



Language/ Literacy

Understanding Words

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words and identifying rhyming words (Days 1, 3, 5)
- Identifying the names of letters X (Day 1), S (Day 3), and P (Day 5)
- Practicing how to divide words into syllables (Days 2, 4) and put syllables together into a word (Day 2)



Mathematics

Counting Things

- How to compare groups of different numbers of blocks (Days 1–5)
- Identifying numerals 5, 6, 7, and 8 (Days 1–5)



Self- Regulation

Focusing & Remembering

- How to follow requests by watching and remembering
 - *Conducting an Orchestra* game (Day 1)
- How to follow requests by listening and remembering
 - *Drum Beats* game (Day 2)



Social- Emotional

Understanding Feelings

- When we feel embarrassed, we may feel foolish in front of other people (Day 3)
- Practicing some things we might do when we feel embarrassed or when someone else seems embarrassed (Day 3)



Social Studies

Exploring Where We Live

- Neighborhoods make up a community (Day 4)
- Building pretend neighborhoods in our pretend community (Day 5)



Creative Expression

Making Music

- Our voice is a musical instrument when we sing (Days 1–2)
- Different kinds of musical instruments make different kinds of sounds (Day 3)



Physical/ Health

Moving Our Bodies

- How to throw a ball straight up into the air (Day 4)
- How different parts of our body can help us throw a ball into the air (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 name of the letter X.



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

*Letter X 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 letter X card.]

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

X x

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 compare groups of five or fewer items. Children will also recognize the numeral five.



Key Concepts

New: Five

Review: More
Fewer



Materials Needed

*Large numeral cards 1–5

10 identical blocks

*Printables provided

BEGIN: We are learning what numbers one, two, three, and four look like.

[Display large numeral cards 1–4 in random order. Invite children to name each number. Then invite volunteer children to point to and count the number of dots on each card.]

EXPLAIN: Today we will practice comparing groups that have different numbers of items. We will think about which group has more and which group has fewer.

- ASK:**
- What does it mean when something has more? (it has a larger amount of items)
 - What does it mean when something has fewer? (it has a smaller amount of items)
 - Each of us has one mouth and two ears. Which do we have fewer of, ears or mouths?

EXPLAIN: Let's look at two groups of blocks.

[Display two groups of identical blocks: one group with five blocks and one group with two blocks.]

- ASK:**
- How many blocks are in the first group? (two) How do we know?
 - How many blocks are in the second group? (five) How do we know?
 - How can we tell which group has more?

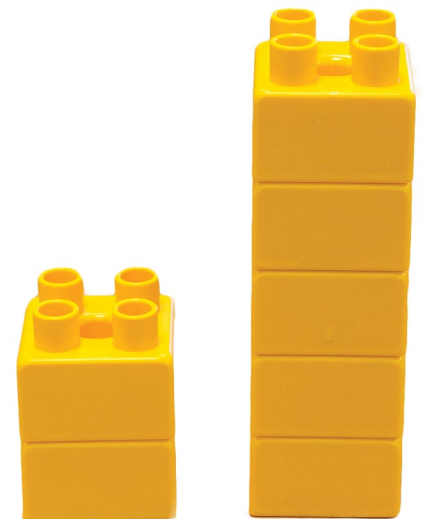
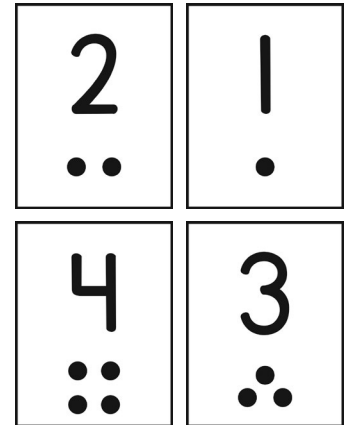
EXPLAIN: We can count the number of blocks in each group to find out which one has more. Or we may know how many are in each group by just looking at the groups.

[Display two groups of two identical blocks.]

Here are two groups that have equal amounts.

ASK: How many blocks are in each group? (two)

EXPLAIN: Both groups have two blocks. The groups are equal. The amount of blocks in each group is the same.



ACT: Let's compare some more groups of blocks.

- [Invite two volunteer children to each arrange a group of 1–5 identical blocks.]
- Invite all children to say how many blocks are in each group.
- Ask children to determine which group has more (or fewer) blocks.
- Repeat this procedure with two other volunteer children if time permits.

Hold up five fingers.]

ASK: How many fingers am I holding up?

EXPLAIN: I am holding up five fingers. Let's count them together.

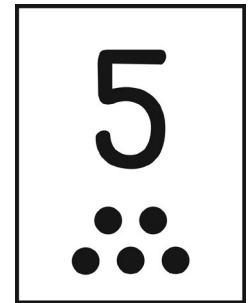
[Point to each finger as you encourage children to count with you.]

Number five looks like this.

[Hold up a large numeral five card.]

The number **five** means there are five of something. Let's count together the dots on the number card.

[Point to each dot on the numeral card as you count. Encourage children to count with you.]



The number five means there are five things! Please hold up five fingers. Let's count them together.

[Display a large numeral two card next to the numeral five card.]

Let's compare the number two to the number five.

- ASK:**
- How is the number five similar to the number two? (both have curved lines, both have straight lines)
 - How is the number five different from the number two? (number two has only one straight line)

RECAP: Today we practiced comparing groups of different numbers of blocks. We also learned what the number five looks like.



Scaffolding Tips

Extra support ■ If children seem uncertain about the names of numerals displayed in the opening segment, place the cards in numerical order and review the names and characteristics of each numeral. Also, count the number of dots shown on each. ■ If children need additional help in determining more or fewer, practice by displaying groups of fingers on two hands. Begin with groups of one and five and gradually move to groups that are closer in number, such as three and four. ■ If children need additional experience with naming numerals, hold up the corresponding number of fingers when asking the numeral name. ■ Display a group of five blocks and invite children to count with you as you point to each block. ■ You may wish to place a set of large numeral cards on the wall or in a visible area of your classroom for children's reference.

Enrichment ■ Invite children to think of and compare other groups on their bodies that have more or fewer or the same (arms, head, legs, feet, fingers, etc.).

123 Center Activity

Provide two sets of *small numeral cards 1–5. Turn the cards face down so children cannot see the numerals on each card. Invite children to play a memory game and look for matching cards.

*Printables provided



Family Child Care

As an extension of today's activity plan, school-age children may wish to compare larger groups of items. Place small manipulatives in a bowl. Invite two school-age children to each take a handful of the manipulatives and count the number of items. Who has more? Who has fewer? Are the groups equal?

WEEK

16

DAY

1

Focusing & Remembering



Self-Regulation

3-5 YEARS

Large Group



Skill and Goal

Executive function

Children will regulate their behaviors in response to different oral and visual prompts.



Key Concepts

Review: Orchestra
Conduct



Materials Needed

Classroom musical instruments—1 per child
Baton or stick

Be Prepared: If time permits, offer *Sleeping, Sleeping, All the Children Are Sleeping* from Week 15, Day 2 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Sleeping, Sleeping, All the Children Are Sleeping* from Week 15, Day 2. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play *Conducting an Orchestra*. This game helps us to concentrate on what we need to do.

ASK: How do we play *Conducting an Orchestra*?

EXPLAIN: Remember, an orchestra is a group of people who play certain kinds of musical instruments together.

ASK: What does someone do when they conduct an orchestra? (lead it)

EXPLAIN: So when someone conducts an orchestra, they lead a group of people playing certain kinds of musical instruments.

ACT: [Give each child a musical instrument. Instruments may include drums, bells, triangles, rhythm sticks, etc. Provide children with a few moments to play their instruments.]

For this game, I will be the conductor and you will be the orchestra. When I wave the baton slowly, we will play our instruments slowly. Then when I wave the baton quickly, we will play our instruments quickly.

What should we do when I stop waving the baton? (stop playing instrument)

Let's try it.

[Wave the baton slowly as children play the instruments slowly. After a few seconds, wave the baton quickly. Wait for children to begin playing quickly before you begin waving the baton slowly again. Continue for several minutes as children practice playing quickly, slowly, and stopping while watching the baton.]

Now we are going to change the game a little. This time when I wave the baton slowly, we will play our instruments quickly. Then when I wave the baton quickly, we will play our instruments slowly.

- How should we play when I wave the baton slowly? (quickly)
- How should we play when I wave the baton quickly? (slowly).

Let's try it.

Focusing & Remembering *continued*



[Wave your baton slowly as children begin to play the instruments quickly. After a few seconds, wave the baton quickly. Wait for children to begin playing slowly before you begin waving the baton slowly again. Continue as children practice the new rules. Encourage children to stop playing their instruments when you stop waving the baton.]

RECAP: Today we again played *Conducting an Orchestra*. We changed the rules of the game.

- What part of our body did we use to pay close attention during this game? (eyes)
- What changed during the game? (played instruments slowly and quickly)
- What would happen if we didn't watch carefully during the game? (we wouldn't know how to play our instruments or when to stop)



Scaffolding Tips

Extra support ■ Say aloud the words “fast” or “slow” as you wave the baton if children need an additional oral reminder of the action to be completed when the rules have been changed. ■ If children continue an action after it is time to change or stop, gently remind them of the procedures by demonstrating what is to be done. You might wish to position yourself near children who find it challenging to regulate their behavior during the game. ■ If children seem unclear about the baton movements, use your arm in an expansive way to communicate the prompt.

Enrichment ■ If children easily grasp the rule change, shorten the length of time between moving from fast to slow. ■ Invite children to try another rule change for *Conducting an Orchestra*: Stop playing instruments when the baton moves and begin playing instruments when baton stops.



Center Activity

Invite children to continue playing *Conducting an Orchestra*. Encourage children to take turns waving the baton fast or slow. Ensure the baton does not have a pointed or sharp tip. A soft stick-like item may be used as a baton.



Family Child Care

Send the new game rules home with children and encourage them to explain the new rules to family members at pickup time. Invite families to play at home.

WEEK

16

DAY

1

Making Music



3-5 YEARS

Large Group



Skill and Goal

Skills that support creative expression

Children will understand that their voices can be used as musical instruments.



Key Concepts

New: Volume

Review: Musical instrument
Song



Materials Needed

*3 pictures as shown

*Printables provided

BEGIN: We know that a musical instrument makes music when it is played. Let's look at some pictures of musical instruments we may know.

[Display three pictures of musical instruments.]

What instruments are shown in these pictures?

[After children offer ideas, point to and say the name of each instrument.]



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EXPLAIN: Our voice can also be used as a musical instrument.

Our voice makes music when we sing a song. Remember, a song puts words and music together. We sing words to music when we sing a song.

Today we are going to practice using our voice to make music.

ACT: [Choose a short song, such as "Itsy Bitsy Spider," that is familiar to children.]

Let's together sing (name of song)!

[Encourage children to join you in singing the song.]



EXPLAIN: We used our voices as musical instruments when we sang (name of song).

We can sing loudly or quietly when we sing a song. This is called volume. **Volume** means how loud or how quiet a sound is.

We know that an inside voice is quieter than an outside voice. Inside voices and outside voices have different volumes.

ACT: Let's sing our song again. This time let's sing our song with a louder volume. We don't want to sing so loud that we are shouting. Shouting a song is not singing. We can sing louder without shouting.

[Encourage children to join you in singing the song with a louder volume.]

Now we will sing our song with a quieter volume. When might we use a quiet volume in our classroom? (at rest time)

[Encourage children to join you in singing the song with a quieter volume.]





What was different about singing our song with a louder volume and with a quieter volume? (loud volume was noisy, quiet volume was harder to hear)

[If time permits, choose another favorite song to try singing with loud and quiet volumes.]

RECAP: Today we learned that our voice can be used as a musical instrument. We also learned that volume means how loud or how quiet a sound is. We practiced singing a song with a loud volume and a quiet volume.



Scaffolding Tips

Extra support ■ Offer another example of volume differences by saying a sentence with a loud volume and then saying it again with a quiet volume. Invite children to imitate you. ■ Consider using hand signals for loud volume and quiet volume.

Enrichment ■ Invite children to sing the first part of a short song with a loud volume and the second part of the song with a quiet volume.



Center Activity

Encourage children to practice using different voice volumes when playing with puppets or toy people figures.



Family Child Care

Discuss with children the volume of their voices throughout the day. Examples: When children are outside playing, do they use their voice in a loud volume or a quiet volume? When children are getting ready for rest time do they use their voice in a loud volume or a quiet volume?



3-5 YEARS

Small Group



Skill and Goal

Phonological awareness

Children will individually demonstrate how to segment a word into syllables and blend syllables into a word.



Key Concepts

Review: Concentrate



Materials Needed

Small box

Items for identifying syllables (see Be Prepared)

Be Prepared: Today's small group activity is a **progress assessment** of children's understanding of blending and segmenting syllables in a word. For efficient use of time, pursue the activity when most or all children are present. For the first portion of the assessment, use items with two or three syllables. Examples: pencil, marker, rectangle, dinosaur. Select an equal number of two- and three-syllable items. Select more items than there are children in your group (so an item is used only once and children have choices in item selection). For the second portion of the assessment, use only words you have not introduced in prior sessions related to syllables. Performance of each child is determined separately for blending and segmenting. See the end of this activity for details.

BEGIN: Today we are going to work again with syllables in words. We will divide words into syllables. We will also put syllables together to make a word.

EXPLAIN: [Display box with items.]

I am going to choose an item from this box and we are going to clap once for each of its syllables. Let's first practice together.

[Choose an item from the box.]

I've chosen a _____.

Let's together clap the syllables in the word _____.

[Say the word in unison as you clap its syllables together. Do this two times.]

Now it's your turn to try!

ACT: [Assess children individually with the following procedure:

- Invite a child to choose an item from the box.
- Ask the child to say the item's name and to clap each of the syllables. Name the item if the child is uncertain. If the child gives an incorrect name but says and claps the syllables correctly, this is okay. Example: Child calls a "backhoe" a "digger" and claps two syllables.
- If the child seems confused, provide assistance by naming the item, emphasizing the syllables. Then ask the child to repeat the name and to clap each of its syllables. Example: "Clap and say the syllables in this word: prin-cess."
- Set aside the item so it is not used by another child.
- Repeat the above procedure until all children have been assessed on their understanding of how to segment words into syllables.]

EXPLAIN: Now we will play a robot game. I am going to pretend to be a robot! We have played this game before. Listen carefully as I speak like a robot.



[Say the following in “robot talk.”]

ACT: I am a robot. Can you help me? Can you tell me what I see?

I see a but-ter-fly.

[*Enunciate each syllable slowly. Pause briefly after each syllable.*]

What do I see? (butterfly)

Now each of you will have a turn. I will pretend to be a robot and ask each of you to help me. I will say parts of a word in “robot talk” and then you can help by telling me what I see! All of us need to be quiet so the person helping the robot can concentrate. Remember, when we concentrate on something we pay close attention to it.

[*Assess children individually with the following procedure:*

- *For each child, say a 2–3 syllable word in “robot talk” and ask the child to tell you what you see by putting the syllables together to make a word.*
- *If the child seems confused, provide assistance by repeating the syllables in the word or say the first part of the word and encourage the child to complete the word. Example: “I will say the first part of the word with my robot voice. Then you say the rest of the word. Spa-ghe- _____.”*
- *Repeat the above procedure until all children have been assessed on their understanding of blending syllables into a word.*]

RECAP: Today we learned more about syllables. We first clapped the syllables in an item we chose from the box. Then we listened to “robot talk” and put syllables together to figure out what the robot saw.



Scaffolding Tips

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



Center Activity

Provide *animal syllable cards used in Week 13, Day 2. Encourage children to choose a card and clap the syllables in the name of the pictured animal. Encourage children to say the animal name as they clap the syllables in the name. Also, provide *animal syllable puzzles. Encourage children to first clap the word to determine how many syllables are in the word, and then put the puzzle together as they say the word while dividing it into syllables.



shark

Vic DeLeon



star-fish



la-dy-bug

Ziva & Amir



cat



tur-tle



Paul Buxton



Diana Robinson



D Wright



Jonathan Cohen

*Printables provided



DETERMINING EACH CHILD'S PROGRESS

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

Segmenting

Got It Child claps and says syllables independently (no assistance or with your assistance in naming a picture only)

Getting It Child claps and says syllables in words as follows:

- The child said the segmented word correctly but clapped an incorrect number of syllables or clapped correctly but did not say the syllables in a word
- You offered assistance by saying the item's name, emphasizing the syllables, and the child clapped correctly

Not Yet Child does not segment syllables in words at this time

Blending

Got It Child blends syllables independently by saying the word correctly without pauses for each syllable (no assistance)

Getting It Child blends syllables with the following assistance:

- You repeated the syllables in the word, and/or
- You provided other cues, such as starting to say the word (example: spa-ghe), and the child completed the word

Not Yet Child does not blend syllables into words at this time

FOLLOW-UP LEARNING SUPPORTS FOR BLENDING AND SEGMENTING SYLLABLES IN WORDS

Reinforce

The following activities are designed to support children who can blend/segment syllables (Assessment = Got It). The activities also are appropriate for children who can blend/segment syllables with assistance (Assessment = Getting It) when offered with additional support.

- Encourage children to listen for syllables in books that are read at group time. This may be easiest to do with rhyming books, such as *Brown Bear, Brown Bear*, or books with lists (such as *The Very Hungry Caterpillar*). In *Brown Bear, Brown Bear*, you can clap syllables in a



recurring place throughout the book. Example: I see an el-e-phant looking at me. In *The Very Hungry Caterpillar*, you can clap syllables in the list of foods that the caterpillar eats.

- Discuss syllables in words that children encounter as part of their daily routine. Meal times provide a good opportunity to tap (on the table) or clap the syllables in the names of food items.
- Call attention to syllables in new words that are discussed as part of other activities.
- Use a syllable transition activity such as *What's in the Bag?* to dismiss children from group (similar to *Take One Thing From the Basket*—Week 15, Day 2). The staff member identifies an object in his/her bag/box by saying its name syllable-by-syllable, and the child identifies the word. A correct response is confirmed when the staff member brings the object out of the bag and the child is dismissed to join the next activity.
- Sing the following syllable song at group time:



Syllable Song



(Sing to the tune of "If You're Happy and You Know It")

If you think you know this word, shout it out!

If you think you know this word, shout it out!

If you think you know this word,

Then tell me what you've heard,

If you think you know this word, shout it out!

The staff member says a word broken into syllables and children respond by saying the blended word. Start with two-syllable words and then work up to words with three and four syllables.

- Talk with children about syllables in the names of objects in the environment. This may be easier if you identify syllables in labels/signs in the classroom (examples: blocks, house-keep-ing, com-put-er).
- The activity scheduled for Day 4 of this week offers an active-learning approach to segmenting words into syllables.

Reintroduce

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

- Repeat activities that encourage children to segment and blend words into syllables. Children's first and last names are a good place to start if a child seems uncertain. See Week 14, Days 2 and 4.



- Use activities, such as *Take One Thing From the Basket* (Week 15, Day 2), in small groups. Simplify the activity by starting with one- and two-syllable words.
- Reassess children's skill in identifying initial sound of familiar words.

SAMPLE PORTFOLIO ENTRIES

Got It

Children in our classroom are learning that words can be divided (segmented) into parts (syllables), and that the parts can be put together (blended) into words. Children's understanding of syllables is an important foundation skill for later reading success. Recently I assessed Penelope's progress in understanding syllables. Penelope independently divided (segmented) "pencil" into two syllables and put together (blended) the three syllables in the word "rectangle." I am offering some follow-up learning opportunities to reinforce Penelope's understanding of syllables.

Getting It

Children in our classroom are learning that words can be divided (segmented) into parts (syllables), and that the parts can be put together (blended) into words. Children's understanding of syllables is an important foundation skill for later reading success. Recently I assessed Zachary's progress in understanding syllables. Zachary successfully clapped (segmented) the two syllables in the word "marker" when I offered some assistance by saying the syllables of "marker." Zachary also correctly put together (blended) the three syllables in the word "dinosaur" when I offered some assistance by repeating the syllables in "dinosaur." I am offering some follow-up learning activities to support Zachary's emerging understanding of syllables.

Mixed Pattern (Got It, Getting It)

Children in our classroom are learning that words can be divided (segmented) into parts (syllables), and that the parts can be put together (blended) into words. Children's understanding of syllables is an important foundation skill for later reading success. I recently assessed Violet's progress in understanding syllables. Violet successfully put together (blended) the three syllables in the word "elephant" without assistance from me. She divided (segmented) the two syllables in the word "chicken" by correctly clapping the two syllables but she did not say the syllables while she clapped, as requested. I am offering some follow-up learning opportunities to reinforce Violet's understanding of how to blend syllables into a word, and to review how to divide (segment) a word into syllables.

WEEK

16

DAY

2

Syllables *continued*



Language/
Literacy

Not Yet

Children in our classroom are learning that words can be divided (segmented) into parts (syllables), and that the parts can be put together (blended) into words. Children's understanding of syllables is an important foundation skill for later reading success. Rian's progress in understanding syllables was assessed. Rian was interested in choosing an item from the box used for the assessment. He was also engaged in naming the item with assistance from me. It seems that Rian was not yet ready to divide (segment) or put together (blend) words with two or three syllables. I am offering follow-up learning opportunities to reintroduce Rian to syllables and will assess his progress after he has had more time to learn about syllables.

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will compare groups of more, fewer, or equal amounts of items. Children will also identify the numeral six.



Key Concepts

New: Pair
Six



Materials Needed

- *Large numeral cards 1–6
- Small blocks or Unifix® cubes—6 per child
- Die—1 per each pair of children

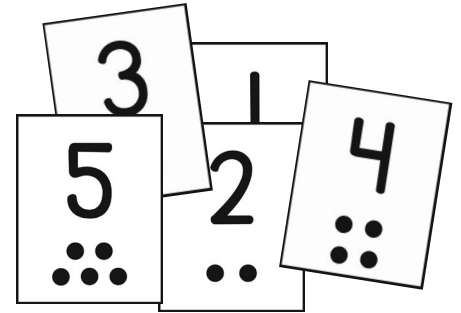
*Printables provided

BEGIN: We know what numbers one, two, three, four, and five look like.

[Display one at a time and in random order the cards for numerals three, four, and five. For each card, invite children to pop up if the number shows how old they are.]

Let's say the numbers as I hold them up one at a time.

[Display large numeral cards 1–5 in random order. Invite children to name each number.]



EXPLAIN: Today we will play a game with dice and blocks. We will work in pairs for this game. When we work in a **pair**, we work with a partner.

We will make towers with our blocks and find out whether our tower or our partner's tower has more blocks.

Each person in the pair will get a turn to roll the die and build a tower. After we roll the die, we will count the dots on the die and then build a tower with the same number of blocks.

After each person builds a tower, you can determine which tower has more blocks. Your towers might even have equal groups of blocks!

Let me show you how to play.

[Demonstrate with another adult how to each roll the die, count the number of dots on the die, and form a tower with the same number of blocks. Discuss which tower has more blocks.]

Now we can all play!

ACT: [Arrange children in pairs. If you have an odd number of children, form one group of three who each build a tower.

Give each child six small blocks or Unifix® cubes. Count out each block or cube as you place it in front of each child to emphasize that there are six. Also, give each pair of children a die.

Observe and help as needed.

Hold up six fingers.]

ASK: How many fingers am I holding up?

EXPLAIN: I am holding up six fingers. Let's count them together.

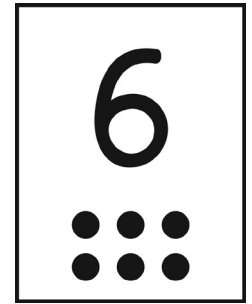
[Point to each finger as you encourage children to count with you.]

Number six looks like this.

[Hold up a large numeral six card.]

The number **six** means there are six of something. Let's count the dots on the number card.

[Point to each dot on the numeral card as you count. Encourage children to count with you.]



The number six means there are six things! Please hold up six fingers. Let's count them together.

[Display a large numeral three card next to the numeral six card.]

Let's compare the number three to the number six.

- ASK:**
- How is the number six similar to the number three? (both have curved lines)
 - How is the number six different from the number three? (number three has two open circles, number six has one circle)

RECAP: Today we played a game with a die and blocks. We compared different towers of blocks to see which tower had more blocks. We also learned what the number six looks like.

Scaffolding Tips

Extra support ■ During the opening segment with numeral cards, invite volunteer children to point to and count the number of dots on each displayed card. ■ Show a group of six blocks and invite children to count with you as you point to each block. ■ As children play the game, observe to make sure they are using the number of dots to determine the number of blocks. Help them point to and count blocks or dots on the die if necessary. ■ Draw all children's attention to a pair of children who have towers with an equal number of blocks. Remind children that equal means they have the same amount.

Enrichment ■ For children who can easily make groups of six or fewer, give them a pair of dice so that they can count, build, and compare larger groups.

WEEK
16

DAY
2

Counting Things *continued*



123 Center Activity

Supply *large numeral cards 1–6 and clothespins. Invite children to attach the corresponding number of clothespins to each numeral card.

*Printables provided

Family Child Care

Invite school-age children to play the game with 2–3 dice. Encourage school-age children to say how many more blocks the smaller group would need to make the two groups equal.



3-5 YEARS

Large Group



Skill and Goal

Executive function

Children will remember and carry out actions in response to aural and oral prompts.



Key Concepts

Review: Practice



Materials Needed

Classroom drum

Be Prepared: If time permits, offer *Conducting an Orchestra* from Week 16, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Conducting an Orchestra* from Week 16, Day 1. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a new game that will help us to be good listeners and remember what to do. We will need to listen carefully. What part of our body do we use to listen? (ears) The game will help us practice how to remember things. We know that when we practice something, we do it many times so we can get better at it!

EXPLAIN: The game is called *Drum Beats*. Beats on the drum will tell us how to move our body.

ACT: I am going to beat this drum with my hand. We will tap our knees lightly while I beat the drum. When I stop beating the drum, we should stop tapping our knees.

Let me show you.

[Ask another adult to help. Beat the drum, then pause as the other adult taps his/her knees lightly. Then say "stop" and have the other adult stop tapping. The drum beats and taps do not need to be in unison. Continuous tapping is fine.]

Now let's try it together.

[Beat on the drum as children tap their knees lightly. Then stop and wait for children to stop tapping. Continue with several rounds of beating the drum and stopping, while waiting for children to tap and stop tapping on cue. Shorten or lengthen the amount of time you beat the drum, based on how quickly children respond to the start and stop prompts.]

Now we will change our game a little bit. This time when I beat the drum two times, we will tap our knees lightly. Keep tapping until you hear me beat the drum three times. When we hear three drum beats, we will begin to stomp. When I beat the drum one time, we stop. Watch as I show you.

[Ask another adult to help. Beat the drum two times, then pause as the adult taps. Then beat the drum three times, and pause, and wait for the adult to stomp. Then beat the drum one time and wait for the adult to stop. Alternate between two beats, three beats, and one beat as the other adult taps and then stomps.]





Now let's try it together!

[Beat the drum two times, then pause and wait for children to tap their knees lightly. Then beat the drum three times, and pause, and wait for children to stomp. Then beat the drum one time and pause for children to stop. Continue alternating between two beats and three beats as the children tap and stomp. Say "stop" to indicate that children should stop tapping or stomping.]

RECAP: Today we practiced listening carefully so we would know what to do. We also practiced remembering what to do. In our game, we listened for drum beats. What did we need to pay attention to with the drum beats? (whether the beat continued or stopped, whether there were 1, 2, or 3 beats) What did the drum beats tell us to do? (tap our knees lightly, stomp, remain still)



Scaffolding Tips

Extra support ■ If children need an additional reminder of the action to be completed, say aloud the words "tap" or "stomp" after you beat the drum two or three times. ■ If children need an additional reminder of when to stop tapping, say "stop" and do not resume beating the drum until all children have stopped tapping.

Enrichment ■ Invite children to try additional rule changes for *Drum Beats*: Beat the drum two times as children clap, then beat the drum three times as children stomp. Children will stop when the adult says "stop." Then beat the drum slowly as children walk slowly, and beat the drum quickly as children walk quickly. Then do the opposite.



Center Activity

Provide the drum used during today's activity. Invite children to play *Drum Beats* while taking turns beating the drum. As children play *Drum Beats*, guide the drummer and others, if necessary.



Family Child Care

Encourage all children in your setting to continue practicing self-regulation skills while playing an outdoor game using a drum. Invite children to play as you beat the drum. When the drum stops, encourage children to stop what they are doing and freeze. Continue beating the drum for shorter periods of time and stopping as children freeze. Younger children will enjoy beating on boxes and bowls as older children listen for your drum cues.

3-5 YEARS

Large Group



Skill and Goal

Skills that support creative expression

Children will strengthen their understanding of a song.



Key Concepts

Review: Volume
Song
Compare



Materials Needed

CD player
Music for Babies CD

BEGIN: Yesterday we used our voices as musical instruments when we sang a song.

We also learned about the volume of a sound. What does volume mean? (how loud or how quiet a sound is)

EXPLAIN: Today we are going to learn more about songs. We know that a song puts words and music together.

We are going to use our voices as instruments when we sing the song "Wheels on the Bus."

ACT: [Encourage children to join you in singing "Wheels on the Bus."]

EXPLAIN: We used our voices as musical instruments to say the words and to sing the song.

Now we will sing the song again with other musical instruments. We can sing our song with musical instruments that are on a CD.

ACT: [Play Track 13 on the CD, *Music for Babies: Greatest Baby Lullabies*, and encourage children to sing the song with you.]

EXPLAIN: Music came from two places when we sang the song. There was music from our voices. There was also music from the instruments on our CD.

We need both words and music for something to be a song.

ASK: What are the two things that come from our voices when we sing a song? (words and music)

RECAP: A song puts words and music together. We listened to music. Then we added words to the music by singing. The music became a song!



WEEK

16

DAY

2

Making Music *continued*



Scaffolding Tips

Extra support ■ Lead children in humming the music of a song to help them identify the music part of the song.

Enrichment ■ Add a review of the meaning of volume by inviting children to sing the song with a loud volume or a quiet volume. ■ Play again Track 13 on the CD used in today's activity. Encourage children to only listen to the music. After the music is finished, ask children to think about what was missing that could make the music a song. (our voices!)



Center Activity

Encourage children to listen to familiar music on the *Music for Babies: Greatest Baby Lullabies* CD. Invite children to turn the music into a song by singing words that go with the music.



Family Child Care

Invite a school-age child in your setting to introduce a song to younger children by first humming the tune and then adding words to the music. Encourage children to also practice loud and quiet volume levels when singing the song.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand. Children will also identify the name of the letter S.



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter S 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 letter S card.]

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

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

[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

16

DAY

3

Understanding Words *continued*



Language/
Literacy

- 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 recognize numerals one through seven and compare groups of six or fewer items.



Key Concepts

New: Seven

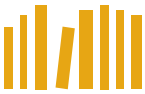


Materials Needed

*Large numeral cards 1–7

12 identical blocks

*Printables provided



Optional Reading

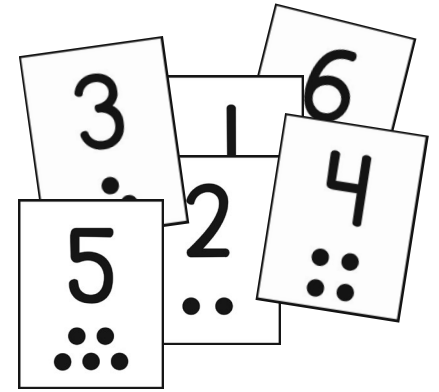
Chicka Chicka 1, 2, 3 by Bill Martin Jr. and Michael Sampson

BEGIN: We practice counting each day. Let's try to count to 20! Let's clap once each time we say a number.

[Lead children in slowly counting to 20 while clapping once each time a number is said.]

ACT: *[Display numeral cards 1–6 in random order, one at a time. Invite children to name each numeral and to also hold up the corresponding number of fingers.]*

I am going to lay our number cards on the floor in front of us. We can take turns finding a number.



[Invite six volunteer children, one at a time, to find a specified numeral and then hold up the numeral card for all children to see. (See Extra support tip for responding to an incorrect numeral identification.) Restate the name of the numeral for all children to hear. Then ask all children to show how many by holding up the number of fingers that corresponds to the numeral on the card. Then encourage the child to return the card to the floor.]

Now we are going to use our number cards again to make and compare groups of blocks.

[Place numeral cards 1–6 in a stack on the floor in random order. Invite two volunteer children who were not called on previously to each choose a card. After each child has chosen a card, invite him/her to make a group of blocks that corresponds to the numeral on the card they chose. Encourage all children to say which group has more (or fewer).]

Call on different pairs of volunteer children to each choose a card as time permits.

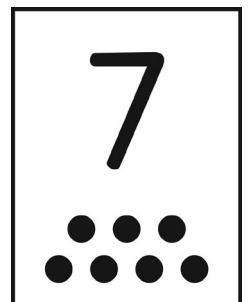
Hold up seven fingers.]

ASK: How many fingers am I holding up?

EXPLAIN: I am holding up seven fingers. Let's count them together.

[Point to each finger as you encourage children to count with you.]

Number seven looks like this.



[Hold up a large numeral seven.]

The number **seven** means there are seven of something. Let's count the dots on the number card.

[Point to each dot on the numeral card as you count the dots. Encourage children to count with you.]

The number seven means there are seven things! Please hold up seven fingers. Let's count them together.

[Display a large numeral seven next to the numeral four.]

Let's compare the number seven to the number four.

- ASK:**
- How are these two numbers similar? (both have straight lines)
 - How are they different? (number four has more straight lines, number seven has only two straight lines)

RECAP: Today we practiced finding numbers we know. We also compared numbers and made groups of blocks that matched the amount on a number card we chose. We determined which group had more blocks and which group had fewer blocks. We also learned what the number seven looks like.



Scaffolding Tips

Extra support ■ If a child makes an incorrect numeral selection, say "That's a good try." Describe what the numeral looks like (Example: "The number 3 has _____.") and encourage the child to try again. If an incorrect selection is made on the second try, place the correct card and a second contrasting numeral card together and repeat the number for the child to find. ■ To help children better understand more and fewer, arrange three children in one group and two children in another group. Encourage children to determine which group has more or fewer. ■ Display a group of seven blocks and invite children to count with you as you point to each block.

Enrichment ■ Invite children to make larger quantities based off the numeral cards and to compare the larger quantities together. Examples: five versus six, six versus seven.

123 Center Activity

Fill a small container with several sets of numeral magnets 1–7. Tie a piece of yarn to the end of a pencil, and then a paper clip to the end of the string. Invite children to "fish" for numerals. Encourage children to name each numeral they catch.

WEEK

16

DAY

3

Counting Things *continued*

123

Mathematics



Family Child Care

Take the children on a numeral walk. Encourage children to look for house or apartment numerals, especially specific numerals you cite that are part of a house or apartment numeral. What other numerals can children find?

Understanding Feelings



3-5 YEARS

Large Group



Skill and Goal

Emotion knowledge

Children will understand what it means to feel embarrassed.



Key Concepts

New: Embarrassed

Review: Self-control



Materials Needed

2 puppets

Cup

Be Prepared: The activity uses puppets to describe potentially embarrassing situations. As an alternative to one or more of the scenarios offered in the plan, you may wish to describe a situation you think will be helpful to children in understanding the concept of embarrassment. Discuss one scenario if time or child interest do not permit discussing two.

BEGIN: We are learning a lot about emotions. Today we will talk about an emotion we all feel sometimes.

EXPLAIN: One time when I put my plate down on a table I accidentally spilled my milk all over the table. I felt so bad! I just wanted to sink into my chair and not be seen. I felt embarrassed. When we feel **embarrassed**, we feel foolish in front of other people.

There are many things that might make us feel embarrassed. Getting sick or falling down in front of others might make us feel embarrassed. It's okay to feel embarrassed.

ASK: Have you ever felt embarrassed? Tell us about it.

ACT: Today we are going to use puppets to help us learn some things we might do when we feel embarrassed.

[Display a puppet and a cup.]

Scenario 1:

First I am going to pretend the puppet has accidentally spilled its drink in a restaurant.

[Pretend the puppet is eating at a table and accidentally spills its drink.]

Oh no! I spilled my drink all over everything. I am so embarrassed. I feel like I want to cry and run away. If I make a big deal out of it, everyone will stare at me and I will feel even more embarrassed. I know—I'll just say I am sorry and help clean up the mess.

[Make the puppet say it is sorry and help clean up the mess.]

EXPLAIN: Sometimes we feel like crying or even running away when we feel embarrassed. Everyone feels this way sometimes. It is not helpful to get more upset when we feel embarrassed. We could use our self-control to keep calm and to not make a big deal out of what happened. Remember, self-control helps us to do the right things. When we have self-control, we think about things before we do anything.

ASK: How did the puppet use self-control when it felt embarrassed about spilling its drink? (didn't make a big deal about it, did not cry or run away)

**ACT: Scenario 2:**

Now we will practice what to do when we see someone else who is embarrassed.

[Pretend Puppet One accidentally burps loudly.]

Puppet 1: Excuse me. I am so embarrassed! I just accidentally burped and everyone heard me. Now people are looking at me.

Puppet 2: It's okay. You said "excuse me." Everyone burps sometimes. Let's go play!

[Pretend Puppet Two takes Puppet One's hand and they go off to play together.]

ASK: How did the second puppet help the first puppet when it was embarrassed? (said it was okay, reminded first puppet it said "excuse me," asked it to play)

EXPLAIN: The second puppet thought about why the first puppet felt embarrassed and tried to help it feel better. The second puppet did not laugh or make fun of the puppet who burped. We can help others who may be embarrassed by thinking about how they feel and saying or doing things to help them feel better.

RECAP: Everyone feels embarrassed sometimes. What can we do if we feel embarrassed? (don't make a big deal out of it, use our self-control to stay calm) What can we do to help someone who is feeling embarrassed? (ask person to play, say it's okay)

**Scaffolding Tips**

Extra support ■ To help children better understand how to help someone who may be embarrassed, role-play unsupportive behaviors, such as laughing, to illustrate how it makes another person feel when he/she is embarrassed. ■ Emphasize that the puppet thought about crying and running away. But the puppet used self-control to not actually do these things it thought about. The puppet's self-control helped the puppet stay calm and help clean up the mess.

Enrichment ■ Ask children to think of other things that might make someone feel embarrassed.

**Center Activity**

Provide a piece of paper and drawing tools. Invite children to draw a picture of something that might make a person feel embarrassed.

WEEK
16

DAY
3

Understanding Feelings *continued*



Family Child Care

At pickup time, invite children to tell family members what it means to feel embarrassed. Encourage family members to share a time when they were embarrassed about something.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of creative processes

Children will understand that different kinds of musical instruments make different sounds.



Key Concepts

New: Musician



Materials Needed

CD player

My First Orchestra Book
CD

*2 pictures as shown

*Printables provided

Be Prepared: Today's activity focuses on sounds made by different musical instruments. You may wish to change or eliminate this activity if you were able to arrange to have a musician visit your classroom. Also, if you were able to secure a musical instrument you may wish to substitute the instrument for the flute or trombone used in this activity.

BEGIN: Yesterday we sang along to some music on a CD. The music became a song when we used our voices as musical instruments. Today we will learn more about musical instruments.

EXPLAIN: There are many kinds of musical instruments. Let's look at pictures of two different kinds of musical instruments.

[Display pictures of a flute and trombone. Point to and name each instrument. Children are not expected to remember the name of each instrument or the sound it makes.]

Let's compare these two instruments.

ASK: What is different about these two instruments? (color, shape, size, etc.)

ACT: Both of these instruments make a different sound. Let's listen to the sound each instrument can make.

First we will listen to the sound of a flute.

[Display the photo of the flute as you play Track 16 on the CD of My First Orchestra Book.]

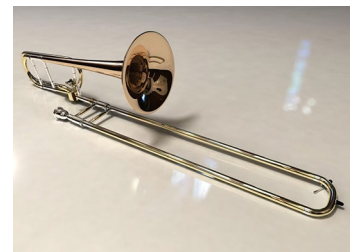
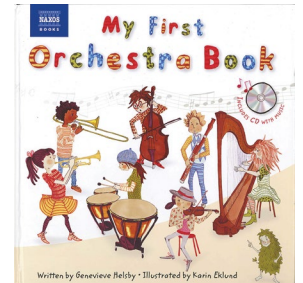
Now let's listen to the sound of a trombone.

[Display the photo of the trombone as you play Track 29 on the CD of My First Orchestra Book. Point out the loud trombones in the piece.]

ASK: How were the sounds of the flute and trombone different? (the trombone is much louder than the flute, flute has a higher sound, trombone has a lower sound)

EXPLAIN: Let's listen to some musicians playing instruments. A **musician** is an artist who plays music. Listen carefully to the different sounds in the music.

ACT: *[Play Track three on the CD of My First Orchestra Book.]*



FlamM/wikimedia/(CC BY-SA 3.0)

WEEK

16

DAY

3

Making Music *continued*



RECAP: There are many different kinds of musical instruments. Each instrument makes a different kind of sound. We listened to the sound of a flute and a trombone. The sounds were different. What is an artist called who plays music? (musician)



Scaffolding Tips

Extra support ■ If possible, display actual instruments to strengthen children's understanding of what some musical instruments look like. ■ Find and show a brief video clip of an instrument being played (preferably a flute or trombone, as featured in the activity plan).

Enrichment ■ Invite children to listen to other tracks on the CD included in *My First Orchestra Book*. Encourage children to talk about what they hear and the different sounds made by the different instruments.



Center Activity

Provide *My First Orchestra Book* and CD in the listening center. Encourage children to listen to the CD as they look through the pages of the book. Encourage children to compare how the instruments are different and similar in the way they look and sound.



Family Child Care

If possible, take a field trip to a children's concert. Schedule time to also talk to the music director or conductor and some of the musicians so children can see how the instruments are played and how they sound.

Understanding Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Phonological awareness

Children will segment a word into syllables.



Key Concepts

Review: Syllable



Materials Needed

Masking tape

*Animal syllable cards with 1-3 syllables



Also Promotes

Physical/Health

*Printables provided

Be Prepared: Use the results of the Day 2 progress assessment to determine the focus of today's activity. The activity offered for today's session is a review of segmenting a word into syllables. If a majority of children are in the process of learning how to blend syllables into a word (blending assessment = Getting It), you may prefer to focus on the Review follow-up suggestions related to blending or add blending activities to the segmenting activity described below. The last two Reinforce suggestions could be added to today's session (one as a transition activity). Use the Reintroduce suggestions today only if a majority of children's assessments = Not Yet.

For the activity described below, create a row of three squares on the floor with masking tape. For larger groups, create two rows of squares so two children can participate at a time.

BEGIN: *[Divide children into two groups; one group in a line behind the first row of squares, and the second group in a row behind the second row of squares.]*

We know how to say a word while dividing it into syllables. Remember, a syllable is a part of a word. We also know how to clap the syllables in a word.

EXPLAIN: Today we are going to play a fun syllable game! We will divide words into syllables and then hop the syllables in the same word. Use your listening ears as I tell you how to play.

- I will hold up an animal card and we will say the word together.
- Then we will say each of the syllables in the word.
- Next each pair of people standing at the squares will hop the syllables in the word as we say the word.
- Then a new pair of children will have a turn to hop the syllables in a different word.

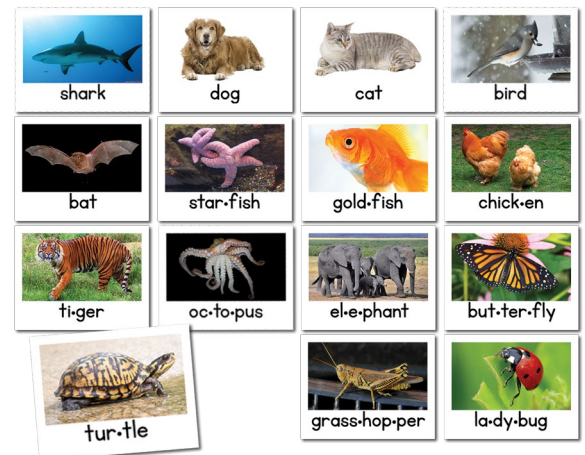
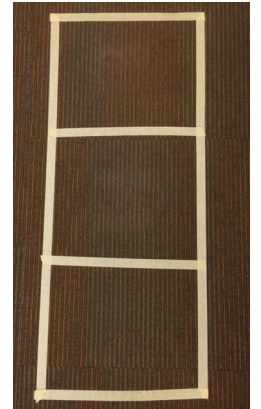
ACT: Let me show you how to play.

[Hold up the animal syllable card "turtle."]

This is the word "turtle." Let's say the word together.

Now let's say the word as we say each of its syllables: "tur-tle."

Now I will hop to the first box for "tur" and then into the second box for "tle."





Now it is your turn to try!

[Continue the game as pairs of children follow the procedure outlined below:

- Hold up a picture of an animal with 1–3 syllables.
- Invite children to say the name of the pictured animal in unison.
- Then invite children to say each of the syllables in the name of the pictured animal in unison. Example: tur-tle.
- Finally, invite the first pair of children to hop the syllables as the other children say each of the syllables of the animal name. Then invite the next pair of children to take a turn with a different word. Continue until all children have had a turn to hop the syllables in a word.]

RECAP: Today we played a fun syllable game. We divided words into syllables and then hopped the syllables in the same word.



Scaffolding Tips

Extra support ■ Explain that hopping is not the same as jumping. We use both feet/legs when we jump. We use one foot/leg when we hop (Physical/Health Week 7). ■ If children have difficulty dividing a word into its syllables, encourage children to clap once for each syllable while saying the word. This can be an additional step prior to hopping.

Enrichment ■ Invite children to tell the number of syllables in the animal name.



Center Activity

Provide *animal syllable cards and taped boxes on the floor for syllable fun. Invite children to choose an animal card and hop the syllables as they say the animal name.

*Printables provided



Family Child Care

Take a walk as children hop syllables. Point to an item and invite children to first say the name of the item together and then hop the syllables in the name of the item.

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will compare groups of seven or fewer items. Children will also recognize the numeral eight.



Key Concepts

New: Eight



Materials Needed

*Large numeral cards 1–8

14 identical blocks

*Printables provided

BEGIN: We are learning what seven different numbers look like.

[Display numeral cards 1–7 in random order. Invite children to name each numeral. For each card, invite a different volunteer child to point to and lead all children in counting the number of dots on the card.]

Encourage children to also hold up the corresponding number of fingers.]

ACT: Today we will compare groups with our number cards. This time we'll include number card seven.

[Place numeral cards 1–7 in a stack on the floor in random order. Invite two volunteer children to each choose a card. After each child has chosen a card, invite each child to make a group of blocks that corresponds to the numeral on the card he/she chose. Encourage all children to determine which group has more (or fewer).

Call on different pairs of volunteer children to each choose a card as time permits.

Hold up eight fingers.]

ASK: How many fingers am I holding up?

EXPLAIN: I am holding up eight fingers. Let's count them together.

[Point to each finger as you encourage children to count with you.]

Number eight looks like this.

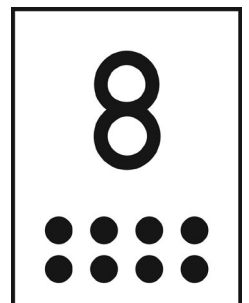
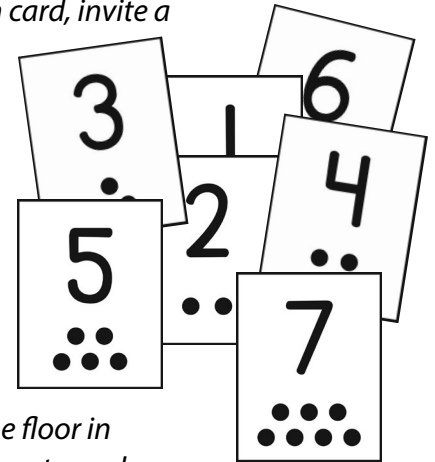
[Hold up a large numeral eight.]

The number **eight** means there are eight of something. Let's count the dots on the number card.

[Point to each dot on the numeral card as you count the dots. Encourage children to count with you.]

The number eight means there are eight things! Please hold up eight fingers. Let's count them together.

We are going to compare number eight to some other numbers we know. First let's compare the number eight to number three.



[Display a large numeral three next to the numeral eight. Point to straight and curved lines on the numerals as they are described.]

- ASK:**
- How are the numbers eight and three similar? (both have curved lines)
 - How are the numbers eight and three different? (the curved lines in number eight are closed)

Now let's compare number eight to the number six.

[Display a large numeral six next to the numeral eight.]

- How are the numbers eight and six similar? (both have curved lines)
- How are the numbers eight and six different? (number six has only one closed curved line)

RECAP: Today we compared numbers and made groups that matched the amount on a number card we chose. We determined which group had more (or fewer) blocks. We also learned what another number looks like. What number did we learn about today?



Scaffolding Tips

Extra support ■ If children are unsure how many fingers to hold up to represent eight, count each finger aloud. ■ Display a group of eight blocks and invite children to count with you as you point to each block.

Enrichment ■ Invite children to arrange a collection of numeral cards 1–8 in numerical order beginning with numeral one and ending with numeral eight.

123 Center Activity

Make a hopscotch outline on the floor, with masking tape. Number squares from 1–8 with tape. Invite children to play by simply jumping from square to square, saying each number or playing with regular hopscotch rules.



Family Child Care

Invite school-age children to practice the terms “greater than,” “less than,” and “equal” as they compare numeral cards in a deck of cards. Example: After choosing the eight of spades and the three of hearts; “Eight is greater than three.”



3-5 YEARS

Large Group



Skill and Goal

Knowledge of physical environments

Children will understand that a community is made up of different neighborhoods.



Key Concepts

New: Community

Review: Neighborhood



Materials Needed

Drawings of neighborhoods in your area (see Be Prepared)

Be Prepared: Prepare pieces of paper (preferably of different colors) to represent neighborhoods in your community. Do a simple drawing of your center on one piece of paper that represents your center's neighborhood. Add drawings of other structures near your center that children made with boxes in Week 15. On several other pieces of paper, do simple drawings of other structures that would be found in other neighborhoods in your community. Example: Draw several homes or apartments on one or more pieces of paper to represent neighborhoods where some children in your classroom live.

BEGIN: We are learning many things about where we live. We each live in a neighborhood that may include other homes and places near our home. We know that our child development center is part of a neighborhood. Last week we made places from boxes and put our places on a map of our center's neighborhood.

EXPLAIN: There are many different neighborhoods. Some of us may live in the same neighborhood, and some of us may live in a different neighborhood.

Let's think about our different neighborhoods. I live in a neighborhood in (name of community).

[Discuss children's neighborhoods and the community in which they are located. Compare 2–3 different neighborhoods children may live in. Example: "Adia lives in a neighborhood in (name of community), Cantrell lives in a neighborhood in (name of community), and Isabella lives in a neighborhood in (name of community). There are three different neighborhoods!"]

Many neighborhoods together make up a **community**. Our community is called (city, town, base, post, camp). A community is bigger than a neighborhood. There can be many neighborhoods in a community. (Name of your community) has different neighborhoods. Community is a big word. Let's together say the word community: com-mu-ni-ty.

ACT: *[Display paper that shows a simple drawing of your center. Point to drawing of center when it is described.]*

Let's pretend this piece of paper is the neighborhood where our center is located. Here is a drawing of our child development center.

[Point to and describe drawings of other places included in your representation of your center's neighborhood. Then affix the piece of paper to a board or other vertical flat surface so all children can see it.]

Display a piece of paper that represents another neighborhood in your community.]



Now let's pretend this other piece of paper is a different neighborhood in our community. Remember, a community is made up of different neighborhoods.

[Describe the neighborhood depicted in your simple drawings. Example: "Some children in our room live in the neighborhood shown on this piece of paper. Adia lives here. Cantrell lives here. Does anyone else live in the neighborhood where Adia and Cantrell live?" Affix the piece of paper adjacent to (touching) the paper that represents your center's neighborhood.]

Display a piece of paper that represents a third neighborhood in your community.]

Here is a third piece of paper. We can pretend this piece of paper shows a different neighborhood in our community.

[Describe the neighborhood depicted in your simple drawings. Example: "Look at the drawing of a library on this piece of paper. There also are some houses. Isabella lives in this neighborhood. Does anyone else in our classroom live near Isabella?"

Affix the piece of paper adjacent to (touching) one or both of the sheets of paper that represent other neighborhoods in your community.]

EXPLAIN: There are ___ sheets of paper on our board that we are pretending are different neighborhoods in our community. Our center is in one neighborhood. Some of us live in the same neighborhood or in different neighborhoods. Our community has different neighborhoods.

RECAP: Today we learned that neighborhoods make up a community. What is the name of our community?



Scaffolding Tips

Extra support ■ Explain that the drawings on the pieces of paper are not pictures. They are drawings that help us remember what is in a neighborhood. We are pretending that the pieces of paper are a neighborhood. ■ Ask children what other places should be drawn on the paper that shows your center's neighborhood (or a neighborhood with which they are familiar).

Enrichment ■ Some children may recall the name of a community where they lived previously or a community where relatives live. It is okay (and common) for children at this young age to confuse names of states and communities.



Center Activity

Invite children to build a community in the block center.

WEEK

16

Exploring Where We Live *continued*



Social
Studies

DAY

4



Family Child Care

Provide additional neighborhood props in the block area. Invite children to use the blocks and props to create a neighborhood. Encourage children to use their own ideas about what they would like to include in their neighborhood. School-age children may enjoy using paper and markers to create roads, parking lots, and other additions to the block neighborhood. As children work, begin building an adjacent neighborhood to help illustrate that a community can have several different neighborhoods.



3-5 YEARS

Small Group



Skill and Goal

Motor development

Children will use both hands and arms to throw a ball straight up into the air.



Key Concepts

New: Throw



Materials Needed

Large soft balls (punch balls)—1 per child
Smaller balls (Enrichment tip)

*1 picture as shown



Also Promotes

Self-Regulation

*Printable provided

Be Prepared: Gather children in your activity space so they can watch you demonstrate how to throw a ball. Then space children sufficiently apart so each has room for throwing and catching a ball.

BEGIN: We are learning ways to move our bodies. Today we will learn and practice how to throw a ball in the air. The ball will go higher than our heads.

EXPLAIN: When we **throw** something, we use our hands and arms to move something through the air. Sometimes we use one hand and arm to throw something to someone else or to a specific place. People who play softball or baseball use one hand and arm to throw a ball.

Today we will use both of our hands and arms to throw a ball.

[Display picture of child throwing ball.]

- ASK:**
- What is the child in this picture doing?
 - What is she doing with her arms? (moving ball up into the air)

EXPLAIN: We are going to practice throwing a ball like the child in our picture. We will try to throw a ball straight up into the air.

ACT: Please watch me show how to throw a ball up in the air.

[Describe each of the steps as you demonstrate each:

- Hold the ball in front of you with one hand on each side of the ball.
- Lower the ball below your waist so that the ball almost touches your knees.
- Raise both hands/arms into the air and let go of the ball as it passes near your nose.]

ASK: What happened after I raised the ball past my nose? (let go of the ball)

EXPLAIN: It is time for you to try. Please stay in your personal space so we don't bump into each other. We will throw our balls at the same time.

If your ball does not come down by you, stay in your personal space. You will be able to pick it up after all of the balls have come to the floor. Let's try it together!



Moving Our Bodies *continued*



ACT: [Hand each child a ball. Remind children of the steps you demonstrated. Once all balls have landed, invite children to retrieve their ball. Repeat the activity multiple times so children become familiar with the actions.]

RECAP: Today we practiced throwing a ball straight up in the air. We learned how to hold the ball, move the ball, and to let go so the ball goes straight up in the air.



Scaffolding Tips

Extra support ■ If children seem uncertain about when to release the ball, offer verbal guidance and/or demonstrate. ■ Encourage children to use both hands to catch or retrieve a ball.

Enrichment ■ If children demonstrate skill in throwing larger balls in the air, provide a variety of smaller balls for practice in throwing a ball in the air.



Center Activity

In the outside area, designate a specific place for children to practice throwing the balls up in the air and catching them. Make sure space is not near the fence or roof. Remind children of steps in throwing the ball straight up in the air.



Family Child Care

A variation of this game is the *Teddy Bear Toss*. Provide stuffed animals or teddy bears for children to gently toss in the air with both hands. Provide larger stuffed toys for younger preschoolers or toddlers and smaller stuffed toys for older children.

WEEK
16

DAY
5

We Understand Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also identify the name of the letter P.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter P 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 letter P card.]

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

P p

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 strengthen their understanding of how to compare groups of different quantities. Children will recognize numerals one through eight.



Key Concepts

Review: Equal
More
Fewer



Materials Needed

- *Large numeral cards 1–8
- 12 identical blocks
- *Printables provided



Optional Reading

Caps for Sale by Esphyr Slobodkina

BEGIN: We are learning how to compare the number of items in two groups. Some of our groups have been equal. What does equal mean? (the same amount)

ACT: Let's practice comparing some groups of fingers.

- What does it mean when something has more? (it has a larger amount of items)
- What does it mean when something has fewer? (it has a smaller amount of items)

Please hold up one finger on one hand and five fingers on your other hand.

Which hand has more fingers up? How do we know?

Now let's hold up two fingers on one hand and four fingers on our other hand.

Which hand has fewer fingers up? How do we know?

Let's try one more. Please hold up three fingers on one hand and four fingers on your other hand.

Which hand has more fingers up?

Now let's compare two groups of blocks.

[Display two groups of six blocks.]

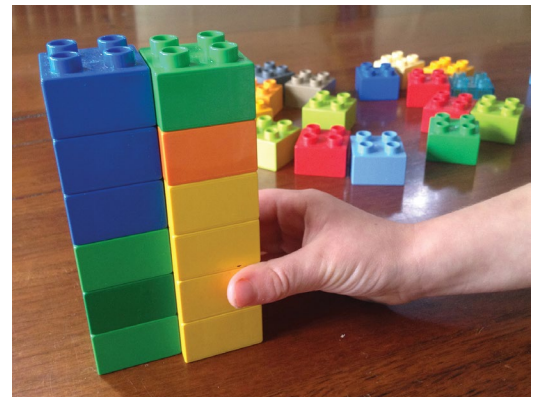
Which group of blocks has more? (neither)

Both groups have six blocks. They are equal!

EXPLAIN: We also are learning what numbers 1–8 look like.

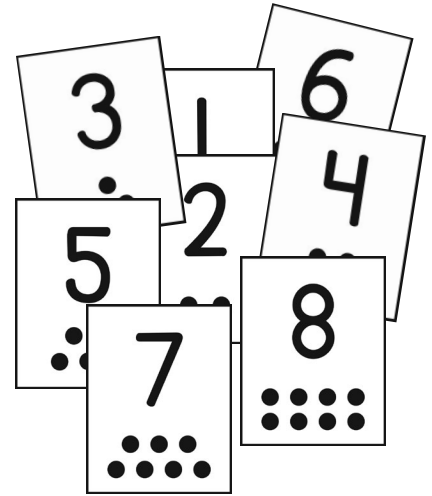
ACT: [Display numeral cards 1–8 in random order. Invite children to name each numeral. Then invite a volunteer child to point to and lead all children in counting the number of dots on each card. Invite a different child for each card.]

Encourage children to also hold up the corresponding number of fingers.]



Nicole/flickr.com/(CC BY-NC 2.0)

RECAP: We are learning how to compare groups. We can tell which group has more things and which group has fewer things. We know that equal groups have the same amount. We are also learning what numbers 1–8 look like. We are becoming number experts!



Scaffolding Tips

Extra support ■ If children need help in determining how many fingers to hold up for a given numeral, hold up the correct number of fingers and count them aloud as you point to each one.

Enrichment ■ Invite children to say the numeral that comes after numeral eight. Encourage children to hold up nine fingers.

123 Center Activity

Provide several counting books that include numerals 1–10. Invite children to look at the books and identify the numerals they find. As children identify numerals, ask them to hold up the corresponding number of fingers.



Family Child Care

Encourage school-age children to compare numbers by playing *More or Less*. Invite children to think of a number between one and twenty. Try to guess the child's number by asking the child questions using the terms "more" and "less." Example: "Is your number more than 10? Is your number less than 17?" After children have a good understanding of the game, invite them to be the person who guesses.



3-5 YEARS

Large/Small Group



Skill and Goal

Knowledge of physical environments

Children will strengthen their understanding that a community is made up of different neighborhoods.



Key Concepts

Review: Community



Materials Needed

Neighborhood drawings from Day 4
Blocks and other building manipulatives (see Be Prepared)

Be Prepared: Children will break into small groups today to build things that may be found in different neighborhoods in your community represented on Day 4. Place a selection of blocks and other building manipulatives in each of 3–4 areas in your classroom.

BEGIN: Today we will learn more about the community where we live. Our community is called (city, town, base, post, camp). A community is bigger than a neighborhood. There can be many neighborhoods in a community.

EXPLAIN: Let's look at the drawings of neighborhoods in our community we discussed yesterday. We have drawings of ___ neighborhoods in our community.

[Display neighborhood drawings from yesterday. Briefly remind children of the structures or other items represented in each neighborhood drawing.]

Today we are going to pretend our classroom is the community where we live. We know that there are different neighborhoods in a community. I am going to place each one of our neighborhood drawings in a different part of our pretend community.

ACT: *[Place each drawing on a separate table or visible area in your classroom. Explain that each area represents a neighborhood in your community. Example: "This is a picture of our center neighborhood. I am going to place it on this table. We will pretend that this table is our center neighborhood in our community. Remember, we are pretending our classroom is our community."]*

EXPLAIN: We are going to work in groups to make something that might be found in each neighborhood in our pretend community. We can use blocks and other items to make places or things that might be found in each neighborhood. If you are in the group that is working in the center neighborhood area, you might want to build our center or some of the things around our center.

When we are finished building, we will take a walk around our pretend community to see the items in each of our pretend neighborhoods!

ACT: *[Divide children into 3–4 groups. Each group will work in a different "neighborhood."]*

Children may work together or independently when building items in each neighborhood.

Gather children together after they have created items that can be found in each neighborhood. Lead children as you "take a walk" around your

WEEK

16

DAY

5

Exploring Where We Live *continued*



pretend community to look at each pretend neighborhood. Encourage children to describe what they see in each pretend neighborhood.]

RECAP: Today we pretended our classroom was the community where we live. There can be different neighborhoods in a community. We each built things in a different pretend neighborhood in our pretend community.



Scaffolding Tips

Extra support ■ As children build in their “neighborhood,” offer ideas of items that can be built. Point to items in the neighborhood drawing to help children remember some of the things that can be found in the neighborhood. ■ If children wish to work in pairs or small groups to build something together, it may be helpful to describe and demonstrate how groups should try to work together (Week 14, Day 4).

Enrichment ■ Encourage children to describe to others the items built in their “neighborhood.”



Center Activity

Provide several large appliance boxes. Encourage children to pretend the boxes are places in a neighborhood or community. Supply markers and crayons for children to use to decorate the boxes.



Family Child Care

Provide older children in your setting with a map of your community. Encourage them to look for familiar places.



3-5 YEARS

Small Group



Skill and Goal

Motor development

Children will understand how different parts of their body help them throw a ball up in the air.



Key Concepts

Review: Throw



Materials Needed

Large soft balls (punch balls)—1 per child



Also Promotes

Self-Regulation

Be Prepared: Gather children in their personal space farther apart than normal so there is more space for children to catch balls.

BEGIN: [*Display ball.*]

What did we do with a ball like this yesterday? (threw straight up in the air)

ASK: [*Demonstrate children's correct responses to the following questions:*]

- How do we hold the ball to throw it? (in front of us, one hand on each side)
- What do we do next? (move ball with both hands/arms below our waist, then move up)
- When do we let go of the ball? (when it gets near our nose)

ACT: [*Provide each child with a ball.*]

Let's practice what we learned yesterday. Please hold your ball with both hands and do what we learned yesterday.

[*Lead children in 2–3 practices in throwing the ball straight up.*]

EXPLAIN: Now let's practice throwing in different ways. I will say some ways we can throw the ball. Try to throw the ball in the way I suggest. Remember, we will stay in our personal space to throw our ball. If we are not able to catch the ball when it comes down, wait to get it after all of the balls have landed.

ACT: [*Offer a series of requests, using suggestions below. Demonstrate each request as appropriate.*]

- *Close your eyes and throw the ball straight up in the air.*
- *Stand on your tiptoes and throw the ball straight up in the air.*
- *Get on your knees and throw the ball straight up in the air.*
- *Sit down and throw the ball up in the air.*]

ASK:

- Which was the most difficult way to throw a ball up in the air? Why?
- Which was the easiest way to throw a ball up in the air? Why?

RECAP: Today we practiced throwing a ball in the air in different ways. We learned how different parts of our body (eyes, legs, feet) can help us throw a ball into the air.



Scaffolding Tips

Extra support ■ If a child has difficulty throwing the ball in the air while in one or more of the different body positions, explain that we are trying different ways to find out how our body helps us throw a ball in the air. It is okay if we cannot throw the ball sometimes. We are exploring and learning.

Enrichment ■ Encourage children to talk about how limiting uses of different parts of their body (eyes, legs, feet flat on the floor) changed how they threw the ball up in the air. ■ After the throwing attempt while on knees and/or sitting, encourage children to talk about how not being able to move the ball below their waist (as part of moving the ball) may have affected how high they could throw the ball in the air.



Center Activity

Continue the Day 4 option of providing a designated space for children to practice throwing balls up in the air. Remind children of steps in throwing the ball straight up in the air.



Family Child Care

Older children in your setting may like to demonstrate the different positions for throwing a ball straight up in the air.