



## Language/ Literacy

### Understanding Words

- 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 E, H, M, R, and F (Days 1, 3, 5)
- Practicing how to identify beginning sounds in familiar words (Days 2, 4)

123

## Mathematics

### Counting Things

- The number that comes right after another number is one more (Day 1)
- How to count pennies to pay the price of an item and identify the price of an item when it costs one more penny (Days 2, 3, 5)
- How to count out the number of items that is one more than a given number (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

- We may feel guilty when we do or say something that is wrong or may make someone else feel bad (Day 2)
- When we apologize, we let someone know we feel bad about something we've done or for causing a problem (Day 3)



## Social Studies

### Exploring Where We Live

- Tools that community helpers use to help people (Day 4)
- Pretending to be a helper in our community (Day 5)



## Science

### Exploring Life Cycles

- Stages of a bean plant's life cycle (Days 1–2)
- How to plant our own bean seeds and what we do to help them grow (Day 3)



## Physical/ Health

### Moving Our Bodies

- How to balance our body and shift the weight of our body by moving side to side and standing on one foot and leg (Day 4)
- Practicing how to shift the weight of our body by pretending to jump and move like a frog (Day 5)



## 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 E and H.



## Key Concepts

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



## Materials Needed

\*Letter E card

\*Letter H 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 E card and the letter H card.]

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

E e

H h

**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 strengthen their understanding that each numeral on a number list is one more than the numeral before it.



## Key Concepts

**Review:** Number list



## Materials Needed

\*Large numeral cards  
1–10

55 Unifix® cubes of the  
same color

\*Printables provided



## Optional Reading

*Ten Red Apples* by Pat  
Hutchins

**BEGIN:** Let's count our 10 fingers. We can pretend our fingers are caterpillars. Each time we count a finger, let's make it wiggle like a caterpillar!

[Lead the children in counting and wiggling each of their 10 fingers.]

**EXPLAIN:** [Line up large numeral cards in order from 1–10 as you say each numeral.]

Let's look at our number cards. They are lined up like numbers on a number list. Remember, a number list is a list of numbers from 1–10. We know that when we see our numbers lined up in order, we can find the number after another number. If a number comes right after another number, it is the next number on the number list.

Let's try to find the number after another number. Remember, the number that comes right after another number is one more than the first number.

**ACT:** [Point to the numeral you mention in the following questions:]

- What number comes after number four?
- What number comes after number eight?

**EXPLAIN:** Let's look at our numbers again. This time we are going to stack cubes in front of each number. Let's stack the number of cubes that the number on our card says.

**ASK:**

- How many cubes do we put in front of number one? (one)
- How about number two?

**ACT:** [Stack cubes in front of each numeral. Encourage children to count the cubes and invite volunteer children to stack them. Count again each cube as it is stacked. The intent is for children to see how each stack increases as you move down the line from 1–10.]

**EXPLAIN:** Our stacks get bigger as we move from 1 to 10 on our number line. Each number is one more than the number before it. Each stack has one more cube than the stack before it.

**ASK:**

- There is one cube in front of our number one card. If we add one more cube, how many cubes do we have? (two cubes; two is one more than one)
- How many cubes will we have if we add one more cube to our stack of two cubes? (three cubes; three is one more than two)

**RECAP:** When we move down the line from 1–10, each number after another number is one more. Let's count our 10 fingers again and wiggle them like caterpillars as we count!



### Scaffolding Tips

**Extra support** ■ Make sure stacks of cubes are close to each other in front of their respective numeral. ■ When you ask the “one more” questions, remove the numeral cards if they make it hard for the children to focus on the cubes. Another option is to add a cube and lead children in counting the cubes.

**Enrichment** ■ Ask children to answer the question, “What is two more than one?” If children correctly answer the question, ask several more similar questions. If children seem uncertain about how to answer the question, show them a number list and point to the number one. Help children count two more than one.

### 123 Center Activity

Provide \*small numeral cards from 1–10 and Unifix® cubes. Invite children to stack the number of cubes that corresponds to the numeral on the card and place the stack under each numeral card.

\*Printables provided



### Family Child Care

Invite children to use pieces of yarn as caterpillars to practice finding the number that is one more. Example: Give each child a set of five “caterpillars” and ask how many caterpillars they would have if they had one more. Continue with different groups of “caterpillars.” Invite school-age children to write a story about caterpillars. Encourage children to include the concept of “one more” in their story. Example: Three caterpillars were playing and one more caterpillar joined them. Encourage school-age children to share their story with younger children as younger children use their “caterpillars” to act out the story.

# Paying Attention



Self-Regulation

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

## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Concentrate

Children will strengthen their understanding of how to use yoga to concentrate on their breathing and bodies.



#### Key Concepts

**Review:** Concentrate  
Yoga  
Pose



#### Materials Needed

Squeeze balls —1 per child

*The ABCs of Yoga for Kids*  
by Teresa Power

Yoga mats—1 per child  
(see Be Prepared)

**BEGIN:** Let's have some quiet time together so we can concentrate on our breathing and body. This will help our mind to calm down and help us with our self-control.

**ASK:** What does it mean to concentrate? (to pay close attention to something)

**EXPLAIN:** Today each of us will use a squeeze ball again to concentrate on our breathing and body. We will pretend the ball is an orange in our hand.

**ACT:** [*Give each child a squeeze ball.*]

*Spread out children so each child has personal space. Ask children to sit and place their squeeze ball between their legs. When all children are arranged, turn out the lights in the classroom.]*

Let's begin by concentrating on our breathing. As we breathe in and out, let's put our hand on our stomach to feel how it moves as we breathe. Let's practice breathing while feeling our stomach move in and out.

Let's take a deep breath.

In, 1, 2, 3, out, 1, 2, 3.

If you want you can close your eyes to help you relax.

Breathe in through your nose and out through your mouth.

In, 1, 2, 3, out, 1, 2, 3.

In, 1, 2, 3, out, 1, 2, 3.

When you breathe in, bring the air all the way down into your stomach.

In, 1, 2, 3, out, 1, 2, 3.

Your hand on your stomach should move up and down as you breathe.

In, 1, 2, 3, out, 1, 2, 3.

Keep breathing in slowly and breathing out slowly.

Feel your body starting to relax. Your eyes are feeling heavier and heavier as you keep breathing all the way into your stomach.

In, 1, 2, 3, out, 1, 2, 3.



Now we are going to focus on our hands and arms. Pick up your squeeze ball and hold it in your hand. Let's pretend the squeeze ball is an orange. Pretend you are going to squeeze the orange to make orange juice. Tighten your fist as much as possible. Pretend you are squeezing the orange as hard as you can. Okay, there's no more juice left in the orange. Relax your hands and place your squeeze ball between your legs.

Wow! Here comes a beautiful butterfly. He's coming over to you. He's flying around your head. Oh! He landed on your nose. Don't touch our imaginary butterfly with your hands, because we might hurt him. Instead try to get the butterfly to move off of your nose by scrunching up your nose and face.

Squeeze your face up and move your nose around. Wrinkle your face up really hard. Now, relax. Our imaginary butterfly flew away. Feel the muscles in your face relax.

Now just relax and focus on how your body feels. Your face was tight, but now it's relaxed. Your fists were tight, but now your hands feel open and free. Your stomach is now relaxed. Your whole body feels relaxed.

Now we will let go of our thoughts about how our body feels. Let's pretend we are putting our thoughts on a big cloud in the sky. Let's imagine we are watching our thoughts float away on a big cloud so our mind is quiet. Now we can think about our breathing again. Let's breathe together again while we feel our stomachs go in and out.

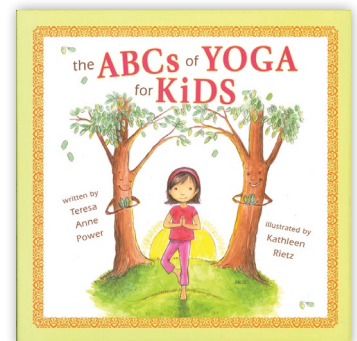
*[Gather children's squeeze balls and place them to the side.]*

**EXPLAIN:** Let's use some of our quiet time to practice some yoga. Remember, when people do yoga they concentrate on their breathing while stretching their bodies into different poses.

Let's do the yoga poses we learned several weeks ago. We know that a pose is a way of holding our body. Here are the two yoga poses we have done.

**ACT:** *[Display photos in the book of yoga poses done in Week 14, Day 1. Invite children to try each pose. Demonstrate each. Encourage children to take three deep breaths as they hold each pose.]*

Now let's look at the pictures of other poses in our book about yoga. We will try some different yoga poses in the book and concentrate on our breathing while we do them.



*[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 cow pose. How does the boy's body look like a cow?"*

# Paying Attention *continued*



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. Follow the steps listed above with the second pose selected from the book.]

**RECAP:** We are learning to calm our minds and use good self-control by concentrating on our breathing and our bodies. We did some yoga poses. Yoga helps us concentrate on our breathing while stretching our bodies. Which yoga pose helped you the most in calming your mind?



## Scaffolding Tips

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

**Enrichment** ■ If children are comfortably holding a pose while taking three deep breaths, invite them to take more deep breaths (up to five, if they wish). ■ Invite children to demonstrate a pose in the book. Encourage others to try the pose also.



## Center Activity

Place one or two yoga mats in an area of the room plus pictures (from the book) of the two yoga poses practiced in today's activity. Also encourage children to practice poses done previously (Week 11, Day 1 and Week 14, Day 1). 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 ABCs of Yoga for Kids* by Teresa Power for children to use as a reference.

WEEK  
23

DAY  
1

# Exploring Life Cycles



3-5 YEARS

Large Group



## Skill and Goal

### Knowledge of life cycles

Children will understand basic characteristics of a bean plant's life cycle.



## Key Concepts

**New:** Seedling  
Bean pods

**Review:** Plant



## Materials Needed

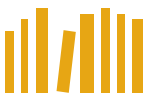
\*4 pictures as shown



## Also Promotes

Physical/Health

\*Printables provided



## Optional Reading

*One Bean* by Anne  
Rockwell

**BEGIN:** We have learned about the life cycles of dogs, cats, chickens, penguins, frogs, and butterflies. All of these are animals.

**EXPLAIN:** Today we will learn about the life cycle of a bean plant. We know that a plant is a living thing that grows in soil or water.

**ASK:**

- Have you ever helped your family grow beans?
- What did you (or your family) do?

**EXPLAIN:** *[Display pictures of the four stages in order, pointing to each picture as you describe the stage it shows.]*



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- A plant begins its life as a seed. The seed grows roots when it is planted. The roots get nutrients and water from the soil. Then a small plant begins to grow. It is called a seedling.
- A **seedling** is a young plant. It is the second stage of a plant's life cycle. The seedling needs light (sun), water, and nutrients to grow. The seedling grows flowers when it gets bigger.
- The flowers are the third stage. The flowers become bean pods.
- Bean pods are the last stage of a bean plant's life cycle. The **bean pods** hold seeds that can be eaten. Beans are healthy foods. Bean seeds also can be planted so new bean plants can grow. The life cycle begins again when bean seeds are planted. The bean pods can be used to help make different kinds of medicines.
- It takes about two or three months for a bean seed to go through each stage of its life cycle.

Let's mix up our pictures of a bean plant life cycle. We will see if we can put the stages in the correct order.

**ACT:** *[Put the four pictures in a wrong order. Engage children in a discussion of the random order. Promote children's understandings of each stage. Examples: "Our first picture shows a seedling. Is this the first stage of a bean's life cycle? Why not? What happens first? Where do we put our picture of a seedling? Why?"]*



WEEK

23

DAY

1

# Exploring Life Cycles *continued*



Science

**RECAP:** Today we learned about the four stages in the life cycle of a bean plant. Have you ever eaten beans? What happens if a bean seed is planted? (grows more beans)



## Scaffolding Tips

**Extra support** ■ Children may benefit from a brief review of information and pictures presented in prior activity plans on plants (Science Weeks 12 and 15).

**Enrichment** ■ Ask children to think of other living things that grow from seeds. (flowers, fruits, vegetables)



## Center Activity

Supply \*bean life cycle sequencing cards. Encourage children to put them in the correct sequence.

\*Printables provided



## Family Child Care

Pair older children with younger children as they draw pictures of each stage of the life cycle of a bean plant in their science journals. Encourage pairs to discuss each stage.



## 3-5 YEARS

## One-to-One



## Skill and Goal

## Phonological awareness

Children will individually demonstrate their ability to identify initial sounds of familiar words.



## Key Concepts

**Review:** Concentrate



## Materials Needed

\*Groups of picture cards used in Week 18, Days 2 and 4 (see Be Prepared)

\*Picture cards for letters O, B, A, C, P, S, E, H, M, R, and F

\*Printables provided

**Be Prepared:** Today begins an **individual progress assessment** of children's understanding of initial sounds in familiar words. There are two activities as part of the assessment. For the first activity, assemble three picture cards: the names of two pictures should begin with the same sound. Also, assemble cards showing a pig, sun, and sock for a demonstration. For the second activity, use picture cards for letters O, B, A, C, P, S, E, H, M, R, and F. Assemble four picture cards: the names of two pictures should begin with the same sound. Use one of these two cards as the target picture card.

Use the provided form for recording children's responses. See the end of this activity for information on how to determine progress.

Begin the one-to-one assessment with 4–5 children today (Week 23, Day 2) and continue assessments with 4–5 children each day this week. Invite each child to join you at a table in an area of the room with few or no distractions. The brief assessment session should occur when children are not engaged in a small or large group activity.

**BEGIN:** We are going to do two activities today. Our first activity is one we've done before. Let me show you.

## Activity 1

**EXPLAIN:** [Display picture cards for pig, sun, and sock. Point to each picture as you say its name while clearly enunciating the beginning sound of each word.]

I have pictures of a pig, a sun, and a sock. I want to figure out which two cards begin with the same sound. Sun and sock both begin with the /s/ sound. Pig begins with the /p/ sound.

Sun and sock both begin with the same sound.

**ACT:** [Use the following procedure:

- Place a group of three cards (two of which begin with the same sound) in front of the child.
- Say the name of each picture.
- Ask the child to choose and say the names of the two pictures that begin with the same sound.
- If the child is uncertain, provide assistance by repeating the names of the pictures, emphasizing the beginning sound. Ask the child to repeat each word. Then again ask the child to choose and say the names of the two pictures that begin with the same sound.]



pig

James Langiewicz/flickr/Used With Permission



sun



sock



## Activity 2

**EXPLAIN:** [Use picture cards for letters O, B, A, C, P, S, E, H, M, R, and F for the following activity. Use the following four picture cards for your demonstration: fish, fan, cat, and bee. Although the activity uses picture cards for letters that have been explicitly introduced to children, the focus of this assessment is on matching initial sounds, not on identifying letter names and their sounds.]

Now we are going to do another activity. We will match pictures of items that begin with the same sound. Let me show you.

[Display picture of a fish.]

I have a picture of a fish. I need to find another picture that begins with the same sound as fish. Fish begins with the /f/ sound.



[Lay picture cards for cat, fan, and bee on the table.]



I see a picture of a cat, a fan, and a bee. I want to figure out which picture begins with the same sound as fish.

[Think aloud as you choose the picture that begins with the same sound as fish.

Example: "I know that cat begins with the /k/ sound and bee begins with the /b/ sound. Fan begins with the /f/ sound, just like fish!"

**ACT:** [Use the following procedure:

- Give the child a target picture card. Name the picture, emphasizing the initial sound. Then ask the child to repeat the name.
- Place three additional picture cards in front of the child, one of which begins with the same sound as the target card. Name each picture as you put the three additional cards in front of the child, emphasizing the initial sound. Ask the child to repeat each name.
- Ask the child to find the picture that begins with the same sound as the target card. Say again the name of the target picture, emphasizing the initial sound.
- If the child is uncertain, provide assistance by repeating the task using two (rather than three) picture cards placed on the table. Name the target card, emphasizing the initial sound. Ask the child to repeat the name with you. Then ask the child which of the two pictures on the table begins with the same sound as the target card.]



**RECAP:** Today we learned more about beginning sounds in words. We found words that began with the same beginning sound.



### Scaffolding Tips

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



### Center Activity

Provide the *\*Spin a Sound* game. Invite children to spin the spinner and figure out the beginning sound of the picture the spinner lands on.

After children have stated the beginning sound of the picture, encourage them to say the letter that makes the beginning sound (beginning sounds in this game are limited to letters that have been introduced to children).



\*Printables provided



### DETERMINING EACH CHILD'S PROGRESS

Determine each child's performance using one of the options described below. Record your designation for each child on the provided form. Options are as follows:

**Got It** Child completes both activities independently (no assistance)

**Getting It** Child completes one or both activities with your assistance

- You repeat the names of the picture cards (in first activity) and/or you repeat the activity with two picture cards instead of three (second activity)

**Not Yet** Child does not identify initial sounds at this time

### FOLLOW-UP LEARNING SUPPORTS FOR IDENTIFYING INITIAL SOUNDS

**Note:** Several of the activities suggested below include initial sounds that begin with letters not explicitly introduced to children at this point in the curriculum. The assessment is focused on a child's ability to listen for and isolate a beginning sound. It is not necessary for a child to know the sound of a specific letter to demonstrate this ability.

#### Reinforce

The following activities are designed to support children who can independently identify the initial sound of familiar words (Assessment = Got It) and children who can identify the initial sound of familiar words with assistance (Assessment = Getting It) when offered with additional support. The activities may be inappropriately challenging for children who do not yet demonstrate an ability to identify the initial sound of familiar words (Assessment = Not Yet).

- At transition time, try this short activity: Say three familiar words that begin with the same sound and ask a child to identify the sound they all begin with. Example: "What is the beginning sound of the words duck, dinosaur, and doll?"
- Sing the "Beginning Sound Song" to the tune of "Old MacDonald" (see Week 17, Day 4 and Week 18, Days 2 and 4). Here is an example with the letter t (be sure to emphasize the /t/ sound, not the letter name): "What's the sound that starts these words—turtle, time, teeth?" (Children respond.) "/t/ is the sound that starts these words—turtle, time, teeth. With a /t/ /t/ here and a /t/ /t/ there. Here a /t/, there a /t/, everywhere a /t/, /t/. /t/ is the sound that starts these words—turtle, time, teeth."
- Invite children to help you create lists of words that start with the same sound.
- Young children enjoy learning and repeating tongue twisters. These emphasize the initial sound in words and can be used, along with songs and finger plays, at group time. For example, "Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked." "She sells sea shells by the sea shore." "The fat farmer's five fingers fed the fox french fries." "Silly Sally swiftly shooed seven silly sheep."

# Initial Sounds *continued*



- Read *Animalia* by Graeme Base at large or small group time. The pictures and tongue-twisting descriptions will appeal to children (example: Lazy lions lounging in the local library).
- Use an initial sound transition activity, such as “What’s the sound that starts these words?” to dismiss children from group.
- Go on a scavenger hunt, inside or outside, to look for objects that start with a particular sound. If you look for objects that start with /s/ outside, you might find sun, spiders, sand, seeds, swing, slide (but hopefully not a snake or a skunk).
- Play *Take a Sound Away* at large or small group time (see Week 21, Day 4). This activity shows children that if the initial sound of a word is removed, a totally different word may result. It further helps children to separate the sounds of words from their meanings. Explain that sometimes when we take a sound away from a word, we end up with a totally different word. Example: Say “*f-f-f-ear*,” elongating the initial consonant, and have the children repeat. Then say “*ear*,” and have the children repeat. Ask children if they can determine which sound has been taken away and repeat the words for them (example: *f-f-f-f-ear – ear – f-f-f-f-ear – ear*).
- As part of a small group activity, have children select the odd word from three words, two of which share an initial sound. For example, “Igloo, insect, duck. Which one sounds different at the beginning?”
- Invite children to join a line, or dismiss them from a group, by saying the beginning sound of their name(s). Example: “Stand up if your name starts with the /j/ sound (say child’s name while enunciating the initial sound). Please join the line to wash your hands.” Remember to focus on initial sounds, not letters. Some letters have the same sound. Examples: Caroline and Karen have the same initial sound (/k/) and should stand together. Other children who should stand together include: Cindy and Samantha (/s/) and Charlotte and Sheridan (/sh/). Some names may start with the same letter but make different sounds (examples: Caroline, Cindy, Charlotte).
- Provide objects for the sandbox or water table that begin with the same sound. Explain that today will be a little different (and a little silly) because the only things that can be used in the water table are things that start with (for example) the /b/ sound. Objects that begin with the /b/ sound include buckets, brushes, bags, boats, and boards. You could also encourage children to think about other /b/ objects that could be added (such as blocks but not books).



## Reintroduce

*The following activities are designed for children who do not demonstrate an ability to identify the initial sound of familiar words (Assessment = Not Yet).*

- Model the correct response to activities used in the progress assessment of initial sound recognition ability. Example of first activity: “These are pictures of a pig, sun, and sock. Sun and sock begin with the same sound—/s-s-s-s/. You say the words and sound with me as I point to the pictures—sun, sock, /s-s-s-s/. Which pictures begin with the same sound? Yes, sun and sock begin with the same sound.” Example of second activity: “This is a picture of a dog. You say ‘dog.’ Here is a picture of a doll, and here is a picture of a house. Which one begins with the same sound as ‘dog’? Is it doll or house? Yes, dog and doll begin with the same sound.”
- Repeat activities that encourage children to pay attention to initial sounds in words. Children’s first and last names are a good place to start. Repeat the Week 17, Day 2 activity by clearly enunciating the beginning sound in a child’s name and then clearly enunciating the beginning sound in several other words with the same beginning sound. Example: “Whose name starts with the sound /m-m-m/? (say child’s name while enunciating the initial sound). M-m-money and m-m-monkey also start with the same sound!”
- Repeat activities that encourage children to listen for beginning sounds in words. Sing the “Beginning Sound Song” (Week 17, Day 4) using children’s names and familiar words that begin with the same initial sound.
- Place in front of children two picture cards that begin with the same sound. Say the name of each picture. Ask children to say the beginning sound of both pictures. Example: “What sound do you hear at the beginning of lion and log?”
- As part of a small group activity, invite children to select the odd word from three words, two of which share an initial sound. Example: “Igloo, insect, duck. Which word sounds different at the beginning?”
- Encourage children to sort objects (or pictures) into piles by the initial sound. Begin with words that begin with two different, distinct sounds, such as /b/ and /s/. An adult will need to help children who are uncertain about initial sounds with this activity.
- Repeat the *Spin a Sound* game described in the Week 23, Day 2 center activity.
- Reassess children’s skill in identifying the initial sound of familiar words. There are suggestions in the Language/Literacy section of the *ELM User Guide: 3–5 Years* for supporting children who receive a “Not Yet” designation in a reassessment.



## SAMPLE PORTFOLIO ENTRIES

### Got It

Children in our classroom are learning how to identify the beginning sound of familiar words, such as the d sound in the word “dog.” Children’s ability to identify the beginning sound of words is important for later success in reading. Recently I assessed Destiny’s progress in identifying the beginning sound of words. Destiny successfully identified the beginning sound of words in two separate activities. I provided picture cards for the assessment. I am offering some follow-up learning opportunities to reinforce Destiny’s ability to identify beginning sounds of words.

### Getting It

Children in our classroom are learning how to identify the beginning sound of familiar words, such as the d sound in the word “dog.” Children’s ability to identify the beginning sound of words is important for later success in reading. Recently I assessed Malik’s progress in identifying the beginning sound of words. Malik successfully identified the beginning of words in two separate activities with some assistance from me. I am offering some follow-up learning opportunities to support Malik’s emerging ability to identify the beginning sound of words.

### Not Yet

Children in our classroom are learning how to identify the beginning sound of familiar words, such as the d sound in the word “dog.” Children’s ability to identify the beginning sound of words is important for later success in reading. Recently I assessed Sydney’s progress in identifying the beginning sound of words. Sydney was interested in working with the picture cards I provided and paid attention to the assistance I provided as part of the progress assessment. It seems that Sydney was not ready to identify the beginning sound of words. I am offering follow-up learning opportunities to reintroduce Sydney to the beginning sound of words and will again assess her progress after she has had more time to learn this skill.





### IF REASSESSMENT = NOT YET

Children who have been reintroduced to initial sounds of words and receive a “Not Yet” designation in a reassessment may need additional experiences with larger units of sound. The larger units of sound include words (as a part of a sentence), compound words, syllables, and initial sounds.

Beginning with Week 24, we suggest two options for supporting children who need additional experiences with larger units of sound. In both options, children receive tailored support for understanding larger units of sound. The options differ in when this tailored support is offered.

Option 1: Children continue to participate in Days 1–5 language/literacy learning activities with children who received a Got It or Getting It designation in the assessment of initial sound skills. In addition, children who need additional experiences with larger units of sound are offered regular tailored support during a separate time in the classroom schedule.

Option 2: Children continue to participate in Days 1, 3, and 5 language/literacy learning activities with children who received a Got It or Getting It designation in the assessment of initial sound skills. On Days 2 and 4, children who need additional experiences with larger units of sound participate in a separate group that receives (a) tailored support for learning larger units of sound instead of the instruction on smaller units of sound offered in the Days 2 and 4 activity plans and (b) instruction in letters and their sounds as offered in the Days 2 and 4 activity plans.

Children who demonstrate initial sound skills (Got It and Getting It) participate in a separate group with the Days 2 and 4 activity plans as offered. All children should participate in the reviews of letters in Weeks 26 and 32, and in activities focused on letters beginning in Week 36 (including the letter assessment in Week 43).

Below is a suggested plan for the sequence and content of tailored support focused on larger units of sound. It is appropriate to adjust this plan to accommodate specific needs of individual children. For example, a child who received a “Not Yet” designation in a reassessment of initial sound skills but demonstrated an understanding of syllables and compound words (Got It or Getting It) may benefit from more attention to initial sounds and less attention to syllables and compound words.

Ten weeks are fully available for providing tailored support for understanding larger units of sound. The plan suggested below involves nine weeks. Provide an additional week of activities in one or more of the areas where more support would be helpful (words and sentences, compound words, syllables, or initial sounds).

**Words and Sentences (2 weeks)**

First week: Engage children in counting the number of words in a simple sentence by adapting the Week 7, Day 2 activity. In addition to clapping each word, provide each child with a small collection of counters and encourage children to put down a counter for each word you read in a sentence. Repeat the sentence, encouraging children to touch a counter for each word that you say. It also may be helpful for children to place a counter above each word as you read the sentence. In a follow-up activity, encourage each child to create a simple sentence that you write on chart paper. After you write the sentence, invite the child to point to each word as the sentence is read aloud. Provide help as needed. Encourage children to say the sentence with you as a child points to each word.

Second week: Use a wordless picture book, such as *Pancakes for Breakfast* by Tomie dePaola, to support children in helping you develop a story based on the pictures. Encourage children to create a simple sentence for each picture or for pictures of special interest. Write the simple sentence on chart paper, emphasizing that there is a space between each word. Reread the sentence, pointing to each word as you read it. In a follow-up activity, reread each sentence previously written and/or encourage children to create a simple sentence for additional pictures in the book. Repeat the process of writing the sentence, emphasizing there is a space between each word and pointing to each word as it is read. Save the written sentences for use in an activity focused on syllables described below.

**Segmenting Compound Words (1 week)**

Use the activities for Week 10, Days 2 and 4 to engage children in identifying the words that make up a compound word. Provide compound word cards to help children focus on the word. Clearly enunciate component words of a compound word to help children hear the word sounds.

**Syllables (2 weeks)**

First week: Engage children in identifying a word that is spoken slowly by syllables. Use children's first names. Example: Cam-er-on. In a follow-up activity, use the names of classroom objects and activities and other familiar items or actions. Another option is to place a small number of picture cards in front of children and ask which picture you are saying slowly by syllable.

Second week: Demonstrate for children how to use "Robot talk." Then saying the names of children in their classroom or family with a Robot voice. As an additional activity, reintroduce *Pancakes for Breakfast* by Tomie dePaola, including the sentences written as part of this prior activity (second week of Words and Sentences; see above). Reread each sentence but say a multi-syllable word as individual syllables. Encourage children to blend the syllables into a word.

**Initial Sounds (4 weeks)**

First week: Say children's first names, one at a time, and invite children to listen for and say the beginning sound of each name. Words in familiar songs also may be used. It may be helpful to use a limited number of clearly different sounds, such as: /k/, /b/, /t/, /s/, /m/. As a follow-up activity, say the names of common objects, one at a time, and encourage children to listen for and say the beginning sound.

Second week: Use the Week 18, Day 4 activity for supporting children's hunt for classroom objects that begin with a beginning sound you provide. As an additional activity, provide three picture cards of familiar items, two of which begin with the same sound. Invite children to identify the two pictures that begin with the same sound and to say the sound (see Week 18, Day 4).

Third week: Provide two or three picture cards of familiar items. Say the initial sound of one of the items shown on a card and invite children to find the card that begins with the initial sound you say. Again, it may be helpful to use a limited number of clearly different sounds, such as: /k/, /b/, /t/, /s/, /m/. As an additional activity, use initial sounds to help children transition, one by one, from a group or to join a line for another activity.

Fourth week: Use the Bingo song to provide additional experience in changing the first letter of a word (Week 21, Day 4). Another option is to read *There's a Wocket in my Pocket* by Dr. Seuss and engage children in manipulating the initial sounds of words in the book and in the classroom. As an additional activity, invite children to sort a small collection of picture cards into separate piles by the initial sound of the pictured item. Adjust the number of cards and number of sounds to provide meaningful challenge.

## 3-5 YEARS

## Small Group



## Skill and Goal

## Number knowledge

Children will count out the number of pennies that correspond to the price of a toy item.



## Key Concepts

**New:** Price



## Materials Needed

20 play food items, each tagged with a price (see Be Prepared)

Brown paper bag

Toy pennies—10 per child

\*Number list (Extra Support tip)

\*Printables provided



## Optional Reading

*My Granny Went to Market*  
by Stella Blackstone

**Be Prepared:** Gather 20 play food items. Tape a piece of paper (or dot sticker) with a price from 1–10 cents on each item. You may also wish to place the corresponding number of dots on each price sticker. Place the items in a paper bag. By pulling items from the bag, children will experience an element of surprise. Also, children will have a better chance of choosing items with different prices.

**BEGIN:** Today we will pretend we are going grocery shopping. Have you ever been to a grocery store? What did you see there?

**EXPLAIN:** I have some items in my bag that we can pretend to buy at a grocery store. Each item has a price on it. A **price** tells us how much an item costs. Let's take a look at one of the items.

*[Pull out one item from the bag. Point to the price sticker on the item.]*

**ASK:** What number is on this price sticker?

**EXPLAIN:** The number on the price sticker tells us how many toy pennies we need to buy the item. To pretend we are buying this item, we need \_\_\_ toy pennies. Let's together count the toy pennies.

*[Place each of 12 pennies in front of you in a collection that each child can see. Do not stack the pennies.]*

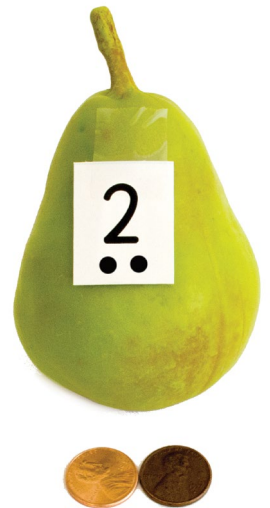
*Count out the number of pennies that matches the numeral on the price sticker. Encourage children to count with you as you point to each penny counted and push it aside as it is counted.]*

Now we have the correct number of toy pennies to buy the item!

**ACT:** *[Give each child 10 toy pennies. Ask children to count the pennies to be sure they each have 10. Observe as they count.]*

**EXPLAIN:** We each have 10 pennies. Each of us will have a turn to reach into the bag and pull out a grocery item. After we've pulled out the item, we will look at the price sticker on the item and say the number we see. Then we will count out the number of toy pennies to pay for the item.

When we are finished with the activity today, we will return the items and the toy pennies. We will not keep them for ourselves. Our play things will stay in our classroom.



**ACT:** *[Invite each child to choose and “pay” for an item. As each child counts out his/her pennies, encourage him/her to move each penny aside as it is counted.]*

**RECAP:** Today we pretended to go grocery shopping. We pulled items from a bag and counted out enough toy pennies to pay for the items.



### Scaffolding Tips

**Extra support** ■ Affix prices of less than 10 pennies if you anticipate counting larger quantities of pennies may be too challenging. ■ If a child is uncertain about the numeral on the sticker, encourage the child to count the number of dots you placed on the sticker. ■ Use a number list to help children identify the numeral on the price sticker.

**Enrichment** ■ After a child counts out the correct number of pennies, ask how many pennies he/she would need if the selected item cost two more pennies. ■ Ask children to pull two items from the bag and determine which item costs more.

### 123 Center Activity

Supply the housekeeping center with the priced food items used in today’s activity and a toy cash register. Encourage children to “buy” and pay for the items with toy pennies.



### Family Child Care

Invite school-age children to place prices on real boxed or canned food. Encourage children to pretend to buy several items after they have added the total number of pennies needed.

# Understanding Feelings



## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Emotion knowledge

Children will understand what it means to feel guilty.



#### Key Concepts

**New:** Guilty



#### Materials Needed

\*2 pictures as shown

2 puppets

\*Printables provided

**BEGIN:** I want to tell you a story that will help us learn about an emotion called guilt. We may feel **guilty** when we do or say something that is wrong or may make someone else feel bad.

**EXPLAIN:** *[Display picture of Stella.]*

This is Stella. Stella loves to ride her bicycle. She rides it whenever she can. She rides her bicycle at her house and when her family goes to the park. Stella is very proud of her bicycle. She takes good care of her bicycle by washing it when it gets dirty from riding in mud puddles. She puts it in the garage at the end of the day.

*[Display picture of Brigette.]*

This is Stella's friend Brigette. One day Brigette went to Stella's house to play. Stella and Brigette decided to play outside. Stella rode her bicycle in the driveway and Brigette drew pictures with chalk.

Brigette loved the basket on Stella's bike. She also loved the streamers that flew from the handlebars.

*[Point to and name the handlebars and streamers in the picture of Stella and her bicycle.]*

Brigette wanted to ride around the driveway on Stella's bicycle. Brigette asked, "Stella, may I have a turn riding your bike?" Stella yelled, "No! This is my bike and I am the only one who rides it!" This made Brigette feel very sad.

Brigette sat down and cried. Stella began to feel bad inside. Brigette was her best friend and she did not like to see her cry. Stella knew it wasn't nice to yell at her friend, but she didn't want anyone else to ride her bicycle.

Stella kept riding her bike in the driveway and Brigette sat on the side of the driveway crying. Stella felt yucky inside. Her stomach began to hurt, and she began to feel even more yucky inside because she had yelled at her friend and her friend was crying.

**ASK:** • What do you think Brigette was feeling while she was crying? (sad, angry, etc.)

**Stella**



**Brigette**





- Stella felt bad because she yelled at her best friend Brigette. What emotion do you think Stella was feeling? (guilt)

**EXPLAIN:** We sometimes feel guilty when we do something that we know is wrong or when we do something that makes someone else upset. We feel bad inside when we feel guilty. Everyone feels guilty sometimes.

Let's think of some things that could help both Brigette and Stella.

**ASK:** What do you think Stella could do to help Brigette feel better?

*[Help children discuss options for Stella to try.]*

**EXPLAIN:** I have two puppets. Let's pretend the puppets are Stella and Brigette. I will be Stella.

**ASK:** Who would like to be Brigette?

**EXPLAIN:** We can use our puppets to try our ideas of how Stella could help Brigette feel better.

**ACT:** *[Invite the volunteer child to use his/her puppet to pretend to be Brigette. The child may wish to pretend crying. Use your puppet to try one or more ideas suggested by children. Example ideas: Stella tells Brigette she is sorry she yelled. Stella lets Brigette ride her bicycle.]*

*After each role play with the puppets, discuss with children their thoughts about how both Brigette and Stella might feel better.]*

**RECAP:** Today we talked about feeling guilty. When might we feel guilty? (when we do something that we know is wrong) Everyone feels guilty sometimes.

## Scaffolding Tips

**Extra support** ■ As you tell the story, change your inflection to represent the voices of Stella and Brigette. Example: Use a hurtful tone when Stella tells Brigette she cannot ride her bike.

**Enrichment** ■ Ask children to think of other situations where someone might feel guilty. Examples: taking a toy from someone, breaking something that belongs to someone else.

## Center Activity

Provide puppets. Encourage children to use the puppets to try out their ideas of how Stella and Brigette might feel better.

WEEK

23

DAY

2

# Understanding Feelings *continued*



## Family Child Care

Encourage children to tell family members at pickup time about the emotion of guilt. Invite children to ask their family member(s) if he/she has ever felt guilty and why. What did the family member do about it?



WEEK  
23

DAY  
2

# Exploring Life Cycles



3-5 YEARS

Large Group



## Skill and Goal

### Knowledge of life cycles

Children will strengthen their understanding of a bean plant's life cycle.



## Key Concepts

**Review:** Bean pods



## Materials Needed

\*4 pictures as shown

Sun cutout (see Be Prepared)

Green circles—2 per child (see Be Prepared)

\*Printables provided

**Be Prepared:** Cut a circle from yellow paper to represent the sun. Also, cut two green circles for each child to represent bean pods.

**BEGIN:** We are learning about the life cycle of a plant. What kind of plant are we learning about? (bean)

**EXPLAIN:** Let's look at the pictures to help us remember the life cycle of a bean plant. There are four stages in the life cycle of a bean plant. We have one picture of each stage.

*[Display, out of order, the four pictures. Say the name of each stage as you display its picture. Then put the pictures in the correct order as children respond to questions about stage order. Encourage children to say the name of each stage and also point to its picture in responding to the following questions:]*



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- ASK:**
- Which stage comes first? (seed)
  - What is the second stage of a bean plant's life cycle? (seedling)
  - What is the third stage? (flower)
  - Which stage comes last? (bean pod that holds seeds)

**EXPLAIN:** Each stage in the life cycle of a bean plant is different. Let's act out the stages of a bean plant's life cycle!

**ACT:** Let's first pretend we are bean seeds in the soil.

*[Invite children to roll into a ball on the floor to become a bean seed.]*

I will pretend to pour water on you, so you can begin to grow. Let's pretend our roots are growing by stretching out our legs as I pretend to pour water on you. Our roots are soaking up the water in the soil.

*[Encourage children to pretend to stretch their "roots."]*

Now the sun is shining down on us as we grow up through the soil. Let's lift up our arms with our hands closed and stand up as the sun helps us to grow.

*[Hold up sun cutout as children "grow."]*

# Exploring Life Cycles *continued*



Science

Now we are a seedling! Our flowers will start to grow as the sun shines and I keep pouring pretend water. Let's open our hands as we lift up our arms. We will pretend our open hands are our flowers. Now the flowers will become bean pods! Remember, bean pods hold the bean seeds that can be eaten.

*[Give each child two green circles to hold. These are their bean pods. Invite children to act out the life cycle again, if time permits.]*

**ASK:** What will happen to the seeds that are inside our bean pods if they are planted in the soil? (they will begin the life cycle again, they will grow)

**RECAP:** Today we remembered the order of the four stages of a bean plant's life cycle. We also acted out each stage of a bean plant's life cycle. What stage of the life cycle did you like best? Why?



## Scaffolding Tips

**Extra support** ■ If children have difficulty describing the stages of a bean plant's life cycle, point to and briefly describe the picture of the pertinent stage and help with vocabulary, if appropriate.

**Enrichment** ■ Ask children to describe what would happen to bean seeds if they didn't have sunshine or water.



## Center Activity

Supply several types of seeds. Some larger seed options include pumpkin, beans, corn, and peas. Encourage children to sort the seeds.



## Family Child Care

Invite children to help prepare a lunch item made with beans.

# Understanding 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 M.



## Key Concepts

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

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



## Materials Needed

\*Letter M 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 M card.]

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

M m

**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.*

# Understanding Words *continued*



- 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?”*
  - *“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?”*
  - *“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

## Small Group



## Skill and Goal

## Number knowledge

Children will determine the price of an item when it costs one more penny.



## Key Concepts

**Review:** Price



## Materials Needed

20 play food items tagged with prices (see Be Prepared)

Brown paper bag

Toy pennies—10 per child

\*Number list (Extra Support tip)

\*Printables provided



## Optional Reading

*A Chair for My Mother* by Vera B. Williams

**Be Prepared:** Gather 20 play food items. Tape a piece of paper (or dot sticker) with a price from 1–10 cents on each item. If children in your classroom find the “one more” concept challenging, use prices from 1–5 cents. You may also wish to place the corresponding number of dots on each price sticker and use a number list to help children determine the numeral, if appropriate. Place the items in a paper bag. Use only play pennies for this activity not nickels and dimes.

**BEGIN:** Today we will pretend to go grocery shopping again. Our bag has many of the items we used yesterday. Each item has a price on it. Remember, the price tells us how much an item costs.

This time we will shop a little differently. Each of us will pull an item out of the bag and look at the price sticker. Then we will figure out the price when it costs one more penny.

[Pull out one item from the bag. Point to the price sticker on the item.]

**ASK:** What number is on this price sticker?

**EXPLAIN:** The number on the price sticker is \_\_\_\_\_. This item will cost one more penny than the number on the price sticker.

**ASK:** What number is one more than the price on this sticker?

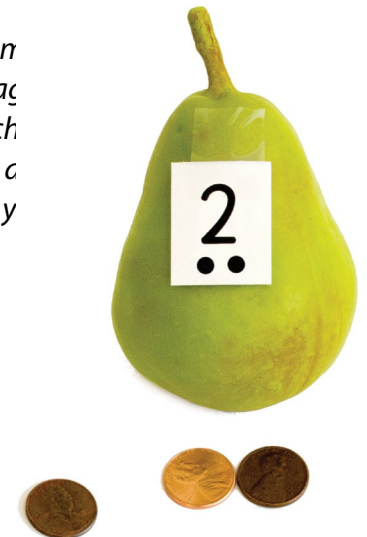
**EXPLAIN:** I am going to pretend to buy this (item). Please count my pennies with me.

**ACT:** [Count out the number of pennies that is one more than the numeral on the price sticker. Encourage children to count with you as you point to each penny counted and put it in a separate group counted. Emphasize the “one more” penny as you count it.]

Now we have the correct number of toy pennies to buy the item!

[Give each child 10 toy pennies. Ask children to count the pennies to be sure they have 10. Observe as they count.]

**EXPLAIN:** Now we are going to take turns pretending to buy the items in the bag. We each have 10 pennies. We will each have a turn to reach in the bag and pull out a grocery item. After we’ve pulled out the item, we will look at the price sticker on the item and then determine the price with one more penny. Then we will count out that many pennies to pay for it.



Remember, when we are done with the activity, we will need to return the items and the toy pennies.

**ACT:** *[Invite each child to pull out and “pay” for an item. Provide verbal guidance as appropriate. Make sure each child has a turn. Repeat if time and child interest permit.]*

**RECAP:** Today we pretended to go grocery shopping again. Each item cost one more penny than the number on the price tag.



### Scaffolding Tips

**Extra support** ■ Use a number list to help children identify one more penny (the number immediately after the number on the price tag). ■ To demonstrate the addition of one more penny, point to and count again each penny you set aside in a price matching group. Explain this is the same as the price on the sticker. Then add one more penny to the group set aside for purchase of the item. ■ If children need additional experience with counting the same number of pennies listed on the price sticker, omit the “one more” portion of the activity.

**Enrichment** ■ Ask children to figure out the price of an item if it cost two more pennies. If children are unsure, use a number list to demonstrate. Point to the numeral listed on the price sticker and the corresponding numeral on the number list. Count two more to find the price of the item with an additional two more pennies.

### 123 Center Activity

Supply the housekeeping center with the priced food items used in today’s activity and a toy cash register. Encourage children to “buy” and pay for the items with the number of toy pennies that is one more.



### Family Child Care

Encourage school-age children to read a counting book to younger children. Invite younger children to use manipulatives to count out the corresponding number of items as each page is read. Examples: *My Granny Went to Market* by Stella Blackstone or *Ten Red Apples* by Pat Hutchins.

# Understanding Feelings



## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Emotion knowledge

Children will understand the concept of apologizing.



#### Key Concepts

**New:** Apologize

**Review:** Guilty



#### Materials Needed

\*2 pictures as shown

*I'm Sorry* by Sam McBratney

\*Printables provided

**BEGIN:** We are learning about feeling guilty. Yesterday we listened to a story about two friends named Stella and Brigette.

**ASK:** [*Display pictures of Stella and Brigette.*]

- What happened in the story?
- What does it mean to feel guilty? (when we did something that we knew was wrong, when we did something that made someone else upset and feel bad about it)

**EXPLAIN:** In the story, Stella felt guilty about yelling at her friend. Stella felt bad because she did something that she wished she had not done.

One thing we can do when we feel guilty is to say we are sorry. Saying we are sorry is called an apology. When we **apologize**, we let someone know we feel bad about something we've done or for causing a problem.

We might tell someone we will act differently next time. We could say something like "I'm sorry, I will try to share my paint next time." Or, if we've done something that was an accident we could say "I'm sorry, it was an accident" or "I'm sorry, I didn't mean to step on your toe."

- ASK:**
- Has anyone ever told you he/she was sorry?
  - Do you think it was hard for the other person to say "sorry"?
  - Have you ever said "I'm sorry"?

**ACT:** [*Display book cover.*]

We are going to read a book called *I'm Sorry*. The author of the book is Sam McBratney. The book is about two friends who like to play together just like Stella and Brigette.

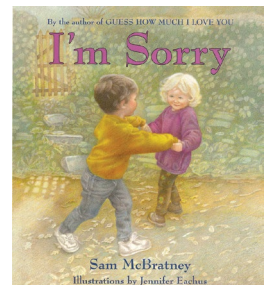
[*After you have finished reading the book, use questions, such as the following, to promote children's understanding of feeling guilty and apologizing:*]

- What happened right after the two friends in our book shouted at each other? (wouldn't speak to each other; wouldn't play together anymore; pretended friend was not there; pretended to not care about friend)

**Stella**



**Brigette**





- Why did the two friends decide to say “I’m sorry” to each other? (because they were friends who cared about each other)  
[Point to children’s faces on the two pages where each says “I’m sorry.”]
- Let’s look at the faces of the two friends. What do you think the two friends might be feeling? (happy)  
[Point to children’s faces on the two prior pages.]
- The two friends were feeling sad in these pictures. Why were the two friends feeling sad? (because they weren’t playing together; they felt guilty about shouting at each other)

**RECAP:** We usually feel guilty when we do something that hurts or upsets someone else. We feel bad inside when we feel guilty. When we apologize for something we have done, it can help people feel better. We can also feel better if we apologize. What can we say when we apologize? (“I’m sorry”)

### Scaffolding Tips

**Extra support** ■ To help children connect the content of the book to yesterday’s story about Stella and Brigitte, point out how the experience of two friends shouting at each other (described in the book) is similar to the story of Stella yelling at Brigitte. ■ If children have difficulty recalling what happened right after the two friends shouted at each other, display and discuss the pertinent pages of the book.

**Enrichment** ■ Ask children if they can think of a time when they felt sorry but didn’t want to apologize. Ask if they can explain why they didn’t want to apologize.

### Center Activity

Provide two bags. Place in one bag 5–6 classroom items, such as a toy, book, play food item, block, crayon, and doll. Place in the second bag the sad and happy Feeling Faces from Week 11, Day 2. Also make and include Feeling Faces for scared and guilty (see adjacent picture). Introduce the guilty and scared Feeling Faces to children before center time. Invite children, one at a time, to choose one item from the first bag and one Feeling Face from the second bag. Invite children to use the item and the Feeling Face to tell a story. Example: “Once there was a little doll that was sad . . .” Encourage children to make up a story that includes the item, a feeling word, and some resolution through apology. Example: “Jerry said he was sorry for taking the crayon from Josie, and it made her feel happy.” Consider inviting children to think about how the story might end using an apology.





WEEK  
**23**

DAY  
**3**

# Understanding Feelings *continued*



## Family Child Care

Encourage older children to draw two sets of pictures, with two faces in each: (1) the faces of Stella and Brigette after Stella yells at Brigette, and (2) the faces of Stella and Brigette if Stella said "I'm sorry for yelling at you" to Brigette. Invite children to use the pictures to retell the story.

The center activity is described in the following source: Stewart, D. J. (2011, September 3). In the news: Telling a story right out of the bag in preschool [Web log post]. Retrieved from <http://www.teachpreschool.org/2011/09/story-telling-bag/>

WEEK  
23

DAY  
3

# Exploring Life Cycles



3-5 YEARS

Large Group



## Skill and Goal

### Knowledge of life cycles

Children will deepen their understanding of what seeds need in order to grow by planting seeds.



## Key Concepts

**Review:** Seed



## Materials Needed

- Clear plastic cups—1 per child
- Spoon or scoop—1 per child
- Soil
- Bean seeds—2–3 per child
- Small watering can

**Be Prepared:** Write each child's name on his/her cup. Ask another adult to help with today's activity. Beginning next week, as the bean seeds begin to sprout and grow, invite children to record the changes they observe in their science journals. Date each drawing to keep track of how long it takes for the plant to mature. Other observations can be made by measuring the height of the plant each day.

**BEGIN:** This week we are learning about the life cycle of a bean plant. We know that the life cycle of a bean plant has four stages.

**EXPLAIN:** Today we will plant our own bean seeds, so we can learn more about the life cycle of a bean plant by watching our plant grow!

**ACT:** *[Invite children to sit at a table. Give each child a clear plastic cup. Make sure each child's name is on his/her own cup.]*



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

We know that the seed is the first stage in the life cycle of a bean plant. Remember, a seed is a small part of a plant that can grow into a new plant.

What does a seed need in order to grow? (soil, water, sunlight, nutrients)

The first thing we need to do is put soil in our cups. Soil will help our seeds to grow.

*[Invite children to add soil to their cups with a spoon or scoop.]*

Now we can place our seeds in the soil.

*[Demonstrate how to gently put bean seeds on top of the soil. Give each child 2–3 bean seeds, and invite children to put their bean seeds on top of the soil in their cup.]*

Now we need to cover the bean seeds by putting a little more soil on top of them.

*[Invite children to add a little more soil to their cups with a spoon or scoop.]*

What should we put on our bean seeds to help them grow? (water)

We know that living things need water in order to grow. We will put a little water on the soil to help our bean seeds grow.

WEEK  
23

DAY  
3

# Exploring Life Cycles *continued*



*[Demonstrate how to carefully sprinkle water. Help children with this step to ensure they don't add too much water.]*

There is one more thing we need to do to help our bean seeds grow.

What is another thing our bean seeds need? (sunlight)

We will put our bean seeds on the windowsill (or under a lamp) to make sure they get enough sunlight.

**RECAP:** Today we planted our own bean seeds, so we can watch them change and grow. It will take several days for our bean seeds to begin to grow. What should we do to help them grow? (water them each day, keep them in the sunlight)



## Scaffolding Tips

**Extra support** ■ Encourage children to describe each step as they plant their seeds.

**Enrichment** ■ Ask children if they think the cup will be big enough as the bean seed begins to grow. Why or why not?



## Center Activity

Provide watercolor paints, paper, and \*pictures of the four stages in the life cycle of a bean plant. Invite children to represent one, several, or all stages using the watercolor paints.

\*Printables provided



## Family Child Care

Invite school-age children to begin making a book that depicts the changes that take place with younger children's bean plants. Invite them to draw the plants several times a week and place the drawings in the book. Place the book near the bean plants for all children to enjoy.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Phonological awareness

Children will strengthen their understanding of initial sounds in words.



## Key Concepts

**Review:** Beginning sound



## Materials Needed

\*Letter cards M, F, and P

Sticky tack

Whiteboard

\*Printables provided

**BEGIN:** What sound do you hear at the beginning of the word “song”? (/s/)

**ACT:** Let’s sing together the “Bingo” song!

[Lead children in singing the first verse of “Bingo.”]

**ASK:** What letter sound do we hear at the beginning of the word “Bingo”?

**EXPLAIN:** The word “Bingo” begins with the /b/-/b/-/b/ sound. We are going to pretend Bingo changed his name. We will change the first letter in the word “Bingo.”

[Place the letter M on top of the letter B on the whiteboard.]

**ASK:**

- What letter is now at the beginning of the name? (M)
- What is Bingo’s new name? (Mingo)

**EXPLAIN:** M says /m-m-m/. Now his name would be Mingo! Let’s say his new name together: Mingo. Now let’s sing the song using his new name, Mingo!

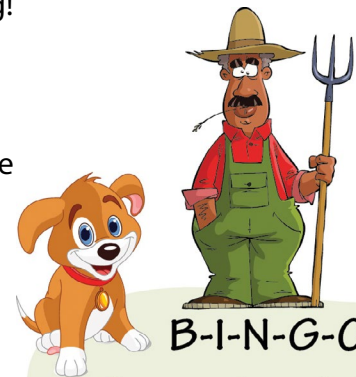
**ACT:** [Together sing the first verse of the song with “Mingo.”]

Let’s change Bingo’s name again!

[Replace the first letter in the word “Bingo” again with the letter F. Ask children to figure out what Bingo’s name will be with the letter F replacing the letter B. Sing the first verse of the song with the letter F. If time permits, sing the song a final time using the letter P to replace the letter B in the word “Bingo.”]

**EXPLAIN:** Now we are going to play our funny name game again. I am going to say one of your names without its beginning sound.

We know a name can sound different without its beginning sound. If I took off the /n/ sound from the beginning of the name “Nancy,” we would have the word “ancy.” “Ancy” is what is left of the name “Nancy” when we take off the /n/ sound. Let’s try it with our own names! Remember to raise your hand if you think I am saying your name without its beginning sound.



There was a farmer had a dog,  
And Bingo was his name-o.  
B-I-N-G-O  
B-I-N-G-O  
B-I-N-G-O  
And Bingo was his name-o.

M m



**ACT:** [Say each child's name, one at a time, without its beginning sound. Encourage each child to raise his/her hand if he/she believes you are saying his/her name. Encourage the child to say his/her name without the initial sound (repeat what you say). Remind children not to say whose name they think it is out loud so that each child will have a turn determining if you are saying his/her name. Continue until you've said each child's name.]

**RECAP:** Today we sang the song "Bingo" while thinking about the beginning sound in the word "Bingo." We also played our funny name game where we listen for our name without its beginning sound. Did your name sound the same without its beginning sound?



### Scaffolding Tips

**Extra support** ■ Sing the "Bingo" song slowly as you enunciate clearly the beginning sound of the new word. ■ If children are having difficulty determining whether you are saying their name without its initial sound, elongate the initial sound first, pause, and then say the remainder of the name.

Example: /M-M-M/ . . . indy.

**Enrichment** ■ Invite children to substitute the B in Bingo with letters not used in the activity. ■ Ask children to remove the beginning sound from other words. Example: "What is left if we take the /p/ sound away from pool?"



### Center Activity

Provide a small whiteboard with the word "Bingo" written on it and letters H and R written on squares of paper. Invite children to continue the song learned during the activity as they cover the letter B with different letters.



### Family Child Care

Invite school-age children to think of animal names and take the initial sound away from the animal name. Encourage younger children to guess the animal. Example: "This animal squeaks. It is an 'ouse.'" (mouse) "This animal likes to hop. It is an 'abbit.'" (rabbit) Encourage younger children to say the letter sound that is missing from the beginning of the word.

Source of BINGO nursery rhyme: Gardner, E. E. (1920). Some play-party games in Michigan. *Journal of American Folklore*, 33, 91-133.

The beginning sound activity is described in the following two sources: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, Maryland: Paul H. Brookes.; Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Project Principal Investigator; Karen Diamond, Project Co-Principal Investigator.

## 3-5 YEARS

## Small Group



## Skill and Goal

## Number knowledge

Children will broaden their understanding of how to determine which numeral is one more than a given numeral.



## Key Concepts

**Review:** One more



## Materials Needed

Small counting items of the same color and size; such as circle counters, animal counters, or blocks—10 of same item per child

Basket

\*Small numeral cards 1–9

\*Number list (Extra Support tip)

\*Printables provided



## Optional Reading

*Grandma's Button Box* by Linda Williams Aber

**Be Prepared:** Place numeral cards in the basket. Children sit around a table for this activity.

**BEGIN:** Today we will practice finding one more.

*[Place the basket of cards in a central location on the table. Put 10 items of similar size and color in front of you.]*

**EXPLAIN:** There is a basket of number cards on our table. Each of us will have 10 items in front of us. We will take turns choosing a number card and then counting out the number of items that is one more than the number card we chose. Let me show you.

*[Choose a numeral card from the basket. Say the numeral name, and then count out the corresponding number of items. Move each item into a small group as you count it. Then count one more. Emphasize the "one more" item as you count it. Then say the total number. Example: "I have five circles when I add one more."]*

Now it is your turn to try.

**ACT:** *[Give each child a group of 10 or fewer counting items that are similar in size and color. Invite a volunteer child to begin. Provide verbal guidance if appropriate.*

*Continue until each child has had a turn. Repeat the activity if time permits.]*

**RECAP:** Today we used counting items again. Each of us chose a number card and counted out the number of items that was one more than the number on the number card we chose.

*[If time permits, sing the adjacent song:]*



## Ten Went to Bed

*(Sing to the tune of "Ten in the Bed")*

There were zero in the bed  
And the little one said  
"I'm tired, I'm tired."  
So he jumped in and fell asleep.  
There was one in the bed  
And the little one said  
"I'm tired, I'm tired."  
So he jumped in and fell asleep.  
There were two in the bed . . .  
There were three in the bed . . .  
There were four in the bed . . .  
There were five in the bed . . .  
There were six in the bed . . .  
There were seven in the bed . . .  
There were eight in the bed . . .  
There were nine in the bed . . .  
There were ten in the bed  
And the little ones said  
"Good night!"



### Scaffolding Tips

**Extra support** ■ Use a smaller number of numeral cards (such as seven) and provide fewer items for each child to count if you anticipate having 10 items may be too challenging. ■ Display a number list and refer to it if children seem uncertain about what numeral comes immediately after the chosen numeral. You also may wish to point to the numeral chosen on the number list and remind children that the numeral that is one more is the next numeral on the list. ■ After each child participates, remind children of the task of adding one more. Example: "Sam pulled a card with number three on it. He counted out four blocks. Four is one more than three."

**Enrichment** ■ Add challenge by encouraging children to say what number is one more than the number they selected from the basket prior to counting their items. ■ Encourage children to count "one less" rather than one more than the numeral chosen.

### 123 Center Activity

Supply the counting items and \*small numeral cards used during today's activity. Invite children to continue the activity.

\*Printables provided



### Family Child Care

Invite school-age children to count out four more items.



## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Knowledge of social and physical environments

Children will understand the types of tools used by different community helpers.



#### Key Concepts

**Review:** Community helper  
Tool



#### Materials Needed

\*26 pictures as shown  
Basket



#### Also Promotes

Social-Emotional

\*Printables provided

**Be Prepared:** Place the 13 pictures of tools on tables face up so each picture can be easily seen. The pictures of community helpers will be distributed to pairs of children (one picture per pair).

**BEGIN:** Today we are going to talk about some of the tools community helpers use to help people. Remember, a tool is an item that helps someone to do something.

**EXPLAIN:** We have pictures of different community helpers. We also have pictures of tools used by helpers to do their job in the community.

We will work with a partner to match each tool with the community helper who may use it. Some of the tools might be used by more than one community helper.

Here are some of the tools shown in our pictures.

*[Display and say the name of two or three tools shown in pictures, one at a time. Be careful to not say who would use the tool.]*

**ACT:** *[Form pairs of children. Give each pair one picture of a community helper. Invite two or three pairs to look at pictures of tools on the tables. Other children can talk with their partner about what tool(s) they think might be used by the helper shown in their picture.]*

*Encourage the members of each pair to talk with one another about the tool selection. Discourage a pattern of one member of the pair making the choice without talking with his/her partner.*



Firefighter



Ax



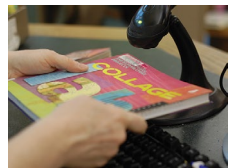
Mechanic



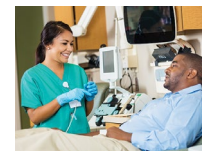
Wrench



Librarian



Scanner



Nurse



Thermometer



Custodian



Mop



Construction Worker



Crane



Police Officer



Car



After each of the two or three pairs of children has selected a tool picture, invite each pair of children to stand together as they each display their two pictures (community helper and tool). Encourage pairs of children to describe what they know about how the pictured helper may use the tool. Example: "A thermometer is used by a nurse. It is used to help people when they are not feeling well." Children may have limited understanding of how some tools are used. Use the accompanying brief descriptions of tool use to expand on children's descriptions if necessary. Children may have appropriate ideas about tool use that are not in the accompanying descriptions. Be careful to not dominate the session with information you share. It's important for children to have accurate information while also remaining active participants in the process.

Children should return their pictures of tools to the table after they describe their helper and chosen tool. Continue until all pairs have selected a tool picture and talked about their selection and helper.]

- Firefighter—ax (helps break down doors to find people in a fire)
- Mechanic—wrench (helps fix your bike or car)
- Librarian—scanner (helps people check out books from the library)
- Nurse—thermometer (helps measure the temperature of people who are sick)
- Custodian—mop (used for cleaning up messes on a floor)
- Construction Worker—crane (helps lift heavy building objects)
- Police Officer—car (helps keep people safe by getting to them quickly)
- Doctor—stethoscope (listens to the heart and lungs of someone who is sick)
- Dentist—mirror (helps dentists see inside a person's mouth)

### Community Helpers and Tools



Doctor



Stethoscope



Dentist



Mirror



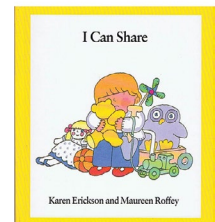
Veterinarian



Scale



Teacher



Book



Food Service Worker



Ladle



Farmer



Plow



- Veterinarian—scale (helps weigh animals)
- Teacher—book (helps children learn something new)
- Food Service Worker—ladle (used when cooking food)
- Farmer—plow (used to break up the soil so it is ready to plant crops)

**RECAP:** Today we talked about tools that community helpers may use. Which tool would you like to use? Why?



### Scaffolding Tips

**Extra support** ■ As pairs of children match a tool with their picture of a community helper, give hints, if appropriate. Example: “Your helper is a doctor. What might a doctor need to listen to your heart?” (stethoscope) ■ If children identify more than one tool that could be used by the helper shown in their picture, encourage them to describe all tools they think are matched to their helper. Example: A librarian can use both a scanner and a book.

**Enrichment** ■ Take children on a “field trip” to part of your center where tools can be found. Example: custodian closet. ■ Encourage children to name tools that can be used by more than one helper. Example: a stethoscope can be used by a doctor, a nurse, and a veterinarian.



### Center Activity

Provide the two sets of \*pictures used in today’s activity (one collection of each) and invite children to match tool to helper.

\*Printables provided



### Family Child Care

Find items around your home that can be used by a community helper. Examples: hammer, sponge, bandage. Encourage school-age children to name a community helper who may use each item. Younger children may enjoy pretending to be different community helpers throughout the day. Example: During lunch or snack time, children could pretend to be food service workers as they help prepare food.

Photo credits: wrenches-Anders Illum/flickr/(CC BY-NC-ND 2.0); library book scanner-Salem (MA) Public Library/flickr/(CC BY-NC-ND 2.0); thermometer-Graco Children’s Products/flickr/(CC BY-NC-ND 2.0); crane-Washington State Dept of Transportation/flickr/(CC BY-NC-ND 2.0); police officer-Port of San Diego/flickr.com/(CC BY 2.0); police car-Mo Elnadi/flickr/(CC BY-NC 2.0); dentist mirror-World Bank Photo Collection/flickr/(CC BY-NC-ND 2.0); veterinarian-Myfuture.com/flickr/(CC BY-ND 2.0); veterinarian scale-sharyn morrow/flickr/(CC BY-NC-ND 2.0); book-Luke Jones/flickr/(CC BY 2.0); food service worker-U.S. Department of Agriculture/Flickr.com/(CC BY 2.0); farmer-mahalie stackpole/flickr/(CC BY-SA 2.0); stethoscope-Michael/flickr/(CC BY-NC 2.0)

WEEK  
23

DAY  
4

# Moving Our Bodies



3-5 YEARS

## Small Group



### Skill and Goal

#### Motor development

Children will balance and shift their weight by standing on one leg and by pretending to jump like a frog.



### Key Concepts

**New:** Shift

**Review:** Weight  
Opposite  
Balance



### Materials Needed

\*1 picture as shown



### Also Promotes

Self-Regulation

**Be Prepared:** Children will stand on one leg and also extend their legs slightly into the air when shifting their weight to their hands in today's activity. Be sure children are spaced sufficiently far apart so they will not bump into anyone. Ask another adult to help with the activity, especially when children try to stand on one leg.

**BEGIN:** We are learning how to balance our bodies when we move them. Balancing our bodies helps us not fall down. Today we will practice some different ways to balance our bodies.

Please stand up. Let's pay attention to how our feet and legs help us keep our balance.

**EXPLAIN:** Each of us has weight. We know that weight is how heavy something is. Right now both of our feet and legs are holding the weight of our body.

We can shift our weight to one of our legs. **Shift** means to move something from one place to another place. We can shift our weight from one leg and foot to another leg and foot.

**ACT:** *[Demonstrate—or invite a volunteer child or other adult to demonstrate—the actions described below. In the first action, alternate lifting a foot slightly off the floor as you move your body weight from one side to the other side. In the second and third actions, hold out your arm that is opposite the foot and leg you are standing on.]*

I am moving my body from side to side. I am shifting the weight of my body from one foot to my other foot. When I stand on one foot, I am slightly lifting my opposite foot. My opposite foot is my other foot. Our foot that is on the floor is on one side of our body. My opposite foot is on the other side of my body. Right now we want to lift our foot that is on the opposite (other) side of our body.

Now it is your turn to try to move your body from side to side. Please shift your weight from one foot to your other foot.

*[Provide verbal guidance as appropriate.]*

Now I am going to stand on one foot and leg. Please watch me shift the weight of my body to one leg and foot.

**ASK:** How am I using another part of my body to help me keep my balance (not fall over)? (putting out arm)

**EXPLAIN:** My body might tip over if I do not put out my arm that is opposite of the foot and leg I am standing on.

# Moving Our Bodies *continued*



**ACT:** Let's all try to stand on one foot and leg. Remember to use your opposite arm to help you balance your body.

*[Provide verbal guidance as appropriate.]*

Please stand on both of your feet. What is holding the weight of your body right now? (both legs)

Now let's stand on our other foot and leg. Remember to use your opposite arm to help you keep your balance.

*[Provide verbal guidance as appropriate.]*

Let's shift our weight by standing on one foot and leg and then standing on our other foot and leg. Pay attention to how we keep our balance. We want to move slowly from one foot and leg to our other foot and leg. If we shift our weight too fast, we may lose our balance and fall over.

**EXPLAIN:** Another way we can practice shifting our weight is to pretend we are frogs. Here is a picture of what it looks like to put our body in a frog position.

*[Display picture of child in frog position. Invite volunteer child to demonstrate frog position by bending legs while moving them apart and putting hands in front of body. See picture. Describe for all children what volunteer child is doing.]*

Now (volunteer child) can show us how to jump like a frog.

*[Ask volunteer child to remain on the floor with bended legs and:*

- *put hands (palms down) on the floor slightly in front of body*
- *lean forward on hands*
- *jump feet/legs.]*

(Volunteer child) shifted the weight of his/her body to his/her hands when he/she leaned forward and then jumped by moving his/her feet/legs.

**ACT:** Let's all try to be a frog. Think about our picture and what (volunteer child) did with his/her body. This is what we do:

- bend our legs while moving them apart
- put our hands on the floor (palms down) in front of our body
- lean forward on our hands
- jump our feet/legs



# Moving Our Bodies *continued*



[Repeat the jumping part of the frog action if children remain interested.]

**RECAP:** Today we learned more about how to balance our body and shift the weight of our body. We shifted the weight of our body by moving from side to side and by standing on one foot and leg. Then we practiced shifting the weight of our body by pretending we were a jumping frog.



## Scaffolding Tips

**Extra support** ■ Some children may benefit from the support of an adult (holding a hand/arm) when trying to stand on one foot/leg. ■ Some children may prefer to watch rather than try to stand on one foot/leg. ■ Provide a demonstration of alternating the foot/leg children stand on during the side-to-side movements. Remind children to not make a quick move from one foot/leg to another. ■ If children have difficulty with the frog jumping action, encourage them to shift their weight to their hands by leaning forward (putting more weight on their hands) and then shifting weight back to their feet. ■ Offer a reminder of the meaning of opposite by asking children to put one foot forward and lift their opposite arm.

**Enrichment** ■ Invite children to place their hands a little further from their body to take a bigger leap when jumping.



## Center Activity

Invite children to continue the frog jumping action. They may wish to add frog sounds (ribbit).



## Family Child Care

Encourage school-age children to help balance preschool-age children who want support for standing on one foot/leg.



## 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 R and F.



## Key Concepts

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

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



## Materials Needed

\*Letter R card

\*Letter F 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 R card and the letter F card.]

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

R r

**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.*

F f

WEEK

23

DAY

5

# Understanding Words *continued*



Language/  
Literacy

- *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 that is one more than a given number.



## Key Concepts

**Review:** One more



## Materials Needed

Play food items used on Days 2 and 3

Brown paper bag

10 toy pennies

\*Small numeral cards 1–9

10 small blocks

\*Number list (Extra Support tip)

\*Printables provided

**BEGIN:** This week we are practicing how to find the number that is one more than another number.

- ASK:**
- What number is one more than three?
  - What number is one more than nine?

**EXPLAIN:** We practiced finding the number that is one more when we pretended to go grocery shopping. Each of us pulled an item from a bag and then counted out the number of toy pennies we would need to pay for it.

**ACT:** [*Display bag with food items and 10 toy pennies in front of you.*

*Pull several items, one at a time, from the bag and count out the same number of pennies as the price on the sticker. Then ask children how much the item would cost if the price was one more penny.]*

Now let's practice finding the number that is one more by looking at our number cards.

[*Display a small numeral card and invite children to say what number is one more than the numeral displayed. Put blocks near by.*]

Our card says number \_\_\_\_\_. Please help me count out \_\_\_\_\_ blocks plus one more.

[*Lead children in counting out the number of blocks that represents one more as you point to each block.*]

**RECAP:** We are learning how to find the number that is one more than another number. Let's march around the room and count to the number that is one more than nine. What number is one more than nine? We will march around and count with each step until we get to number 10!

[*Lead children in marching and counting to 10.*]



## Scaffolding Tips

**Extra support** ■ Use a number list to help children find the number that is one more. ■ If children need additional experience with counting the number of pennies listed on the price sticker, omit the "one more" question.

**Enrichment** ■ Invite children to choose another small numeral card and say the number that would be one more.



WEEK

23

DAY

5

# Counting Things *continued*

123  
Mathematics

## 123 Center Activity

Provide 10 small baskets with a numeral from 1–10 taped to each basket. Supply small manipulatives, such as blocks or Unifix® cubes. Invite children to count out the number of items needed for each basket.

## Family Child Care

Practice finding one more as you take a walk with children. Begin by asking children to find one thing. Examples: one house, one car, one dog. Then encourage children to say the numeral that is one more than one and find the same number of items. Example: “What number is one more than one? Iman says it’s two! Let’s find two things.” Lead children in counting each group of items found. Example: “Sasha found two flowers. Let’s count them. One, two. Two is one more than one!”

# Exploring Where We Live



Social  
Studies

## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Knowledge of social and physical environments

Children will strengthen their understanding of the work of different community helpers.



#### Key Concepts

**Review:** Community helper



#### Materials Needed

Community helper props, costumes, and tools (see Be Prepared)

**Be Prepared:** Children will pretend to be community helpers today in different areas of your classroom. Set up each of 3–4 areas in your classroom to represent places where community helpers work.

Examples: hospital, school, library, restaurant, fire station, police station.

Supply each area with job-related costumes, props, and tools. Examples: bandages, blankets, a stethoscope, and a thermometer are used in a hospital.

**BEGIN:** We are learning about people who help others in our community. We call them community helpers.

**EXPLAIN:** Today we can pretend to be a helper in our community. We can pretend that parts of our room are places where community helpers work. Let's look at the places where helpers work in our community.

**ACT:** [Take children on a brief tour of classroom areas of your room organized as places where community helpers work. Describe each area and its helpers. Example: "This part of our room has things used in a hospital. Doctors and nurses work in a hospital."

*Encourage children to pretend they are working as a helper in one of the areas in your classroom.]*

**RECAP:** Today we pretended to be community helpers. What tools did you use?

### Scaffolding Tips

**Extra support** ■ As children pretend to be different community helpers, offer ideas of scenarios they may encounter if it appears their play may need some focus. Example: "How can you help this little baby who hurt her toe?"

■ Encourage children to work together as community helpers. Example: Two firefighters working together on a fire. One child pretends to hold the water hose to spray a burning house as the second child rescues a kitten from the house.

**Enrichment** ■ Encourage children to think of the range of helpers in a particular place and consider switching roles. Example: Restaurants have wait staff, cooks, and people who clear tables and clean the floors. A child pretending to be a cook might like to try out working as wait staff.



### Center Activity

Encourage children to continue community helper pretend play in different areas of your classroom.

WEEK  
**23**

DAY  
**5**

# Exploring Where We Live *continued*



## Family Child Care

Encourage children in your setting to pretend they are community helpers during outdoor time. Provide riding toys and props to enhance play.

WEEK

23

DAY

5

# Moving Our Bodies



3-5 YEARS

## Small Group



### Skill and Goal

#### Motor development

Children will shift their weight by pretending to jump and move like a frog.



### Key Concepts

Review: Weight  
Shift



### Materials Needed

\*1 picture as shown



### Also Promotes

Self-Regulation

**Be Prepared:** Arrange space for children to move their bodies (as pretend frogs) without bumping into others. Ask another adult to help with the activity, especially the opening segment where children briefly stand on one leg.

**BEGIN:** Let's all stand up straight and tall. Please put your arms to the side of your body. Our bodies are not leaning in one direction or another. Both of our feet and legs are holding our weight. We know that weight is how heavy something is.

**ASK:** What could we do with our bodies so one foot and leg is holding more of our weight than our other foot and leg? (stand on one foot/leg, lean our body to one side)

**EXPLAIN:** Yesterday we practiced shifting the weight of our body. Remember, shift means to move something from one place to another place. We shifted our weight from one foot to our other foot. Let's practice shifting our weight again.

**ACT:** *[Invite a volunteer child to demonstrate the actions as you describe each.]*

Let's first shift our weight by moving our bodies from side to side. We slightly lift the foot that is opposite of the foot we stand on. We need to go slowly so we can pay attention to how our body weight shifts from one foot to our other foot when we move our bodies from side to side.

*[Encourage children to move their bodies from side to side. Offer verbal guidance as appropriate.]*

How can we use our arms to help us keep our balance when we shift our weight from one side to the other side of our body? (put out arm)

Now let's practice standing on one foot and leg. Remember, we use the arm that is opposite of the leg we stand on to help us keep our balance.

*[Encourage children to stand on one foot/leg. Offer verbal guidance as appropriate.]*

Let's put our feet on the floor so both of our legs are holding our weight.

Now let's stand on our other foot/leg.

**EXPLAIN:** Yesterday we also practiced shifting our weight by pretending we were a frog.

*[Display picture of child in frog position.]*





We tried to make our bodies look like the child in this picture.

We tried to jump like a frog. What was the hardest part of trying to jump like a frog?

Today we will try to move our body forward when we jump like a frog. We will put our hands a little further in front of us so our body can move ahead when we jump.

**ACT:** Let's all try to move our body forward when we jump like a frog. I will remind us of what to do:

- bend our legs while moving them apart
- put our hands on the floor (palms down) in front of our body
- lean forward on our hands
- jump our feet/legs and move forward a little

It is easier to move our body forward when we put our hands further in front of us. Please keep trying this part of moving like a frog.

*[Encourage children to practice several forward movements by putting their hands further ahead. Provide individualized guidance to children on placing their hands on the floor further away from their body.]*

**ASK:** What happens to our weight when we lean forward on our hands? (weight shifts to hands/arms; more of our body is being held by our hands/arms)

**RECAP:** Today we practiced shifting the weight of our body. We pretended to be frogs. We paid attention to how our body weight shifts when we lean forward on our hands. We also paid attention to how our body weight shifts when we move from side to side and stand on one foot and leg.



### Scaffolding Tips

**Extra support** ■ Some children may benefit from the support of an adult (holding a hand/arm) when trying to stand on one foot/leg. ■ Invite a child volunteer to demonstrate the steps you describe for getting into a frog position and then jumping forward. ■ Remember that some children may prefer to watch rather than try various movements.

**Enrichment** ■ Ask children to describe why it is easy to fall when we stand on one foot/leg. (the weight of our body is not balanced; our body weight leans strongly in one direction, causing us to fall) ■ Demonstrate and explain how people who run for exercise often lean against a wall when they stretch (by pulling up) a leg. Ask children why people lean against a wall to stretch their leg.

WEEK

23

DAY

5

# Moving Our Bodies *continued*



## Center Activity

Use tape or string to create a short path for children to follow in moving forward like frogs.



## Family Child Care

At pickup time invite children to show their families how they are learning to shift the weight of their body.

This activity is informed by the following source: Hammett, C. T. (1992). *Movement activities for early childhood*. Champaign, IL: Human Kinetics.