!)

[Display a silly face.]

• What do you think I might be feeling right now? (silly)

[Display a frown on your face.]

• What do you think I might be feeling now? (sad)

**EXPLAIN:** Sad is an emotion (feeling). People sometimes have a frown on their face or they may cry when they feel **sad**. Let's take a look at our poster and see if we can find a child who is feeling sad.

[Discuss facial features that children associate with being sad.]

**ASK:** Who can make a sad face?

**EXPLAIN:** There are many reasons why people can feel sad. I feel sad when \_\_\_\_\_.

**ASK:** Can you think of something that might make you sad?

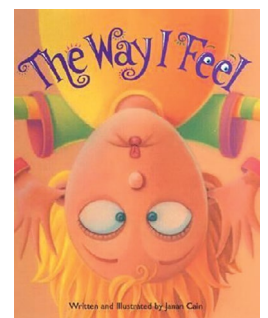
**ACT:** Let's look at three pages in the book we read last week. The pages show happy, silly, and sad feelings.

[Display *The Way I Feel* book.]

For each of the happy, silly, and sad pages, ask the following question:]

What about the child's face tells us the child in this picture may be feeling \_\_\_\_\_ (happy, silly, sad)?

**EXPLAIN:** Happy, silly, and sad faces can look very different.



# Understanding Feelings *continued*



**ASK:** *[Display a sad Feeling Face you made prior to the activity.]*

- This is a Feeling Face. Can you guess the emotion a person with this face might be feeling?

*[Display a happy Feeling Face and a silly Feeling Face, one at a time, and invite children to guess the feeling.]*

*[Display the three Feeling Faces at the same time.]*

- What does the mouth look like on each face?

**ACT:** We are going to make Feeling Faces to help us think about different emotions.

Each of us can make a happy face, a silly face, and a sad face. We will use paper circles to make each face.

*[As children draw the features on their papers, write the name of the emotion at the bottom of the Feeling Face. Write the child's name on the back of each face.]*

**RECAP:** I am going to say some things that might happen to us. Please hold up the Feeling Face that shows how you might feel if this happened to you.

- We get to play with our favorite toy.
- We fell off the swing.
- We are pretending we are a clown!

*[Please keep children's Feeling Faces for use in other activities.]*



## Scaffolding Tips

**Extra support** ■ If children experience difficulty describing the mouths of the Feeling Faces, help with vocabulary as necessary. Point to the mouth as children or you describe it.

**Enrichment** ■ Extend the Recap activity by encouraging children to identify additional situations or events that would make them feel happy, silly, or sad. Invite children to hold up the face that matches the situation or event they describe.

## Center Activity

Supply a variety of puppets or toy people figures. Encourage children to play together with the props, using them to tell each other how it feels to be happy, silly, and sad.

WEEK  
**11**

DAY  
**2**

# Understanding Feelings *continued*



## Family Child Care

Encourage school-age children in your setting to draw pictures of someone feeling sad, happy, and silly. Fasten pictures together to make a book and place the book in your library center.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Skills that support creative expression

Children will broaden their understanding of basic movements in dance.



## Key Concepts

**New:** Stretch  
Bow

**Review:** Bend



## Materials Needed

CD player

*My First Classical Music Album* CD



## Also Promotes

Physical/Health

**Be Prepared:** Listen to the music selected for the activity prior to using it with children so you are familiar with it and know where specific movements would work with the music.

**BEGIN:** Yesterday we practiced forward movements, backward movements, and stopping a movement.

**ACT:** [*Lead children in the movements described below, taking 2–3 steps for each.*]

Let's show what we remember. Let's all do a forward movement. Stop. And then do a backward movement.

**EXPLAIN:** Today we are going to learn some other movements that can be a part of dance.

I need to move in a certain way if I want to pick up something from the floor. Watch as I move.

[*Bend down as you pretend to pick up something from the floor.*]

**ASK:** How did I move when I pretended to pick up something from the floor? (bent down)

**EXPLAIN:** My body needs to bend forward when I pick up something from the floor. Remember, bend means to move our body so it is not straight. When I bend forward, I bend toward what is in front of me. Watch me bend again.

[*Demonstrate bending forward.*]

Now I will move in another way.

[*Stretch as you pretend to reach for something up high.*]

**ASK:** How did I move when I pretended to reach for something up high? (stretch)

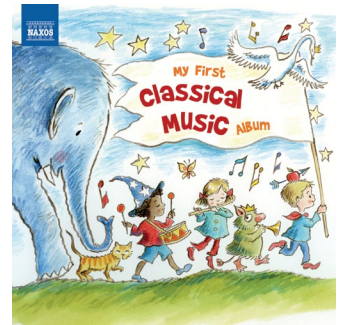
**EXPLAIN:** We need to stretch to get something or reach up high. **Stretch** means to make something longer. We stretch our body to get longer so we can reach something up high. Watch me stretch again.

[*Demonstrate stretching.*]

**ACT:** Let's practice bending and then stretching.

[*Lead children in several rounds of bending and stretching.*]

**EXPLAIN:** [*Help children spread out so each has personal space.*]



# Creating Dance *continued*



We are going to listen to a song. Please try to do the movements that I say. We will stay in our own space. We will begin by standing up. Please listen carefully as I say the movements.

**ACT:** [Play Track three from *My First Classical Music Album CD* and say the four movements of forward, backward, bend, and stretch. Provide more practice with bend and stretch than with forward and backward movements. Use logical places in the song to bend and stretch.]

We have one more movement to learn today. Please watch what I do.

[Demonstrate a bow. Then invite children to bow with you.]

That is called a bow! When we **bow**, we bend our bodies forward. Then we stand up tall. Dancers and artists sometimes bow at the end of dancing or performing.

**RECAP:** Today we learned more movements that can be used in dance. We learned to bend, stretch, and bow. Let's all bow!



## Scaffolding Tips

**Extra support** ■ For children who have difficulty with the movements, pair them with another child who is successful at following the movement requests. ■ Practice each of the four movements before playing a song.

**Enrichment** ■ Invite children to take turns leading some of the movements during the song. ■ Alternate between a faster and slower pace if children seem ready for more challenge.



## Center Activity

Provide the CD player, *My First Classical Music Album CD*, and scarves for children to continue practicing forward, backward, bend, stretch, and bow movements. Children may wish to take turns as leaders. Children also may wish to put together some of the movements into a short dance routine. Encourage children to say the movements they are enacting.



## Family Child Care

Invite a family member or someone who dances to talk with children in your setting about how they move their body as they dance.

# Understanding Words



Language/  
Literacy

3-5 YEARS

Large Group



## Skill and Goal

### Oral language

### Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name of the letter O.



## Key Concepts

**New:** 4–6 words  
(see Be Prepared)

**Review:** 1–2 words  
in book  
introduced on  
Day 1



## Materials Needed

\*Letter O card

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

\*Printables provided

**Be Prepared:** This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The session also helps children understand more novel words.

From the list of novel words you identified prior to your first reading of the book, select 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

**BEGIN:** [*Display the letter O card.*]

- What is the name of this letter?
- Pop up if you have the letter O in your name!



[*See Week 3, Day 3 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover and say book title. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Remind children that reading a book is a good way to learn new words. Point to and say words introduced on Day 1 that are listed on the Words We Understand chart. Invite children to talk about what they recall about each of the words. Remind children of the meaning of each novel word.*
- *Point to where to begin to read on the first text page of the book. Pause during reading to briefly define words identified for today's session. Use the following approach:*
  - *Read the sentence with the novel word. Repeat the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, engage children in a discussion of each novel word targeted for today with one or more of the following strategies (plus writing the word on the chart):*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word in another context.*
- *Encourage children to connect the book information to their own experiences. Below are some examples:*
  - *"Our book today was about worms. Have you ever seen or touched a worm? What was it like?"*

WEEK

11

DAY

3

# Understanding Words *continued*



- o *"Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?"*
- o *"Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something."]*

## 3-5 YEARS

## Large Group



## Skill and Goal

## Number knowledge

Children will understand how to sort items into groups and identify the total number of items in each group.



## Key Concepts

**Review:** Last number counted  
Sort



## Materials Needed

Crayons, pencils, scissors, glue —4 of each

Basket

**BEGIN:** We are learning that when we count, the last number we count tells how many we have. Let's count our fingers.

*[Lead children as you count your fingers, moving each finger as you count.]*

How many fingers do we have? How do we know?

**EXPLAIN:** Today we are going to sort some things. Remember, when we sort things, we put them into different groups. Let's look at some items in our basket. There are crayons, pencils, scissors, and glue.

Let's put each item into a group.

**ACT:** *[Demonstrate how to sort one or two items. Pass the basket from child to child. Invite each child to take one item out of the basket and say where (which group) the item should be placed. Encourage the child to put the item in its appropriate group. Occasionally offer a reminder of the sorting process. Example: "Treshawn picked a pencil. He put the pencil in the group with all of the other pencils."]*

**EXPLAIN:** Now let's count how many are in each of the four groups we have made. We know the last number we count tells us how many items are in a group.

*[Invite children to join you in counting the number of items in each group. Touch or hold up each item as you count. After you've counted each group, ask "How many?"]*



Remember, the last number we say is the number of items that are in the group.

I am going to hold up some fingers on my hand. Please say how many fingers I am holding up.

*[Count each finger as you hold up 1–10 fingers. Ask children to tell "how many." Repeat several times with different amounts. Be sure to count out loud as you hold up each finger.]*

**ASK:** How do we know how many fingers I held up? (last number counted tells how many)

**RECAP:** Today we practiced sorting items and counting to find out how many items were in each group. We know that the last number we say when we count tells us how many are in the group.



### Scaffolding Tips

**Extra support** ■ Invite children to hold up the items in a group as children count the items out loud (one child per group of items). ■ The sorting task may be simplified by using two or three groups and items of high contrast. Example: crayons and scissors.

**Enrichment** ■ Can children think of other ways to sort the items? (by color, size, etc.)

### 123 Center Activity

Supply a basket of small items, such as play food, manipulatives, small toys, etc. Encourage children to sort the items by color and then count how many are in each group.



### Family Child Care

For mixed-aged groups use two baskets of items. One basket can contain 1–5 of each item, and the other basket can contain larger numbers of items. Invite each group to take turns sorting and counting.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Emotion knowledge

Children will understand ways to feel better when they are sad, including when a family member or loved one is away for a while.



## Key Concepts

**Review:** Sad

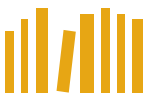


## Materials Needed

\*Things That Make Us Feel Better poster

Sad Feeling Face prepared for Day 2

\*Printables provided



## Optional Reading

*Countdown 'til Daddy Comes Home* by Kristin Ayyar

**BEGIN:** [*Display sad Feeling Face.*]

Yesterday we made Feeling Faces and talked about what it means to feel sad. Can you make a sad face?

**EXPLAIN:** Remember, when we are sad we sometimes have a frown on our face, or we may cry.

Our body might hurt inside when we are sad. Sometimes we get a stomachache when we are sad. Sometimes we have a hard time calming our mind or relaxing our body when we are sad.

We can feel sad for many different reasons. One of the times we may feel really sad is when a parent or family member goes away for a while. It's hard to wait for our family member to come home. But there are things we can do to help us feel better.

Today we are going to talk about some ways we can feel better when a parent or family member is away for a while. I have a poster that shows us some things that might help us when we are feeling sad. Notice there is a friendly fox on our poster.

[*Display Things That Make Us Feel Better poster.*]

Let's look at the things the fox is doing on this poster and talk about how they can make us feel better when we are sad.

Our friendly fox is doing things with its body to feel better.

**ACT:** [*Point to each "move our body" picture and ask the following questions.*]

- What is the fox doing in this picture?
- Have you ever done what the fox is doing in the picture to help you feel better when you were sad? Tell us about it.

Our friendly fox is doing quiet things to feel better.

[*Point to "do quiet things" pictures and ask the following questions.*]

- What kinds of quiet things is the fox doing?





- Have you ever done what the fox is doing in the picture to help you feel better when you were sad? Tell us about it.

[Point to “be with others” pictures.]

- What is the fox doing in these pictures?
- Have you ever done what the fox is doing in the picture to help you feel better when you were sad? Tell us about it.

**RECAP:** There are different reasons we may feel sad. We can be very sad when a parent or family member is away for a while. The friendly fox on our poster showed us many things we can do to help us feel better when we are sad. I will hang this poster in the room to help us remember the kinds of things we can do to help us feel better when we are sad.



## Scaffolding Tips

**Extra support** ■ If children have difficulty expressing how an activity might make them feel better when they are sad, help with vocabulary if necessary.

**Enrichment** ■ Invite children to draw a picture of something they do to feel better when they feel sad.



## Center Activity

Provide puppets or toy people figures and the \*Things That Make Us Feel Better poster used in today’s activity. Invite children to role play what it is like to feel sad and then what to do to feel better, using one or more strategies shown on the poster.

\*Printables provided



## Family Child Care

If a child or children in your care are experiencing the deployment of a family member, read age-appropriate books related to this situation. Some include: *When I Miss You* by Cornelia Maude Spelman and *Brave Like Me* by Barbara Kerley. Invite children to role play the different ways to feel better listed on the poster. School-age children may enjoy making up short stories about feeling sad and using one of the suggestions on the poster. Example: “Once upon a time there was a little boy who missed his mom. She went on a long trip and he was sad. He liked to sit on his bed and look at books that his mom liked to read to him. This made him feel better.”

WEEK

11

# Creating Dance

DAY

3



3-5 YEARS

Small Group



### Skill and Goal

Skills that support creative expression

Children will strengthen their understanding of movements in dance.



### Key Concepts

**New:** Jump  
Glide  
Spin

**Review:** Movement  
Hop



### Materials Needed

\*Activity cube (see Be Prepared)



### Also Promotes

Physical/Health  
Self-Regulation

\*Printables provided

**Be Prepared:** Cut out and fold the provided printable activity cube. You may wish to make a second cube for use in a suggested Enrichment tip. Sturdier cubes with pockets for pictures may be available commercially.

**Looking Ahead:** Inviting a person who plays a musical instrument to visit your classroom for the Creative Expression activity in Week 16, Day 3 will enrich children's experiences. Also, consider securing a musical instrument(s) for enhancing the Creative Expression activities in Week 16, Day 3 and Week 17, Days 1, 2, and 3.

**BEGIN:** We are learning many different movements that can be used in dance. What is a movement? (something we do with our body to make it move)

**EXPLAIN:** Today we will play a game with an activity cube to learn some new movements.

[Display activity cube.]

This is called an activity cube. The cube has pictures of different movements. There also is a word next to the picture that tells the name of the movement. I can help you figure out what the word says, if you want.

Let's look at each of the pictures on our activity cube. We already know some of the movements.

**ACT:** [Display the cube's illustration of bend.]

We know this movement. What is this movement? (bend) Everyone show us how to bend.

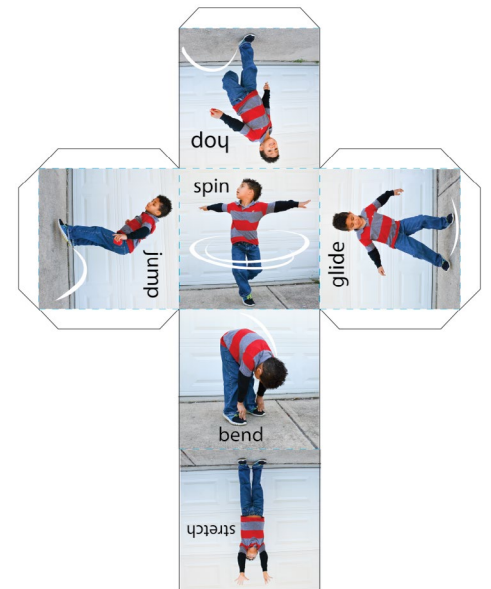
[Display the cube's illustration of stretch.]

This shows another movement we know. What is the movement? (stretch) Let's all stretch.

Let's look at some other pictures on our cube.

[Display the cube's illustration of jump.]

This picture shows a jump movement. Watch me as I jump.





*[Demonstrate jump.]*

When we **jump**, we use both feet to go up and then down in the air. We land on both feet. Now let's all jump!

*[Encourage children to join you as you jump several times.]*

*[Display the cube's illustration of hop.]*

This is a picture of a hop movement. Watch me as I hop.

*[Demonstrate hop.]*

We know that when we hop, we use one foot at a time and go up and down in the air. We can also change feet while we hop. Now let's all hop!

*[Encourage children to join you as you hop.]*

*[Display the cube's illustration of glide.]*

This is a picture of a glide movement. Watch me as I glide.

*[Demonstrate glide.]*

When we **glide**, we move our bodies to the side slowly and smoothly. Now let's all glide!

*[Encourage children to join you as you glide.]*

*[Display the cube's illustration of spin.]*

This is a picture of a spin movement. Watch me as I spin.

*[Demonstrate spin.]*

When we **spin**, we turn our bodies around and around, but not too fast! Now let's all spin!

*[Encourage children to join you as you spin.]*

**EXPLAIN:** We will take turns rolling the cube when we play our game. When the cube stops, a picture of one of the movements will be on top of the cube. Whoever rolled the cube will tell us the name of the movement and then remind us of how to do the movement. Then we will do the movement together! I'll roll first and show you how we play.

**ACT:** *[Demonstrate how to roll the cube and wait for it to stop. Look at the picture that is on top of the cube. Say the name of the movement and show the picture to children. Then demonstrate the movement as you encourage children to join you.]*

*Invite children to take turns rolling the cube and demonstrating the movement that is on the top of the cube. Encourage all children to do the movement.]*

WEEK

11

DAY

3

# Creating Dance *continued*



**RECAP:** Today we learned more movements. Artists use movements to move their bodies when they dance. Let's all take a bow to celebrate all of the movements we have learned and practiced this week!



## Scaffolding Tips

**Extra support** ■ Children may need your assistance in identifying the movement that landed on top of the cube and/or demonstrating it. ■ Point to and describe the position of body parts shown in an illustration, especially those directly involved in the movement. You also may want to point to and name other parts, such as head and arms.

**Enrichment** ■ Encourage children to roll the cube two times in a row and then do the two movements in sequence. Example: Child rolls "spin" and then rolls "bend." Child will spin and then bend. ■ Provide a cube to each of two children to roll at the same time (two cubes required). Invite children to choose which movement they want to do.



## Center Activity

Provide a CD player and music along with the \*activity cube. Encourage children to continue playing with the cube. Invite children to do the movements to the music. Some children may wish to put together a brief dance routine using some of the movements represented on the cube.

\*Printables provided



## Family Child Care

Encourage school-age children to teach younger children dance movements they may know. Invite all children to have a dance party!

# Understanding Sounds



## 3-5 YEARS

### Small Group



#### Skill and Goal

##### Phonological awareness

Children will strengthen their understanding of rhyming words.



#### Key Concepts

**Review:** Rhyme



#### Materials Needed

none

**Be Prepared:** You may wish to supplement today's "Willoughby" activity with one of the follow-up activities suggested at the end of Day 2 of this week. Use the results of your assessment on Day 2 to guide your decision. For example, if most or many children are able to independently blend and/or segment compound words, select one or more of the "Reinforce" activities. Or if most or many children were able to blend and/or segment compound words with assistance, select one or more of the "Review" activities.

**BEGIN:** Today we will learn a fun rhyming game. Remember, when words rhyme they sound alike at the end.

**EXPLAIN:** Our game is called "Willoughby, Wallaby." Listen as I say the rhyme.

[Say the rhyme slowly as you emphasize its rhyming words.]

Willoughby, wallaby, wee,  
An elephant sat on me.  
Willoughby, wallaby, woo,  
An elephant sat on you.

**ASK:** What rhyming words did you hear? (wee, me, woo, you)

**ACT:** Now we will use our own names in the rhyme. Listen carefully as I use \_\_\_\_\_'s name.

[Say the rhyme again while inserting a child's name. Example: "Willoughby, wallaby, wisa, an elephant sat on Lisa." Keep in mind that a rhyming word may fit more than one child's name. Examples: "wustin" rhymes with both Dustin and Justin; "werry" rhymes with both Mary and Kerry.]

Let's try the rhyme and use each person's name! I will begin the rhyme and you decide which name the word rhymes with.

[Say the first part of the rhyme with a word that begins with W and rhymes with a child's name. Example: "Willoughby, wallaby, werry, an elephant sat on \_\_\_\_\_." Before you say the name, ask children to determine which child's name rhymes with "werry." Continue until you've said the rhyme in a way that rhymes with each child's name.]

**RECAP:** Today we played a rhyming game. Whose name rhymes with \_\_\_\_\_?  
Whose name rhymes with \_\_\_\_\_?





### Scaffolding Tips

**Extra support** ■ If children have difficulty determining the name that rhymes with the word, say the line again while emphasizing the W word.

**Enrichment** ■ Say a word and ask children if they can think of a word that rhymes. Example: "What rhymes with 'book'?"



### Center Activity

Encourage children to continue playing "Willoughby, Wallaby."



### Family Child Care

Encourage all children to play a rhyming game as you get ready to play outside. Example: "If your name rhymes with banana (Hannah) you may put on your coat."

## 3-5 YEARS

## Small Group



## Skill and Goal

## Number knowledge

Children will understand how to stop counting when they reach a target number.



## Key Concepts

**Review:** Count



## Materials Needed

Counters—10 per child



## Optional Reading

*Ten Little Ladybugs*  
by Melanie Gerth

**BEGIN:** Today we will practice counting in a different way. I am going to give each of you a group of circles (counters). Please count the circles to find out how many you have.

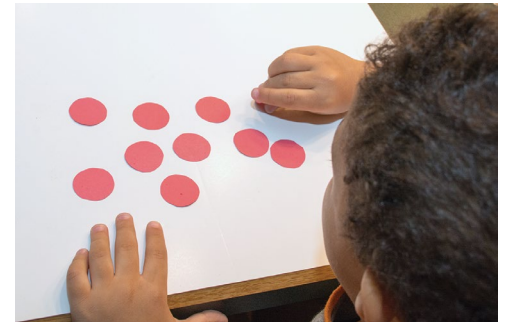
[Give each child a group of 10 counters. Encourage children to touch each counter as they count.]

**ACT:** I am going to say a number. Please put that many circles in a group. Let me show you how.

[Say the number three, and then count out three counters. Say out loud a number each time you move a counter. Place the three counters in a group.]

Now I have three circles in my group.

I needed three circles to make a group of three. I stopped counting when I got to three. I did not need the rest of the circles to make my group of three.



Now I will say a different number. Please count out that many circles. Say a number out loud each time you move a circle.

- [Begin with a small number.
- When all children have made the given group, invite them to say together the number of counters in their group.
- Then ask children to combine the used and unused counters.
- Give another number to count out.]

Let's hold up five fingers. Please use the pointer finger on your other hand to point to two of the five fingers you are holding up. Let's count out loud while we point to two fingers.

Now let's keep holding up our fingers on one hand. Please use the pointer finger on your other hand to point to four of the five fingers you are holding up. Let's count again out loud while we point to four fingers.

**RECAP:** I said a number and each of you counted out the same number of circles. Did we need all of our circles for each group? (no) We also counted to a certain number of our fingers. Did we count all of the fingers on our hand? (no)



### Scaffolding Tips

**Extra support** ■ Use your own hands/fingers to demonstrate how to use a pointer finger on one hand to count the specified number of fingers on the other hand. Children may benefit from a reminder to keep holding up all five fingers while they count. Lead children in counting out loud as they count two (and then four) fingers.

**Enrichment** ■ Use a higher target number (up to 10) for the counter counting activity. ■ Ask children to hold up 10 fingers. Offer a number greater than five for them to count to.

### 123 Center Activity

In the block center, encourage children to make towers. How many blocks are in their tower?



### Family Child Care

Take children outside. Find a small group of items (rocks, twigs) and ask children to count how many are in the group. How do they know? Encourage older children to find larger numbers of items.



## 3-5 YEARS

## Large/Small Group



## Skill and Goal

## Knowledge of physical environments

Children will strengthen their understanding that homes are unique.



## Key Concepts

**Review:** Home



## Materials Needed

Boxes (see Be Prepared)  
Art materials (see activity plan)

\*3 pictures as shown



## Also Promotes

Creative Expression

\*Printables provided



## Optional Reading

*If I Built a House* by Chris Van Dusen

**Be Prepared:** Beginning today, use non-glossy tissue boxes or shoeboxes donated by families (see Week 9, Day 4). If there is an insufficient supply, consider adapting the activity for use with a smaller number of slightly larger plain cardboard boxes, with several children contributing to work on each box. Set out art materials children can use to make a home. Also, please take steps to secure temporary storage space for the boxes. You may wish to do this activity with smaller groups of children. This activity will require adult help.

**BEGIN:** We are learning about our homes and how they are the same and different. Remember, a home is the place where someone lives. Today each of us will begin making a home with shoeboxes.

Each of the homes we make will be unique because we may have different ideas about what a home should look like.

**ASK:** Let's talk about what our shoebox homes might look like.

- What color would you like your home to be?
- Will your home have windows?
- Will your shoebox home have doors?

**EXPLAIN:** Here are pictures of what a shoebox home might look like.

*[Display pictures and describe characteristics of each home, including the roof.]*



You can make your shoebox home to look the way you want. Our pictures offer some ideas.

**ACT:** You can use any of the art materials that have been set out for this activity. You can cover your home with paper or color it. You can draw doors and windows on your home and add anything else you'd like!

*[Draw children's attention to paper, markers, glue, tape, child-sized scissors, crayons, and any other supplies that they might be able to use. Children may wish to use paper to make a pitched roof. Make photos available. This activity can be continued on Day 5 and during center time if children need additional time. Help children decorate their homes as appropriate.]*



**RECAP:** Today we began making a home! We will share our homes when they are all finished. None of our homes is the same. Why are the homes different? (each of us has an idea of what a home should look like)



### Scaffolding Tips

**Extra support** ■ If a child wishes to create his/her own home, consider encouraging families to provide a picture of the outside of their home for their child's use. ■ Help children with cutting and gluing as necessary. ■ Ask questions about the home a child would like to make to help the child better focus on its characteristics.

**Enrichment** ■ If children finish their shoebox home, encourage them to add additional characteristics to their home, such as drawing flowers or things that might be seen through the windows.



### Center Activity

Provide materials used to make shoebox homes so children may continue to work on their home.



### Family Child Care

Invite children to work together to make a model of your home. Discuss items to include. Example: What is special about the outside of your home? How many windows do you have? This model can be made from a larger size box to make it easier for multiple children to work on it at one time.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Good health practices

Children will understand the importance of teeth.



## Key Concepts

**New:** Teeth



## Materials Needed

\*1 picture as shown or plastic model of teeth

\*Printables provided

**BEGIN:** We are learning how to keep ourselves healthy. Who can remember a way we can stop germs from spreading? (wash hands, use a tissue when sneezing) Today we are going to talk about another part of our bodies that helps us keep healthy.

**EXPLAIN:** [*Display a picture or model of teeth.*]

- ASK:**
- What body part is shown in this picture? (teeth)
  - What do we do with our teeth? (eat, chew)



[*Encourage children to pretend they are chewing food.*]

**EXPLAIN:** **Teeth** are the hard white objects in our mouth that are used for biting and chewing. Some of our teeth are larger or have sharp edges for biting through food.

[*Point to two front teeth and a sharp tooth in picture or model of teeth.*]

Our teeth also help us to talk! Our teeth help our tongue and our lips make sounds.

Let's say a sentence and pay attention to how our tongue touches our teeth when we talk. I will say the sentence. Then all of us can say the sentence together.

"Danny didn't do the dishes."

[*Encourage children to say the sentence slowly so they can feel their tongue touching their teeth.*]

**ASK:** Do you feel your tongue touch your teeth?

**RECAP:** Our teeth help us eat. They help us make sounds when we talk. Teeth are an important part of our body. Let's all show a big smile. Maybe we will see some teeth!



### Scaffolding Tips

**Extra support** ■ If children have difficulty understanding different sizes and shapes of teeth, encourage them to use a mirror to look at their own teeth. Provide a handheld (or small dental) mirror, if possible. Help children find the teeth that have flat edges. Encourage children to say “Danny didn’t do the dishes” several times to provide more opportunity to feel their tongue touch their teeth to make a sound.

**Enrichment** ■ Encourage children to think about the kinds of food we can eat if we have no teeth.



### Center Activity

Provide unbreakable handheld mirrors or other teeth-related materials for children to explore. As children are looking at the materials, talk to them about what they are looking at and point out any differences in the size and shape of the teeth. If you have any materials showing animal teeth, point out any differences between the teeth of the animal and human teeth.



### Family Child Care

If there are children of different ages in your setting (including infants), engage children in discussion of how the teeth of a baby are different than the teeth of someone who is three or four years old; or 10 or 11 years old. Older children may like to share stories about when their first tooth fell out.



# Understanding Words



Language/  
Literacy

3-5 YEARS

Large Group



## Skill and Goal

### Oral language

#### Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name of the letter A.



## Key Concepts

**New:** 2–3 words  
(see Be Prepared)

**Review:** All words  
introduced on  
Days 1 and 3



## Materials Needed

\*Letter A card

Book of your choice for  
this week's repeated  
reading

Words We Understand  
chart from Days 1 and 3

\*Printables provided

**Be Prepared:** This is the third of three repeated readings of a book with children. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 2–3 words to define for children today. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

**BEGIN:** [*Display the letter A card.*]

- What is the name of this letter?
- Pop up if you have the letter A in your name!

A a

**EXPLAIN:** Now let's spend some time with our book.

[*See Week 3, Day 5 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:*

- *Display book cover. Explain that we have read our book two times this week. Each time we read the book we learn something new. Point to and say title of book. Engage children in describing what they remember about the book:*
  - *What is our book about?*
  - *Who were the main characters in our book?*
  - *What happened first? What happened next?*
- *Point to and say the names of author and illustrator. Point to where to begin reading.*
- *During the reading, pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means. Also pause during the reading to define the 2–3 words identified for today's session, using the following approach:*
  - *Read the sentence with the novel word. Identify the novel word.*
  - *Repeat the sentence in which the word is used.*
  - *Define the novel word and connect the definition to the book.*
- *After the book reading, write the 2–3 words targeted for today on the chart and engage children in a discussion of each word, using one or more of the following strategies:*
  - *Ask children to describe a picture related to the word.*
  - *Define a word without naming it and ask children to identify the word.*
  - *Encourage children to think about a novel word or phrase in another context.*
- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.]*

## 3-5 YEARS

## Large Group



## Skill and Goal

## Number knowledge

Children will deepen their understanding of how to find the number of items in a group.



## Key Concepts

**Review:** Last number counted



## Materials Needed

\*Large star cards used on Day 1

10 blocks (preferably the same size)

\*Printables provided



## Optional Reading

*Anno's Counting Book* by Mitsumasa Anno

**BEGIN:** This week we are practicing how to find out how many items are in a group.

**EXPLAIN:** We practiced counting the number of stars on different cards. We know that when we count a group of items, the last number we count tells how many we have. Let's practice with the cards again. I will hold up a card and you say how many stars are on the card.

**ACT:** [Practice with several star cards. Display card and point to each star as children count in unison. Do not say the numbers unless children need this assistance. Once children have counted the stars correctly, ask, "How many stars are on the card? How do you know?" Emphasize that the last number counted is the number of stars on the card.]

**EXPLAIN:** We also played a game with circles on the floor. I said a number and you stepped on/in the circles while counting to the number I said. You stopped counting when you got to the number I said.

**ACT:** Let's stomp five times.

How did we know when to stop stomping? (when we got to five)

Let's clap our hands three times.

How did we know when to stop clapping? (when we got to three)

[Display a group of 2–10 blocks.]

Let's count this group of blocks to see how many there are.

[Point to each block as children count out loud. Do not say the numbers unless children need this assistance.]

Now I'm going to change the number of blocks.

[Display a different group of 2–10 blocks.]

Let's count this group of blocks to see how many are in the group.

I have a group of 10 blocks.

- Who would like to count out a group of three from the 10 blocks?



[Invite a volunteer child to count three blocks from the group of 10 blocks.]

- Who would like to count out a group of seven from the 10 blocks?

[Invite a different volunteer child to count seven blocks from the group of 10 blocks.]

**RECAP:** This week we learned more about counting. We know that when we count a group of items, the last number we count tells how many we have.

[If time permits, invite children to join you in singing the “Ten Butterflies” song.]



### Ten Butterflies



(Sing to the tune of “Mary Had a Little Lamb”)

One, two, three, four, five butterflies,  
Five butterflies, five butterflies.

One, two, three, four, five butterflies,  
Flying all around.

Six, seven, eight, nine, ten butterflies,  
Ten butterflies, ten butterflies.

Six, seven, eight, nine, ten butterflies  
Fluttering to the ground!



### Scaffolding Tips

**Extra support** ■ If children have trouble stomping (or clapping) the number of times you say, count out loud and stomp (or clap) slowly. Invite children to repeat your example by counting out loud each stomp (or clap).

**Enrichment** ■ Invite several children to take turns in determining and saying how many of the 10 blocks to count out.

### 123 Center Activity

Provide children with a board game to play. Many board games for preschool children help them learn how to count items. Examples include *Hi Ho Cherry-O*®, *Chutes and Ladders*®, *Sorry*®, and *Count Your Chickens*®.



### Family Child Care

Provide children with a snack that can be counted, such as crackers or cereal. Invite them to make groups of 1–10 with their snack.

WEEK

11

# Exploring Where We Live



Social  
Studies

DAY

5

3-5 YEARS

Large/Small Group



## Skill and Goal

### Knowledge of physical environments

Children will strengthen their understanding that homes are unique.



## Key Concepts

**Review:** Home



## Materials Needed

Children's shoebox homes

Art materials provided on Day 4

\*3 pictures as shown

\*Printables provided

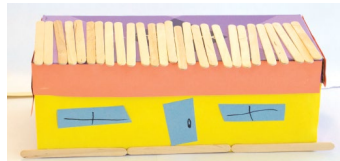
**Looking Ahead:** Take or secure photographs of the neighborhood in which your center is located or a neighborhood that will be familiar to many children. The pictures can be used as an alternative to ELM-provided pictures in Week 13, Day 5 to help children understand the concept of neighborhood. These pictures can also be used in Week 14 as an aid in creating small box versions of neighborhood places.

**BEGIN:** Yesterday each of us began making a shoebox home. Who would like to tell us something you've included in your shoebox home? (door, windows, roof, etc.)

**EXPLAIN:** Today we will continue working on our shoebox homes. If you finished your home yesterday, today you can add some more items to the outside of your home. You may want to add a tree or bushes or maybe a porch to the front of your home.

**ASK:** What are some things you could add to your shoebox home? (curtains in the windows, a chimney, grass in the front, mailbox, flowers, etc.)

**ACT:** [Provide materials available on Day 4. This activity will continue to require adult help.]



**RECAP:** Our homes will be put on display in our classroom and next week we will share our shoebox homes!

[Put children's names on their homes and display them in the room. The homes will be used again in Week 12.]

WEEK

11

DAY

5

# Exploring Where We Live *continued*



## Scaffolding Tips

**Extra support** ■ Help children with cutting and gluing as necessary. ■ Give suggestions for details children may like to add to their shoebox home, if necessary.

**Enrichment** ■ Encourage children who have finished to offer help to those still working. Children who have finished their homes can offer ideas and guidance on possible additions.



## Center Activity

Provide materials used to make shoebox homes so children may continue to work on their home.



## Family Child Care

Take children outside to look at the details of your own home. What things do they see when they look at the front of your home? (flowerboxes, sidewalk, window in the front door, etc.) This may help children think of additional details to add to their shoebox home. Older children may enjoy making a home from clay or play dough as younger children make "homes" with sheets or blankets.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Good health practices

Children will understand how to keep teeth healthy by brushing.



## Key Concepts

**New:** Cavity

**Review:** Germs



## Materials Needed

Toothbrush

\*4 pictures as shown



## Also Promotes

Language/Literacy

\*Printables provided

**Be Prepared:** You may wish to arrange for a dental professional to visit your classroom today, or in the near future, to demonstrate how to brush teeth. In addition to receiving expert information, children will benefit from positive contact with a community helper devoted to good dental care. The activity plan offered below provides an overview of key parts of toothbrushing. It assumes adults (center staff or family members) place toothpaste on a young child's brush.

**BEGIN:** Do you like to eat? What important part of our body helps us eat? (teeth)

[Display picture of child's teeth.]

Yesterday we talked about how our teeth help us eat. Today we will learn how to keep our teeth healthy.



**EXPLAIN:** Our teeth get dirty when we eat. Some types of food stick to our teeth when we bite and chew. Sometimes parts of the food get stuck between our teeth. We cannot see all of the dirt that gets on our teeth. There are germs in our mouth and on our teeth. Remember, germs are very small things that can make our bodies sick. We cannot see germs.

- ASK:**
- What do we do when part of our body or all of our body gets dirty? (wash it, take a shower or bath)
  - What do we do to keep our teeth clean? (brush them)

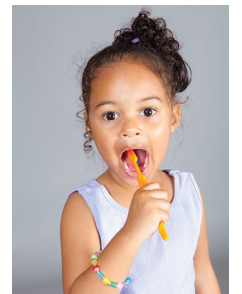


**EXPLAIN:** [Display toothbrush.]

We use a toothbrush to keep our teeth clean. There is a certain way to use a toothbrush.

[Display the pertinent picture when you describe each of the steps.]

- We hold our toothbrush sideways against our teeth.
- Then we move the brush gently on our teeth. We move the brush back and forth on our teeth. We do not push hard on our brush. We push gently on the brush. We brush all of the teeth in our mouth, not just the teeth in front.
- We brush the tops of our teeth.
- We brush the back side of our teeth.
- We spit out the toothpaste.



**ASK:** When do we brush our teeth in our classroom?





**EXPLAIN:** We should brush our teeth after we eat. Brushing keeps our teeth healthy. If we do not get the dirt off our teeth, the germs on our teeth may make a little hole in a tooth. This little hole is called a **cavity**. A cavity will make a tooth weaker. Sometimes a cavity makes our tooth hurt. We go to a dentist to get a cavity filled.

Brushing our teeth is a routine. We know that a routine is the order in which we do things. We do things in a certain order when we sneeze. We do things in a certain order when we wash our hands. Today we talked about a routine we can use for brushing our teeth.

**RECAP:** [*Display the four pictures of toothbrushing in the wrong order.*]

Are these pictures of how we brush our teeth in the correct order? (no) What pictures need to be moved so the routine of brushing our teeth is in the right order?



### Scaffolding Tips

**Extra support** ■ Invite children to use their finger to point to the areas of their mouth shown in the pictures of toothbrushing. ■ Encourage children to smile. Talk about the teeth they see in someone's mouth. Explain there are teeth in the back of the mouth we do not see when someone smiles. These teeth need to be cleaned also.

**Enrichment** ■ Encourage children to think about foods that might make their teeth extra "dirty" or get caught between their teeth. Ask questions, such as: "Can you think of a fruit with seeds? If you eat the seeds, could any of these get caught in your teeth?" ■ Point to and describe the gums of a mouth. Explain that **gums** are the pink part of our mouth that holds our teeth. The gums cover a bone in our mouth. We might hurt the gums of our mouth if we push too hard on our toothbrush when we brush. We protect the gums of our teeth by brushing gently. ■ Explain there is a special thread we use to clean between our teeth. It is called dental floss. Dental floss helps us get rid of germs on our teeth we cannot see. Dental floss also helps us remove parts of food that get stuck between our teeth. Most young children need an adult to help them use dental floss on their teeth.



### Center Activity

Provide the \*three pictures of steps in brushing our teeth. Encourage children to put the pictures in the correct order. Also, if you describe dental floss as part of the activity (see Enrichment tip), provide a few large Duplo® blocks, play dough, and some yarn for children to create a flossing simulation. Place small amounts of play dough in spaces between the "studs" of the Duplo®. Encourage children to use the yarn to remove the pieces of "food."

\*Printables provided



WEEK

11

DAY

5

# Staying Healthy and Safe *continued*



## Family Child Care

Consider taking children to a dental clinic for a visit that includes a talk with a dental hygienist about care of teeth.