



Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- How to blend the beginning sound (onset) with the remaining sounds (rime) in one-syllable words (Days 2, 4)
- The name, sound, written form, and uses of the letter D (Days 2–5)



Mathematics

Counting Things

- How to split a group of items into two parts (Days 1–5)
- The number of items in the two parts is the same number of items in the whole group (Days 1–5)



Self- Regulation

Focusing & Remembering

- How to focus and take turns
 - *Mystery Bag* game (Day 1)
- How to follow requests by listening and taking turns
 - *Listening Bingo* game (Day 2)



Social- Emotional

Understanding Feelings

- Describing situations that might lead to particular emotions (Day 3)
- Pretending our face is showing an emotion (Day 3)



Social Studies

Exploring Where We Live

- How we get news about things that have happened or will happen in our community, country, or other places in the world (Day 4)
- How to write a news article about something that happened in our classroom (Day 5)



Science

Exploring Habitats

- Desert habitats can be very dry and mostly covered with sand and rocks (Day 1)
- How some animals and plants survive in a desert habitat (Days 2, 3)



Physical/ Health

Staying Healthy and Safe

- How to stay safe when riding in cars or trucks (Day 4)
- How to stay safe when riding a tricycle or bicycle (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 also will identify the name and sound of the letter W.



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

*Letter W card

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables provided

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

BEGIN: [Display letter W card.]

The word "weight" begins with this letter. What is the name of this letter?

Letter W says /w/, just like in the word "weight." /w/, /w/, weight. Let's together say /w/, /w/, weight.

Who would like to tell us another word that begins with the letter W?



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?

WEEK

27

DAY

1

Understanding Words *continued*



- Engage children in a brief discussion of novel words emphasized today. Display and discuss book pictures that pertain to each word.
 - o What does each word mean?
 - o How was each word used in today's book?]

3-5 YEARS

One-to-One



Skill and Goal

Number knowledge

Children will individually demonstrate their understanding that a number in the counting sequence is one more than the number before it.



Key Concepts

Review: One more



Materials Needed

*Small numeral cards 1, 2, 5, and 8 (without dots)

*Printables provided

Be Prepared: This is an **individual progress assessment** of children's knowledge of the concept of "one more." This knowledge refers to understanding that numbers have a sequential order and that each number on a number line is one more than the number before it.

In the assessment, children may report the correct number verbally or by holding up fingers. It is acceptable for children to verbally count in order to determine the correct response. However, do not suggest this strategy and do not count with the child. If the child verbally counts to determine the answer and does not report a single number that is one more, ask "Can you tell me just one number that is one more than ___?"

BEGIN: We are going to look at number cards. I will show you a number and I would like you to tell me the number that comes after it.

EXPLAIN: I will show you first.

[Place numeral card 1 in front of the child.]

Here is the number one. Let's think about which number is one more than the number one. The number two is one more than the number one.

ACT: Now it is your turn. I will show you a card. Please tell me the number that is one more than the number on the card.

[Place numeral card 5 in front of the child.]

What number is one more than five?

[Record the response on the provided form and remove the numeral card. Do not comment on accuracy of responses. Place numeral card 2 in front of the child.]

What number is one more than two?

[Record the response on the provided form and remove the numeral card. Place numeral card 8 in front of the child.]

What number is one more than eight?

[Record the response on the provided form.]

RECAP: We looked at some numbers and you told me the number that was one more. You worked so hard!

DETERMINING EACH CHILD'S PERFORMANCE

Determine the child's understanding of the concept of one more. Record your designation on the provided form. Options are as follows:

Got It Child correctly identifies the number that is one more than each of the three numbers that are shown separately.

Getting It Child correctly identifies the number that is one more than one or two of the three numbers that are shown separately.

Not Yet Child does not correctly identify the number that is one more than any of the three numbers that are shown separately.

FOLLOW-UP LEARNING SUPPORTS FOR THE CONCEPT OF ONE MORE**Reinforce**

The following activities are designed to support children who demonstrate an understanding that a number in the counting sequence is one more than the number before it (Assessment = Got It). These supports also may be appropriate for children who are developing an understanding of this skill when additional support is provided (Assessment = Getting It).

- Give children a group of objects. Then provide one more of the object and ask how many objects they have.
- Encourage children to think about the number that comes before a certain number and talk about how that number is one less than the number after it.
- Use number lists to reinforce children's knowledge of number order. Cover one of the numbers on the list and ask children which number you are hiding.
- The beanbag activity offered in Week 21, Day 4 is an appropriate way to help children identify which number is one more than another number. Have a number chart available for children to refer to.
- Help children identify the number that is one more than another number on a number chart. The number chart activity in Week 21, Day 5 is appropriate for this.
- Encourage children to practice forming groups of items that are 1 more than a certain number. The number basket activity offered in Week 22, Day 4 is appropriate.
- The Week 22, Day 5 activity plan offers a range of brief activities for reviewing the concept of "one more."

Reintroduce

The following activities are designed to support children who do not yet show evidence of understanding the number after concept (Assessment = Not Yet).

- Repeat the Week 23, Day 1 activity plan. The Week 22, Day 3 activity (*Momma Frog Says!* game) is another engaging option.
- Repeat the Week 21, Day 2 activity plan, which uses the number list. You may wish to use numeral cards in sequential order.
- In general, use numbers 1–5 for reintroducing the concept of “one more.” Move to numbers 6–10 after children demonstrate an understanding of “one more” with numbers 1–5.

SAMPLE PORTFOLIO ENTRIES**Got It**

Children in our classroom are learning that a number on the number line is one more than the number before it. This important skill helps children begin to develop early addition skills. I recently assessed Calvin’s understanding of this concept. Calvin correctly identified the numbers that are one more than 2, 5, and 8. We are offering Calvin learning opportunities to reinforce his knowledge of the “one more” concept.

Getting It

Children in our classroom are learning that a number on the number line is one more than the number before it. This important skill helps children begin to develop early addition skills. We recently assessed Antonio’s understanding of the concept of “one more.” Antonio correctly identified that three is one more than two, and six is one more than five. Antonio did not seem ready to identify that nine is one more than eight. We are offering follow-up learning experiences to strengthen Antonio’s understanding of “one more.”

Not Yet

Children in our classroom are learning that a number on the number line is one more than the number before it. This important skill helps children develop early addition skills. We recently assessed Sarah’s understanding of this concept. Sarah did not seem ready to identify numbers that are one more than the numbers I showed her. We are offering follow-up opportunities to reintroduce Sarah to the concept of “one more” and will assess her progress after she has more time to learn about “one more.”

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will understand that a group of items can be split into two parts that together contain the number of items in the original group.



Key Concepts

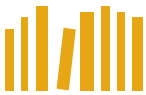
New: Split
Part

Review: Equal



Materials Needed

6 identical blocks



Optional Reading

1 Hunter by Pat Hutchins

BEGIN: Raise your hand if you are four years old. Let's all of us clap four times! Today we are going to look closely at the number four. Let's hold up four fingers.

EXPLAIN: There is another way we can hold up four fingers. Watch how we can hold up four fingers using two hands.

[Hold up two fingers on one hand and two fingers on another hand.]

ASK: How many fingers am I holding up all together?

EXPLAIN: Let's count them.

[Encourage children to count with you as you count the total number of fingers.]

I am holding up four fingers all together!

I am holding up two fingers on one hand and two fingers on the other hand. Each hand is holding up the same number of fingers. They are equal.

ACT: Let's all hold up four fingers in the same way.

[Show your fingers as a model. Wait supportively for children to put up fingers as requested. Help if appropriate.]

EXPLAIN: We can make a group of four with two hands.

Now I am going to make a group of four in another way. I am going to hold up three fingers on one hand and one finger on the other hand.

ASK: How many fingers do I have all together? (four)

ACT: Let's all hold up four fingers in the same way.

[Show you fingers as a model. Wait supportively for children to put up fingers as requested. Help if appropriate.]

EXPLAIN: Now I am going to put four blocks in front of me. I want to split the group of four blocks into two equal parts. When we **split** something, we divide it into smaller parts. A **part** is a piece of something, but not all of it. Watch as I split the blocks by putting two blocks on one side and two blocks on the other side.

[Count aloud as you move blocks to each smaller part.]



Now we have two smaller equal parts. Remember, equal means each side has the same amount.

- ASK:**
- Do we still have four blocks all together?
 - What is another way we can split up four blocks into two parts?

[Try children's suggestions by moving the blocks so all children can see your actions. Describe your movement of blocks. After each arrangement, ask if there are still four blocks all together.]

EXPLAIN: Now let's work with a group of six blocks.

[Place six identical blocks in front of you.]

- ASK:**
- How can we split up the group of six blocks into two equal parts?
[Try children's suggestions by moving the blocks so all children can see your actions. If a child's suggestion does not involve two groups of three blocks each, remind children of the meaning of equal and ask how the blocks could be moved so there are two equal parts. Form two parts of three blocks each.]

- How do we know both parts are equal? (they both have the same number of blocks)

- Are there still six blocks all together?

[Confirm there are six blocks total by pointing to and counting each block.]

RECAP: Today we learned that a group of items can be split into two parts. When we count all of the items in the two parts the amount is the same number as the first group.



Scaffolding Tips

Extra support ■ As children hold up the correct number of fingers on each hand, point to the fingers as you count together. ■ It may be helpful for some children to manipulate the blocks by first counting aloud each block in the original group, then split (move) the blocks into two parts, and finally count aloud the number of blocks in both parts. ■ If children seem confused about splitting a group of six, focus on splitting groups of four.

Enrichment ■ Ask children if they can think of a way to split a group of three or five items. Encourage children to think about whether a group of three items or a group of five items can be split into equal parts. ■ Continue inviting children to split up groups of items to eight. The parts do not need to be equal.

123 Center Activity

In the block center provide a group of up to 10 blocks and ask children to share the blocks by splitting the group into two parts.

WEEK

27

DAY

1

Counting Things *continued*

123

Mathematics



Family Child Care

Encourage children to split food into equal groups at lunch or snack time. Example: There are two children eating a snack. Give the children one group of six berries and invite them to split the berries equally among both children.

Focusing & Remembering



Self-Regulation

3-5 YEARS

Large Group



Skill and Goal

Executive function

Children will understand how to focus on information and sounds to identify a mystery item. Children also will strengthen their understanding of taking turns.



Key Concepts

Review: Focus
Mystery



Materials Needed

Brown paper bag
1–3 items to hide in the bag
Large paper
Writing tool

Be Prepared: If time permits, offer *Musical Simon Says* from Week 25, Day 2 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Musical Simon Says* from Week 25, Day 2. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a game we've played before. The game will help us practice how to focus and to take turns. What does it mean to focus? (to concentrate on something)

EXPLAIN: Our game is called *Mystery Bag*. Remember, a mystery is something that is unknown. The game is called *Mystery Bag* because we do not know what is in the bag.

[Display bag with item secretly placed inside.]

I put something in this bag. We will ask questions that will help us figure out what is in the bag. We might ask whether the mystery item is something we would find inside our home or something we would find outside.

We will take turns asking a question about the mystery item until someone figures out what it is.

ASK: Who would like to go first in thinking of a question to ask about the item in the bag?

ACT: [Encourage children to take turns thinking of questions that will help them figure out what is in the bag. Help them think of questions, if appropriate. Examples: "What shape is it?" "Is it heavy?"]

As children learn some information about the item in the bag, write or draw pictures of what they've learned on a large piece of paper. Example: If they've learned it is an animal, write the word "animal" or draw a picture of a kind of animal. This will help remind children of what they already know about the item. After children have guessed the first item, continue with 1–2 more items secretly placed one at a time in the bag. Make sure children who did not take a turn asking a question about a previous mystery item have an opportunity to ask a question.]

RECAP: Today we played a game called *Mystery Bag*. The game helped us practice how to focus and how to take turns. We asked questions to help us figure out what was in the bag.



Scaffolding Tips

Extra support ■ Children may need reminders about waiting patiently for their turn. Encourage children to concentrate on the answers to questions while they are waiting. Offer a gentle reminder that each child gets one question at a time. Putting children in a circle, and giving each child a turn in the order of children's placement in the circle, may reduce behavior management issues. Some children may wish to "pass." ■ If children need extra assistance in guessing an item, give specific hints. Example: "This item is something you might find in the science center."

Enrichment ■ Encourage several volunteer children to take turns hiding an item in the bag and answer other children's questions about the hidden item. ■ Invite children to try to figure out different items placed in the bag.



Center Activity

Provide brown paper bags and items to hide as children continue playing *Mystery Bag*.



Family Child Care

Send rules home for *Mystery Bag* and encourage children to explain the game to family members at pickup time.



3-5 YEARS

Small Group



Skill and Goal

Knowledge of habitats

Children will understand basic characteristics of a desert habitat, including sand.



Key Concepts

New: Desert
Survive
Sand

Review: Habitat



Materials Needed

- *2 pictures as shown
- Small white bowls—1 per child
- Sand
- Magnifying glasses—1 per child

*Printables provided

- **Be Prepared:** Put a small amount of sand in each bowl.

BEGIN: We know that a habitat is a place where certain types of animals and plants live. Last week we learned about water habitats.

EXPLAIN: The habitat we are going to talk about today is covered with rocks and sand and can be very hot during the day.

ASK: Who has an idea about which habitat this might be? (desert)

EXPLAIN: It is a desert habitat! The **desert** is a very dry place where many plants cannot grow. There is very little rain in the desert. The animals and plants that live in the desert can survive with very little water. **Survive** means something can live. Let's look at some pictures of a desert habitat.

[Display two pictures of a desert habitat.]



- ASK:**
- What do we see in these pictures of a desert habitat? (sand, cacti, etc.)
 - Do we live in a desert habitat?
 - Have you ever been to a desert? What was it like?

EXPLAIN: A desert is mostly covered in sand and rocks. **Sand** is made up of very small rocks or shells. Wind and water blow onto the rocks and shells and turn them into sand. It takes a very long time for rocks and shells to become sand.

Many animals and plants in a desert habitat live in the sand. We've played with sand. Today we are going to look closely at some sand so we can learn more about it.

- ASK:**
- What kind of tool should we use to look at something very closely? (magnifying glass)
 - Do you remember when we used a magnifying glass to observe ice cubes?
 - How did the magnifying glass help us to see the ice cubes better? (made them look bigger, could see small holes and cracks)

Exploring Habitats *continued*



ACT: [Give each child a magnifying glass and a small white bowl containing a small amount of sand.]

Encourage children to observe the sand in their bowl with the magnifying glass.]

- What does the sand look like? (small, like rocks, etc.)
- Let's feel the sand. What does the sand feel like? (hard, smooth, etc.)

RECAP: Today we learned that the desert is a habitat that can be very dry. A desert is mostly covered with sand and rocks. We felt sand and looked closely at sand with our magnifying glasses to learn more about it.



Scaffolding Tips

Extra support ■ If appropriate, help children hold the magnifying glass the proper distance from the sand to get a good view.

Enrichment ■ Ask children where we might find sand in a water habitat (on the beach, at the bottom of the ocean, etc.).



Center Activity

Fill the sensory table or a tub with sand. Add small toy desert animals (lizards, snakes, etc.). Provide magnifying glasses for children to use to better observe the sand. If possible, provide different types of sand for children to compare. Examples: play sand, dry mason sand, paver sand.



Family Child Care

If you have access to the Internet, children may be interested in looking at microscopic pictures of sand.



3-5 YEARS

Small Group



Skill and Goal

Phonological awareness
Letter knowledge

Children will change the initial sound (onset) of the word "pig" to make a different word, and will identify the remaining sounds (rime). Children also will identify and name the letter D.



Key Concepts

Review: Beginning sound
Dance



Materials Needed

If You Give a Pig a Pancake
by Laura Numeroff

*2 picture cards as shown

Chart paper

Marker

*Letter D card

Children's name cards

List of children's first names for display to children

*Printables provided

BEGIN: Today we are going to read a book called *If You Give a Pig a Pancake*. The author of the book is Laura Numeroff and the illustrator is Felicia Bond.

[Display book cover.]

- ASK:**
- What do you think our book might be about?
 - Do you think pigs really eat pancakes?

EXPLAIN: Let's think about the title of our book.

[Read title again as you point to each word.]

We can hear the same beginning sound in the words "pig" and "pancake." Remember, we call the first sound we hear in a word the beginning sound.

ASK: What beginning sound do we hear in the words "pig" and "pancake?" (/p/)

EXPLAIN: Let's say the /p/ sound together.

The word "pig" has the "ig" sound at the end of the word. Let's together say the "ig" sound we hear at the end of "p-ig."

ACT: [As you read the book, highlight the beginning /p/ sound and the "-ig" sound each time it occurs. Example: "If you give a p-ig a pancake, she'll want some syrup to go with it."]

EXPLAIN: We heard the word "p-ig" many times when we read our book. I am going to write the word "pig" on our chart paper.

[Write the word "pig" at the top of a chart paper and display picture card of a pig.]

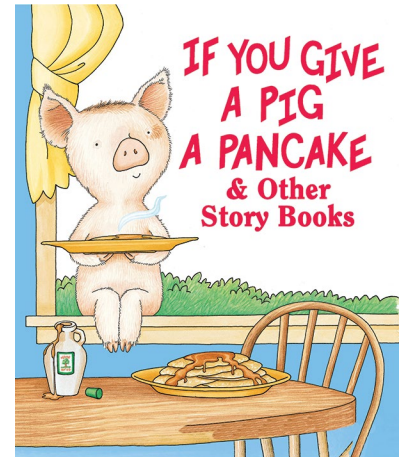
ACT: Let's say together the beginning sound we hear in the word "pig." (/p/)

EXPLAIN: We can make a new word if we begin the word with the /w/ sound instead of the /p/ sound.

Our new word is "w-ig."

Let's together say the word "wig."

[Write the word "wig" on the chart below the word "pig."]





Display picture card of a wig.]

ASK: What letter makes the /w/ sound? (W)

EXPLAIN: The letter W makes the /w/ sound. We made a new word by changing the beginning sound of the word “pig.” We changed the /p/ sound to the /w/ sound at the beginning of the word “pig.” Our new word is “wig.”



ACT: Let’s say the words “pig” and “wig” several times. Please listen carefully to the beginning sound of each word.

[Lead children in saying “pig, wig, pig, wig, pig, wig.” Emphasize the beginning sound each time you say a word.]

[Display picture cards of pig and wig.]

We changed the beginning sound of the word “pig” and ended up with the name of a very different thing. Look at our pictures of a pig and wig.



ASK: What sounds do we hear at the end of the words “p-ig” and “w-ig”? (ig)

EXPLAIN: Pig and wig both have the “ig” sound! Making new words is fun!

Now we are going to learn a different letter of the alphabet.

[Display letter D card.]

ASK: Does anyone know the name of this letter?

ACT: This is the letter D. We can write the letter D in two ways. We can write the letter D like this.

[Demonstrate writing an uppercase D at the top of a chart paper.]

This is an uppercase D.

We can also write the letter D like this.

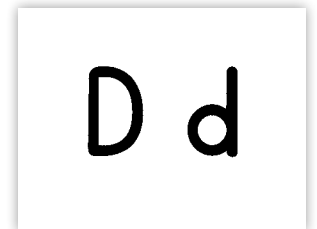
[Demonstrate writing a lowercase d at the top of a chart paper.]

This is a lowercase d.

We are learning different ways to use our body to dance. Last week we created dance movements by moving our arms and legs.

The word “dance” begins with the letter d. I will write the word “dance” on our chart. I am going to write “dance” with a lowercase (small letter) d.

[Say each letter as you write the word. Emphasize d.]





Let's all say the word "dance."

[Invite a volunteer child to point to the letter d in the word "dance."]

Let's look at the very first letter of our name. Pop up if you have the letter D at the beginning of your name. Remember, names begin with an uppercase (big) letter.

[Encourage children to look at their name cards. Say the first names of children who have a D at the beginning of their name. If there are children whose name begins with the letter D who do not stand, point to the letter D on their name card. Compare the letter D in their name as you hold the letter D card next to their name card.]

If no one in the group has a first name beginning with the letter D, say "No one popped up because no one has a name that starts with the letter D." Encourage children to look at the list of children's first names. Point to some first letters of names. Explain that no one's name begins with the letter D.

If a child indicates there is a letter D in his/her name but not at the beginning of the name, fully recognize the name and invite the child to pop up. Day 4 gives attention to the letter d that appears somewhere else in a child's name.]

RECAP: Today we read the book *If You Give a Pig a Pancake*. How did we change the word "pig" to the word "wig"? (changed the beginning sound to /w/) We made a new word by changing the beginning sound. Pig and wig are very different things. The words "pig" and "wig" have different beginning sounds. But the words "pig" and "wig" have the same remaining sounds. What sounds do we hear at the end of the words "pig" and "wig" (ig).

We also learned about the letter D. What word begins with the letter d? (dance)



Scaffolding Tips

Extra support ■ Point to the letters "ig" on the picture cards of a pig and wig to help illustrate that both words end with "ig." ■ Children may benefit from a review of the meaning of the word "wig." A wig is a covering for the head made of real or fake hair.

Enrichment ■ Encourage children to think of "silly" words that can be made by substituting the letter P in the word "pig" with a different letter. (hig, sig, mig, tig, etc.)

WEEK

27

DAY

2

Understanding Letters *continued*



Language/
Literacy



Center Activity

Provide the book used in today's activity, and *picture card of a wig. Encourage children to replace the word "pig" with the word "wig" as they retell the story. Example: "If you give a wig a pancake, she'll want some syrup to go with it."

*Printables provided



Family Child Care

Invite school-age children to read to younger children the book used in today's activity. Encourage children to substitute the word "pig" with "silly" words that have the "ig" sound as they read the book.

The beginning sound activity is described in the following source: 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.

WEEK
27

DAY
2

Counting Things



3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will strengthen their understanding that a group of items can be split into two parts that together contain the number of items in the original group.



Key Concepts

New: Whole

Review: Part
Split



Materials Needed

4 identical blocks

2 hula-hoops

Music

Music player

BEGIN: Yesterday we split a group of items into two smaller parts. Remember, a part is a piece of something, but not all of it. Who would like to show us how to split a group of four blocks into two groups?

[Describe how the volunteer child split the group of four blocks. Point out that the two parts still have four blocks when counted all together.]

EXPLAIN: Today we are going to play a game with hula-hoops. We will practice splitting a group of children into two parts during our game. Remember, when we split something, we divide it into smaller parts.

[Lay two hula-hoops on the floor.]

We will need a group of four children to play the first round of the game.

ACT: *[Invite a group of four volunteer children to stand next to the hula-hoops. Encourage the remaining children to remain seated on the floor.]*

Let's count the number of children in our group before we begin the game.

[Encourage all children to count together the group of four children as you gently tap each on the shoulder.]

ASK: How many children are in our group? (four)

EXPLAIN: We have four children in our whole group. A **whole** group contains all of something. Our whole group contains all of the children.

Now we will play some music. The group of four children will dance around the hula-hoops when the music is played. Each child in the group of four needs to stand in one of the hula-hoops when the music stops. You can stand in either hula-hoop. Let's try it.

ACT: *[Play music and invite the group of four children to dance around the hula-hoops. Turn off the music and encourage the group of children to split themselves between the two hula-hoops.]*

Our whole group of four children is split into two smaller parts. Each hula-hoop is one part of our whole group.

- How many children are in the first hula-hoop?
- How many children are in the second hula-hoop?
- Are the two parts equal?

Let's count the number of children we have all together.

[Encourage children to count as you gently tap each of the four on the shoulder.]

How many children do we have all together? (four) We still have four children!

Now we will try the game again with a different number of children.

[Choose a group of five volunteer children for the second round. Follow the procedure above as children play the game a second time.]

RECAP: Today we used hula-hoops to practice splitting a group of children into two parts. What did we do each time our whole group of children split themselves into two parts? (counted each part, counted both parts together)



Scaffolding Tips

Extra support ■ If children need additional experience in counting a group of children, invite them to lightly tap children on the shoulder as each group is counted. ■ If children have difficulty counting on from one part to the second part, model counting on. Example: "When we count the two parts together we count 1, 2, 3, 4."

Enrichment ■ If the group of four children splits into a part of one and a part of three, ask how many children would need to be in the smaller part so it is equal to the other part.

123 Center Activity

Provide a group of up to 10 manipulatives. Ask children to share the manipulatives by splitting the group into two smaller parts.



Family Child Care

School-age children may enjoy taking turns playing the music for the game.

WEEK
27

DAY
2

Focusing & Remembering



3-5 YEARS

Large Group



Skill and Goal

Executive function

Children will understand how to focus to identify a sound. Children also will strengthen their understanding of taking turns.



Key Concepts

Review: Focus



Materials Needed

Audio recording (see Be Prepared)
General Sound Effects CD (see Be Prepared)
Music player

Be Prepared: Before the activity, use an audio recorder to record sounds from around your home, classroom, or playground. Examples: toilet flushing, dog barking, person laughing, washing machine. Record at least the same number of sounds as you have children in your classroom. If you are unable to record sounds from around your home, classroom, or playground, you may wish to use the *General Sound Effects* CD used in Language/Literacy Week 1, Day 1.

If time permits, offer *Mystery Bag* from Week 27, Day 1 as a second game. If the game described below is too challenging for a majority of children, stop at an appropriate place and offer *Mystery Bag* from Week 27, Day 1. The game for today may be less challenging when offered again at a later point.

BEGIN: Today we will play a game we've played before called *Listening Bingo*. The game will help us practice how to focus and to take turns. What does it mean to focus? (to concentrate on something)

ASK: What part of our body will we use for this game? (ears)

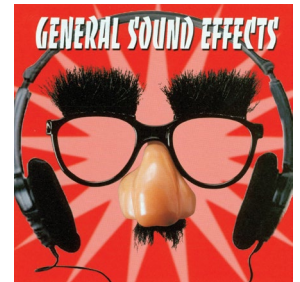
EXPLAIN: I have recorded some sounds. We will listen very carefully to each of the sounds I've recorded. We will try to figure out what each sound is.

ACT: [Play the audio recording, pausing after each sound while children take turns trying to figure out the source of the sound. Be sure to remind children to sit quietly and raise their hand if they think they know the sound. Each child gets one chance to try to figure out a sound. Ask questions that include cues to help children think carefully about each sound. Examples:

- In what room of a house might you hear this sound?
- Have you ever heard this sound at our center?
- Is this a sound you might hear when we play outside?

Continue until each child has had a chance to guess a sound.]

RECAP: Today we played a game called *Listening Bingo*. The game helped us practice how to focus and how to take turns. We focused on each sound in order to figure out what it was. Were any of the sounds hard to figure out?





Scaffolding Tips

Extra support ■ Children may need reminders about waiting patiently for their turn. Encourage children to concentrate on the sounds while they are waiting. Offer a gentle reminder that each child gets one guess at a time. Putting children in a circle and giving each child a turn in the order of children's placement in the circle may reduce behavior management issues. Some children may wish to "pass." Positively acknowledge each child's guess. Example: "That was a good guess about the sound. Let's see what the next child thinks the sound may be." ■ If children need extra assistance in figuring out an item or sound, give specific hints. Example: "This sound can be heard when we have lunch."

Enrichment ■ Invite several volunteer children to make animal sounds and ask the other children to guess the animal. ■ Invite children to try to figure out different sounds you may have available.



Center Activity

Invite children to make sounds of things they may hear at outside as a continuation of *Listening Bingo*. Encourage other children to figure out what the sounds might be. Example: A child may make a sound like a honking car horn.



Family Child Care

Encourage families to continue playing *Listening Bingo* at home. Suggest families make noises from places children have visited. Examples: zoo, park, airport.

WEEK
27

DAY
2

Exploring Habitats



Science

3-5 YEARS

Large Group



Skill and Goal

Knowledge of habitats

Children will understand how some animals and plants survive in a desert habitat.



Key Concepts

Review: Desert
Survive
Sand



Materials Needed

About Habitats: Deserts by Cathryn Sill



Also Promotes

Language/Literacy

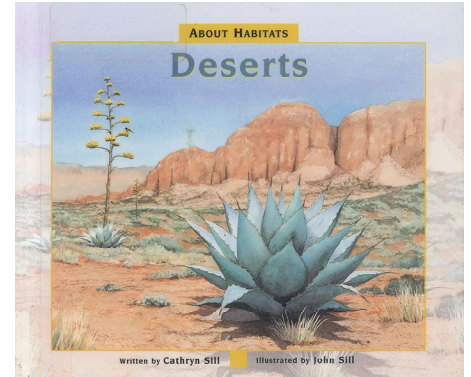
BEGIN: Yesterday we learned that the desert is a very dry habitat where many plants cannot grow. Sand covers the ground of a desert. Today we will read a book to learn more about a desert habitat.

EXPLAIN: [*Display book cover.*]

Our book is called *About Habitats: Deserts*. The author of our book is Cathryn Sill.

ASK: What do we see on the front cover of our book?

ACT: [*Read the book, pausing to describe illustrations, respond to children's questions, and define novel words (see Extra Support tip). After reading the book, display specific pages in the book when asking the following questions:*]



- What are some of the things animals in the desert do to survive? Remember, survive means something can live. (they go a long way to find water, burrow underground or find shade when it is hot, some hunt only at night, some wait until it rains to move around)
- How do plants survive in the desert? (their roots have special ways of gathering and storing water, some can store water in their stems, some are covered with wax to keep the water in their stems and leaves)

RECAP: The desert is a dry habitat with very little rain.

One of the animals in our book today was a fennec fox. We learned that the fennec fox hunts and eats only at night when it is cooler outside.

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

I'm a Little Fennec Fox

(*Sing to the tune of I'm a Little Teapot*)

I'm a little fennec fox,
in the hot desert sand.
I can sleep all day in the hot desert land.
When the stars come out,
and the air cools down,
I hunt for food above the ground.

WEEK

27

DAY

2

Exploring Habitats *continued*



Science



Scaffolding Tips

Extra support ■ Help children learn several words in the book they may not know. Burrow is a hole or tunnel made by an animal in the ground (discussed in Week 28). Moisture means water. ■ In the discussion of animals and plants after the book reading, reread or paraphrase pertinent information in the book, as appropriate. Point to and describe pictures that pertain to the discussion.

Enrichment ■ Invite children to describe some of the characteristics of their favorite desert animal featured in the book.



Center Activity

Provide green play dough, toothpicks, and the book picture of the Fishhook Barrel Cactus. Invite children to create their own cactus.



Family Child Care

School-age children may enjoy learning more about a desert by reading additional information at the end of today's book.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

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



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter D 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 D card.]

What is the name of this letter?

[Point to the uppercase letter D on the letter card.]

Am I pointing to the uppercase or to the lowercase letter D?

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.

WEEK

27

DAY

3

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.”]*

Be Prepared: Today's activity would benefit from the help of another adult.

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will deepen their understanding that a group of items can be split into two parts that together contain the number of items in the original group.



Key Concepts

Review: Whole
Equal



Materials Needed

*Part-part-whole mats—
1 per child

Counters—7 per child

*Printables provided

BEGIN: Yesterday we learned that a whole group of items can be split into parts. When we count the items in the parts together we have the same amount as the original whole group.

EXPLAIN: Today we will use a special mat to split groups of items.

[Give each child a part-part-whole mat.]

We can use these mats to split a whole group of items into two parts.

[Point to each section of the mat as you describe it.]

The mat has a place for the whole group and sections for the two parts.

Each of us will get six circles (counters). Please place all of your circles in the “whole” section of your mat. The “whole” section is at the bottom of our mat. The “whole” section is the whole group. The whole group includes all of the circles.

ACT: [Give each child six counters. Observe as children place the six counters in the “whole” section of their mat. Help if appropriate.]

Now let's split our whole group of circles into two equal parts. The parts of our mat are at the top of our mat. Remember, equal means the groups are the same.

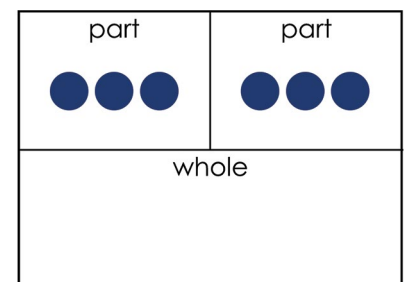
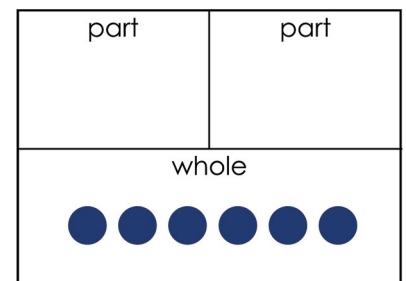
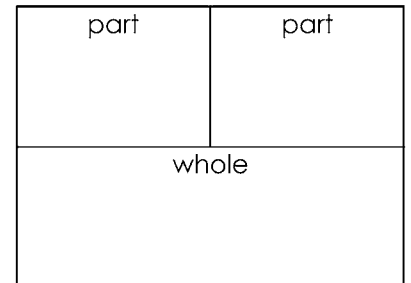
[Encourage children to split the group of six counters into two equal parts. Observe and help, if appropriate.]

How many circles are in each of our two parts? (three)

Let's count our two parts to be sure we still have six circles all together.

[Invite children to count the two parts all together.]

How many circles do we have all together? (six)



Let's move our circles back to the whole section. Then each of us will get one more circle.

[Distribute one counter to each child.]

Each of us will have seven circles in our whole group. Let's count to be sure we have seven.

[Encourage children to count their seven counters.]

Let's split our seven circles into two parts. Let's put three circles in one section of our mat and four circles in the other section. Remember, the parts of our mat are at the top part of the mat.

[Observe children as they split their group of seven counters. Help if appropriate.]

How many circles do we have in our two parts when we count them all together?

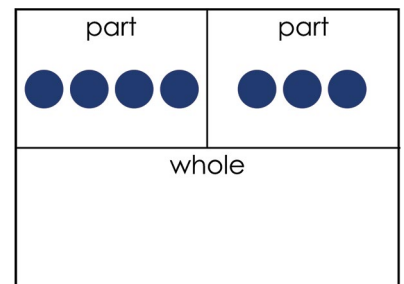
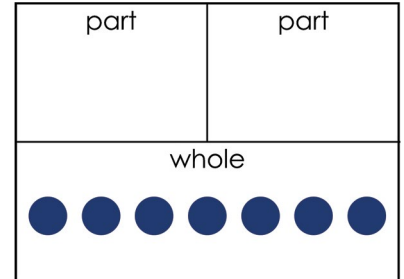
We still have seven!

Let's move all of the circles to the whole section of our mat again. We will have seven circles in the whole section.

Is there another way to split your seven circles into two parts? Try it on your mat.

[Observe children as they split their group of seven counters into two parts. Help as needed. Encourage children to describe how they split their seven counters.]

RECAP: Today we used special mats to split up groups of circles. Sometimes we had equal parts. Sometimes we did not have equal parts. We always had the same number of circles all together.



Scaffolding Tips

Extra support ■ If children are unsure of how to split the whole group of counters on their own, give them suggestions to try. ■ If children have difficulty counting on from one part to the second part, model counting on. Example: "When we count the two parts together we count 1, 2, 3, 4, 5, 6, 7."

Enrichment ■ If children easily split a group of seven, give them two more circles to make a group of nine for splitting.

WEEK

27

DAY

3

Counting Things *continued*

123
Mathematics

123 Center Activity

Supply play dough and *part-part-whole mats. Invite children to use balls of play dough to make a whole group for the bottom section of the mat. Then invite children to think of ways to split their whole group of play dough balls and place the balls in the part sections of the mats.

*Printables provided

Family Child Care

Invite school-age children to split a group of items and describe how the splitting was done. Encourage younger children to count the parts to make sure the sum of the parts equals the whole.

WEEK
27

DAY
3

Understanding Feelings



3-5 YEARS

Small Group



Skill and Goal

Emotion knowledge

Children will describe a situation that might lead to a particular emotion.



Key Concepts

Review: Emotion



Materials Needed

*Feelings cards

Basket

*Printables provided



Optional Reading

Today I Feel Silly & Other Moods That Make My Day
by Jamie Lee Curtis

Be Prepared: Arrange up to 12 children in a circle with the basket of feelings cards in the center. Place the cards face down.

BEGIN: Last week we read a book about things that happened to a boy. He was not able to play outside because it rained, he burped when he drank his chocolate milk real fast, and he went to a favorite playground. Each of the things that happened made the boy feel a different emotion.

EXPLAIN: We have feelings about things that happen and things we think might happen. Today we will look at pictures of faces that show different emotions. We will take turns telling what the person in the picture might be feeling. We also will talk about why the person in the picture might be feeling a certain way.

ACT: [Invite a child to pick a card from the basket and say what the person in the picture is feeling. Ask the child to show the card to others in the circle.]

- Encourage the child to share an idea about why the person in the picture may be feeling (emotion). Example: "Why might someone feel (emotion)?"
- Invite all children to pretend to feel (with their facial expression) the way the person in the picture feels. Example: "Please show us a (emotion) face."
- Ask the child to return the picture card to you. Do not return cards to the basket.
- Provide each child a turn, going in the order in which children are seated.]



RECAP: We took turns looking at pictures of children showing different types of feelings. We talked about why someone might feel each emotion. We also pretended our face was showing an emotion.



Scaffolding Tips

Extra support ■ If a child has difficulty thinking of a situation that could lead to the identified emotion, invite children to share their ideas. ■ A child may wish to take a pass when it is his/her turn. Offer a turn after all other children have had an opportunity to pick and discuss a card. ■ Remind children there are different ways our faces can show the same feeling.

Enrichment ■ If time permits at the end of the picture card discussions, invite children to identify and show (with facial expressions) an emotion not included in the cards. Encourage children to describe why someone might feel the emotion they have identified.



Center Activity

Provide the basket of *feelings cards used in today's activity. Encourage groups of 2–4 children to work with the cards. Invite children to take turns describing a situation that could lead to a particular emotion without saying the emotion. Encourage other children to try to find a card(s) that shows the emotion. If the emotion is not shown on a card, children can show what the emotion might look like using their own face.

*Printables provided



Family Child Care

At the end of the activity (or at another time during the day), invite children to sort the 12 *feelings cards into two groups: feelings that make us feel good inside and feelings that make us feel not so good inside.

*Printables provided

WEEK

27

DAY

3

Exploring Habitats



Science

3-5 YEARS

Large Group



Skill and Goal

Knowledge of habitats

Children will strengthen their understanding of how some animals survive in a desert habitat.



Key Concepts

Review: Survive



Materials Needed

*4 pictures as shown (1 shown in Enrichment tip)

About Habitats: Deserts by Cathryn Sill (see Extra Support tip)

*Printables provided



Optional Reading

Desert Night Desert Day by Anthony D. Fredericks

BEGIN: Yesterday we learned about how some desert animals survive without food and water for long periods of time. Remember, survive means something can live.

ASK: What is one way a desert animal can survive in the hot sun? (stay underground or in the shade during the day, look for food at night when it is cooler)

EXPLAIN: Let's look at some pictures of desert animals.

[Display each picture, one at a time, as you explain how an animal eats and gets water.]



John Martin



Drew Avery/flickr.com/(CC BY 2.0)

- Snake: What is the first animal? Snakes eat lizards and other small animals in the desert. They drink only a little water and sometimes they don't drink any water.
- Camel: What is the name of this animal? Camels' mouths are tough. Camels are able to eat some desert plants and twigs in the desert. Camels can go for a very long time (months) without drinking water. A camel's humps are filled with fat.
- Fennec fox: Do you remember the name of the next animal? The fennec fox eats insects and small animals in the desert. Fennec foxes can live for years without water!

All of these animals get water from the foods they eat.

- ACT:**
- Let's pretend we are a snake in the desert. Let's move like a snake!
 - Camels can run very fast. Let's run in place like a camel.
 - The fennec fox is fast. Let's run very fast in place like a fennec fox.

RECAP: Animals that live in the desert are able to live for a long time without drinking water. Some desert animals never drink water. Animals that live in the desert have amazing characteristics that help them survive!



Scaffolding Tips

Extra support ■ Display pictures of desert plants included in the book used on Day 2. Explain how a camel's mouth must be tough in order to eat plants with sharp spines.

Enrichment ■ Explain that camels use the fat in their humps as food if they do not find things to eat. Baby camels do not get humps on their backs until they start eating solid food. ■ Ask children to think of foods we eat that give us water. Many of these foods would be "juicy." (fruits, vegetables, etc.) ■ Explain that a scorpion is another animal that lives in the desert. A scorpion has pincers and a poisonous stinger at the end of its tail. Explain that pincers are the front claws of some animals. A poisonous stinger can make other animals very sick.



Center Activity

Supply toy desert animals in the sand table. Encourage children to construct a desert habitat.



Family Child Care

Place a blanket on the floor and invite children to pretend they are a desert animal hiding underground from the desert heat. School-age children may enjoy making a book of desert plants and animals.



3-5 YEARS

Large Group



Skill and Goal

Phonological awareness
Letter knowledge

Children will change the initial sound (onset) of the word “pig” to make different words with the remaining sounds (rime). Children also will understand the name and sound of the letter D.



Key Concepts

Review: Beginning sound



Materials Needed

- If You Give a Pig a Pancake* by Laura Numeroff
- “lg” chart created on Day 2
- *2 picture cards as shown (see Extra Support tip)
- Chart paper
- *Letter D card
- *4 letter D picture cards
- Letter D chart from Day 2
- Children’s letter journals
- Writing tools—1 per child
- List of children’s first names for display to children

*Printables provided

BEGIN: [Display book cover. Pause briefly between the /p/ and /ig/ sounds when you offer the two parts of the word “pig.”]

We have fun reading this book. I am going to say the two parts of one word from the title of our book. Please try to figure out the word. The two parts of the word are “p-ig.” What is the word? (pig)

EXPLAIN: On Day 2 we changed the beginning sound of the word “pig” to make a new word. Our new word was “wig.” We know the words “pig” and “wig” mean different things. We wrote the words “pig” and “wig” on our chart.

[Display chart created on Day 2. Point to and say the words “pig” and “wig.”]

Let’s say the two words on our chart.

- ASK:**
- What beginning sound do we hear in the word “pig”? (/p/)
 - What beginning sound do we hear in the word “wig”? (/w/)
 - What sounds do we hear at the end of the words “pig” and “wig”? (/ig/)

ACT: [Write the three new words on the chart as you introduce them below.]

Let’s make some more words by changing the beginning sound of the word “pig.”

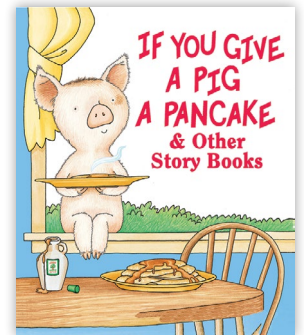
We can try the /b/ sound. What word can we make by using the beginning sound of /b/ instead of the /p/ sound of the word “pig”? (big)

Let’s say the word “big” together.

[Emphasize each of the sounds: b-ig. Invite children to repeat the word several times and to pay attention to its sounds.]

Do the words “pig” and “big” mean the same thing? (no!) We made a totally new word by using the /b/ sound at the beginning of our word.

Now let’s try the /d/ sound. Today we will learn the letter D says /d/. What word can we make by using the beginning sound of /d/ instead of the /p/ sound of the word “pig”? (dig)



Do the words “dig” and “pig” mean the same thing? (no!) We are getting good at making new words by using a different beginning sound of the word “pig”!

EXPLAIN: Let’s learn more about the letter D.

[Display letter D card.]

If a child(ren) whose name begins with the letter D was identified on Day 2, invite the child(ren) to again pop up. Say the first name of the child(ren). Emphasize the sound of the letter D when you say the name.]


 D d

Maybe someone in our group has the letter d somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase d and it will look like this.

[Point to the lowercase d on the letter card.]

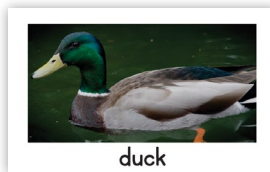
Pop up if you have the letter d somewhere else in your name (not at beginning).

[If a child has the letter d somewhere else in his/her name, point to the name and to the letter d on the list of children’s first names so all children can see the name and the letter d.]

ASK: What is our word that begins with the letter D? (dance)

ACT: The letter D says /d/, just like at the beginning of the word “dance.” /d/, /d/, dance. Let’s say that together: /d/, /d/, dance.

I have two pictures of things that begin with the letter D. I wonder what they could be?



[Hold up one picture card and invite children to identify the animal/item in each picture. After children have an opportunity to guess or say the pictured animal/item, point to and say the word written at the bottom of the card. Example: “This word says dog. The letter d is at the beginning of the word.” Repeat this procedure with a second picture card.]

Let’s think of some other words that begin with the letter D and write them on our chart. Remember, the letter D says /d/, /d/.

[Help children by suggesting other words that begin with d. Examples: disappointed, dinner, disgusted, dairy.]

Invite one or more volunteer children to find the letter d in words on the chart. Children may point to the letter at the top of the chart and then find it in one of the words below.

[Demonstrate and describe how to mark the uppercase letter D on your chart paper.]

We use two lines to make an uppercase D. We begin by making a straight line up and then a curved line.

[Give each child his/her letter journal.]

Now we are going to write the letter D in our letter journal. Please write the uppercase (big) letter D in your journal. Write as much of the letter as you can.

RECAP: Today we made new words by changing the beginning sound of the word “pig.” The new words are on our chart. Let’s say them together. What sounds do we hear at the end of the new words we made? (/ig/)

We also learned that the letter D says /d/, just like at the beginning of the word “dance.” We made the uppercase (big) letter D in our letter journal. Let’s say together the sound the letter D makes (/d/).

Scaffolding Tips

Extra support ■ Children may benefit from a reminder that the first sound we hear in a word is called the beginning sound. ■ When you review the Day 2 chart, use the *pig and wig picture cards if it seems children are unclear about differences between the two words. ■ Use one or both of the remaining picture cards to help children understand and practice the sound of the target letter.

Enrichment ■ Say the book title with one or more of the new words made today (big, dig) instead of the word “pig.” Ask children whether the title makes any sense with the new word. ■ Some children may be interested in your demonstrating and describing how to make a lowercase d. Example: “A lowercase d is made with a curved line and then a straight line down.”



pig



wig

WEEK

27

DAY

4

Understanding Letters *continued*



Language/
Literacy



Center Activity

Provide the book used in today's activity, and *picture card of dig. Encourage children to replace the word "pig" with the word "dig" as they retell the story. Example: "If you give a dig a pancake, she'll want some syrup to go with it."



dig

*Printables provided



Family Child Care

Invite school-age children to draw pictures of silly words made by substituting the beginning sound /p/ in "pig" with a different beginning sound. Invite school-age children to share their silly word pictures with younger children.

The beginning sound activity is described in the following source: 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 strengthen their understanding that a group of items can be split into two parts that together contain the number of items in the original group.



Key Concepts

Review: Split
Whole



Materials Needed

2 hula-hoops

Music

Music player

*Large numeral cards 1–6

*Printables provided

BEGIN: We are learning how to split a whole group of items into two parts.

EXPLAIN: Today we are going to play our hula-hoop game again. We will practice splitting a group of children into two parts during the game. Remember, when we split something, we divide it into smaller parts. This time we will change the game a little by using our number cards.

[Lay two hula-hoops on the floor and display large numeral cards 1–6.]

We will need a group of six children to play the first round of the game.

ACT: *[Invite a group of six volunteer children to stand next to the hula-hoops. Encourage the remaining children to remain seated on the floor.]*

Let's count the number of children in our group before we begin the game.

[Encourage all children to count together the group of six children as you gently tap each on the shoulder.]

EXPLAIN: We have six children in our whole group. We know a whole group contains all of something.

Now we will play some music. The group of six children will dance around the hula-hoops when the music is played. Each child in the group of six needs to stand in one of the hula-hoops when the music stops. You can stand in either hula-hoop. Let's try it.

ACT: *[Play music and invite the group of six children to dance around the hula-hoops. Turn off the music and encourage the group of children to split themselves between the two hula-hoops.]*

Our whole group of six children is split into two smaller parts. This time when we count the number of children in each part, we will find the number card that matches the number of children in the part.

- How many children are in the first hula-hoop?
- Who would like to find the number card that matches the number of children in the first hula-hoop?

[Invite a volunteer child who is in the first hula-hoop to find the matching numeral card and hold it up as he/she stands in the first hula-hoop.]

How many children are in the second hula-hoop?

[Invite a volunteer child who is in the second hula-hoop to find the matching numeral card and hold it up as he/she stands in the second hula-hoop.]

We have ___ children in one hula-hoop, and ___ children in another hula-hoop.

How many children do we have all together?

[Encourage children to count both groups of children all together as you gently tap each of the six on the shoulder.]

We still have six children! Who would like to find the number card that matches the number of children all together?

[Invite a volunteer child, who is sitting on the floor, to find the matching numeral card and hold it up in front of both groups of children.]

Now we will try the game again with a different number of children.

[Choose a group of seven volunteer children for the second round. Follow the above procedure.]

RECAP: Today we played a game with hula-hoops again. We used the hula-hoops to practice splitting a group of children into two parts. We also used our number cards to show the number of children in each hula-hoop and the number of children all together.



Scaffolding Tips

Extra support ■ If children need additional experience in counting a group of children, invite them to lightly tap children on the shoulder as each group is counted. ■ As children match their groups with the corresponding numeral, describe the numeral if they are unsure of what it looks like. ■ If children have difficulty counting on from one part to the second part, model counting on. Example: "When we count the two parts together we count 1, 2, 3, 4, 5, 6, 7."

Enrichment ■ Invite children to split the numeral four into two smaller numerals that, when counted together, equal the numeral four.

123 Center Activity

Provide hula-hoops and *large numeral cards used in today's activity. Invite children to split themselves into two groups. Encourage children to choose the numeral card that represents the number of children in each part and the number of children in the whole group.

*Printables provided

WEEK
27

DAY
4

Counting Things *continued*



Family Child Care

Practice splitting whole groups of items throughout the day. Invite children to split a group of toys, blocks, or other items into two parts.

Exploring Where We Live



Social Studies

3-5 YEARS

Large Group



Skill and Goal

Knowledge of social environments

Children will understand the concept of news and the many ways people can get news.



Key Concepts

New: Newspaper
News
Article



Materials Needed

Newspaper



Optional Reading

Read portions of the "comics" section of a newspaper to children

Be Prepared: If your classroom has Internet access, pull up a news website or news article for children to see as a source of news. A news source that is specific to your community may be of special interest to children.

BEGIN: *[Begin the activity by sitting and reading a newspaper, preferably from your community.]*

- ASK:**
- What I am doing? (reading, looking at a newspaper)
 - Why do people read a newspaper? (to learn about things)

EXPLAIN: A **newspaper** gives us something called news. **News** is information about things that have happened and will happen in our community, our country, or other places in the world. It is important to know what is happening in our community and world.

A newspaper is one way we can get news. Magazines, television, radio, and the Internet are other ways to get news. We can use the Internet to get news on a computer, a tablet, or a cell phone.

ASK: Have you ever watched the news on television or a computer with an adult in your family? What was it like?

EXPLAIN: I am going to read a news article from this newspaper. An **article** gives us information about one thing that has happened or will happen.

[Explain to children how articles are organized or placed in the newspaper.]

Choose a short, simple article that is easy for young children to understand and would pertain to children's interests. The article can be about something in your community or the world. Children may be interested in sports or something happening at your library or a weather-related article. Read the article, stopping to discuss information learned.]

ASK: Let's think about the article we just read.

- What was our article about?
- What did the article tell us?
- How could the information in the article be important for someone to know?

RECAP: Today we learned there are many ways people can get the news. The news is information about things that have happened or will happen in our community, our country, or other places in the world. We also looked at a newspaper and listened to an article about _____.



Scaffolding Tips

Extra support ■ Newspapers may be unfamiliar to some children. Provide opportunities for children to touch and open a newspaper.

Enrichment ■ Explain that news sources also may offer more than news. Show and describe comics, cartoons, and advertisements in a newspaper.



Center Activity

Supply several types of newspapers and news magazines. Encourage children to browse through them.



Family Child Care

If possible, take children to a local store or gas station. Show them the newspapers for sale and discuss what the newspapers contain. (local, world, homes for sale, vehicles for sale, etc.)

WEEK
27

DAY
4

Staying Healthy and Safe



3-5 YEARS

Large Group



Skill and Goal

Good health practices

Children will understand ways to stay safe when riding in cars or trucks.



Key Concepts

New: Protect

Review: Rule



Materials Needed

*4 pictures as shown

*Printables provided

Looking Ahead: The activities in Week 29 require obstacles, like small plastic traffic cones or two liter plastic bottles. If cones are not available, begin collecting two-liter plastic bottles for this activity. You will need 20 of them.

BEGIN: We are learning different ways to keep safe. Today we will talk about staying safe when we ride from one place to another place.

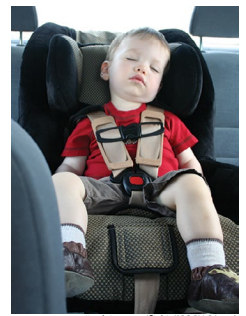
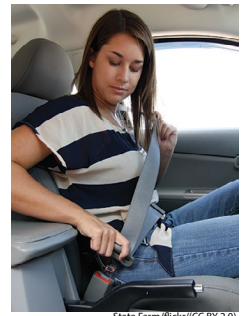
ASK: How did you get to our center today? (car, van, truck)

EXPLAIN: Most of us came to our center in some sort of car or truck. Most of us ride in cars or trucks almost every day. It is important to protect ourselves when we are riding in cars or trucks. **Protect** means we keep something safe from harm. There are rules we should follow to keep everyone safe in cars. Remember, a rule keeps us safe.

Let's look at some pictures and talk about ways to stay safe when we ride in a car or truck.

ACT: [Display the pictures described below and use the suggested text to share information and engage children in discussion:

- *Adult using seat belt: What is the person in this picture doing? (putting on seat belt) Seat belts keep our bodies from moving and getting hurt if the car or truck has to stop suddenly or gets in an accident. Should everyone wear a seat belt? (yes!)*
- *Child sitting in back seat: Young children should sit in a back seat. There is a lot of glass and usually airbags in a front seat. Airbags come out if the car or truck hits something. The airbags can protect a grownup but airbags could hurt a child in a front seat. The glass could break into pieces and cause harm.*
- *Child in car/booster seat: Young children are not big enough for regular seat belts. Car seats and booster seats hold children's bodies safely in a car. Does the car seat in this picture look like the car seat you sit in? How is your seat different (or the same)?*
- *Children engaged in activities: What are the children in this picture doing? The person driving the car or truck needs to concentrate*





on driving. The children in our picture are doing quiet things. What are some things the driver might do if people in the car make a lot of noise or move around? (look at the people making noise or moving around, take eyes off the road and other traffic, not hear or see other cars and trucks)]

RECAP: Today we talked about important rules for staying safe in cars or trucks. Why should an adult fasten our seat belt or make sure our seat belt is fastened?



Scaffolding Tips

Extra support ■ Point to items discussed in the pictures. ■ Invite children to describe quiet things they do when riding in a car or truck.

Enrichment ■ Encourage children to share any other rules they may have at home about riding in a car or truck. (Some families may not allow food in a car, require feet to stay off the backs of the seats, etc.). Ask children how these rules help keep them safe.



Center Activity

In the housekeeping center add props to encourage children to pretend to take a car trip. Place maps, old GPSs, chairs in a car configuration, play car seats for baby dolls, etc. Encourage children to use car safety rules.



Family Child Care

Create a car rules poster for parent contributions. Invite parents to write one of their car safety rules for children. Read and discuss the list with children.

WEEK
27

DAY
5

We Understand Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

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



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter D card

Book of your choice for
this week's repeated
reading

Words We Understand
chart from Days 1 and 3

*Printables provided

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

BEGIN: [Display letter D card.]

What is the name of this letter? What sound does the letter D make?

Letter D says /d/, just like in "dance." /d/, /d/, dance. Let's together say /d/, /d/, dance.

D d

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.*

WEEK

27

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 understand there are different ways to split a whole group of items into two parts.



Key Concepts

Review: Part



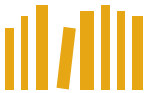
Materials Needed

10 blocks

9 craft sticks

*Large numeral cards 1–9

*Printables provided



Optional Reading

How Many Bugs in a Box?
by David A Carter

BEGIN: We are learning how to split a group of items into two smaller parts.

EXPLAIN: [*Display a group of 10 blocks.*]

Here is a group of blocks. Let's split the group of blocks into two parts. Remember, a part is a piece of something, but not all of it.

ACT: [*Encourage children to think of ways to split the group of blocks into two parts. Invite a volunteer child to try several options. For each option, ask whether the two parts all together contain the number of blocks in the original whole group.*]

Let's use our fingers on both hands to split the number five.

- How can we use our fingers on both hands to make two parts that all together make five?
- What is another way we can use our fingers on both hands to make two parts that contain a total of five?

[*In both of the splitting examples, describe how the two parts contain a total of five. Emphasize the counting of each finger.*]

EXPLAIN: [*Display a group of eight craft sticks.*]

Now let's practice splitting a group of craft sticks.

Let's first find out how many craft sticks are in our whole group.

[*Point to each craft stick as children count in unison.*]

We have eight craft sticks.

ASK: How can we split the group of eight craft sticks into two parts?

[*Try suggestions given by children. The parts do not need to be equal. Point to each craft stick as you count the two parts together to reinforce that they contain eight sticks all together. Try this again with nine craft sticks in the whole group.*]

EXPLAIN: We know how to use our number cards to represent the number of items in each part and the number of items in the whole group.

Let's use our number cards as we split a group of craft sticks again.

[*Display a group of seven craft sticks.*]

Let's first find out how many craft sticks are in our whole group.

[*Point to each craft stick as children count in unison.*]

We have seven craft sticks.

ASK: How can we split the group of seven craft sticks into two parts?

ACT: *[Try suggestion given by children. After the group of seven craft sticks is split into two parts, ask children to count in unison the number of craft sticks in each part. Invite a volunteer child to find the numeral card that matches the number of craft sticks in each part.]*

We have ___ craft sticks in the first part and ___ craft sticks in the second part.

How many craft sticks do we have all together?

[Encourage children to count on as they count both groups of craft sticks all together.]

We still have seven craft sticks! Who would like to find the number card that matches the number of craft sticks all together?

[Invite a volunteer child to find the matching numeral card and hold it up.]

RECAP: We know how to split a whole group into two parts. Do the two parts always have an equal number of items (same number of items in each part)? (no) There are many ways to split groups of items.



Scaffolding Tips

Extra support ■ If children need additional experience in counting a group of items, invite them to point to each item as they help you count each of the smaller parts that make up a whole. ■ If children have difficulty counting on from one part to the second part, model counting on. Example: "When we count the two parts together we count 1, 2, 3, 4, 5, 6, 7, 8, 9."

Enrichment ■ Ask children if there is a way to split an odd number into equal parts. Example: "Can we split five beads into two equal parts? Why not?"

123 Center Activity

Provide craft sticks and *large numeral cards used in today's activity. Invite children to continue splitting a group of craft sticks into two parts. Encourage children to use the large numeral cards to represent the number of craft sticks in each part and the number of craft sticks in the whole group.

*Printables provided

WEEK

27

DAY

5

Counting Things *continued*

123

Mathematics



Family Child Care

Invite children to put their shoes in a pile, and then split the whole group of shoes into two parts. How many ways can they split their group of shoes into two parts? School-age children may enjoy splitting larger groups of items or working with three parts.

Exploring Where We Live



Social
Studies

3-5 YEARS

Large Group



Skill and Goal

Knowledge of social environments

Children will contribute to the development of a news article about their room.



Key Concepts

New: Headline

Review: News Article



Materials Needed

Newspaper used in Day 4

3 pieces of chart paper

Writing tool



Optional Reading

Read a short article in a newspaper that the children might enjoy

Be Prepared: Today's activity involves children working together to put together a classroom news article. You may wish to generate some ideas of things that have happened recently in your classroom before today's session. An example article is included in the activity plan.

BEGIN: We are learning how people can get the news. Remember, news is information about things that have happened and will happen in our community, our country, or other places in the world. Yesterday we looked at a newspaper.

EXPLAIN: Today we are going to write an article about something that has happened in our classroom. Yesterday we looked at an article in the newspaper. We know that an article gives us information about one thing that has happened or will happen.

[Display the newspaper article used on Day 4 and briefly remind children of the topic of the article.]

Let's make a list of some things that have happened in our classroom. Then we can decide which thing we want to write about.

ASK: What are some things that have happened in our classroom that we would like others to know?

ACT: *[List children's ideas on a chart paper. Examples: new child, new staff member, recent field trip, a new game learned, a visitor to the classroom, a recent activity or new center activity.]*

Now we need to decide which idea we want to write about. Which idea do you think would be most interesting to other people?

[Encourage children to discuss the different ideas and, as a group, select one.]

Now we need to think of some things we want to tell about our idea.

[Questions for generating ideas for things to tell include:

- *What happened?*
- *Where did it happen?*
- *Who or what was involved?*

Write children's ideas for things to tell on a second sheet of chart paper. Complete sentences are not necessary. Review each item after possibilities have been discussed.]

We have many ideas about things we can include in our article.



We need to decide how we are going to include our information in the article.

What is the first thing we should write about?

[Encourage children to discuss the item that will come first in the article.]

What should we tell next?

[Continue to discuss the order of the information that will be included.]

Now let's write the article on our third sheet of chart paper.

[Take the lead in writing 3–5 simple, complete sentences. Leave room at the top for a headline. Model your writing of the article by reading the words and sentences as you write. Read the entire article when it is complete, pointing to words as you go along.]

Display and point to the headline of the article you read yesterday.]

An article has a headline. The **headline** tells people what the article is about.

What do you think our headline should say?

[After discussion, write a headline at the top of the third sheet of chart paper.]

RECAP: Today we thought about something that happened in our classroom and wrote an article about it. We talked about what to tell in our article. We put our information into sentences. We also talked about a headline for our article.

[If possible, give each child a copy of the article to share with family members.]

A New Friend on the Playground

This week Ms. Judy's room made a new friend on the playground. Tara and Elliot were playing on the slide. They noticed a furry animal under the bushes. Tara and Elliot looked in the bushes and saw a rabbit! The children hope to see their new friend again.



Scaffolding Tips

Extra support ■ If it is too challenging for children to remain engaged in the discussion of what information could go first and later in the article, simply describe the order as you write the article.

■ Provide several headline options for discussion if children seem uncertain about this part of the activity.

Enrichment ■ Ask children to help with beginning sounds as you write. Example: "The word 'furry' begins with the /f/ sound. What letter makes the /f/ sound?" ■ If available, you may wish to show news that can be found on an Internet news site for children.

WEEK

27

DAY

5

Exploring Where We Live *continued*



Center Activity

Encourage children to draw a picture that can accompany their class news article.



Family Child Care

Create a small newspaper of two or three different articles for your setting. Invite each child to tell something they've done in your setting that would be of interest to others. Use the activity's plan to help children make decisions about topics and understand how an article is put together.

WEEK
27

DAY
5

Staying Healthy and Safe



3-5 YEARS

Large Group



Skill and Goal

Good health practices

Children will understand ways to stay safe when riding a bicycle.



Key Concepts

Review: Protect



Materials Needed

*3 pictures as shown
Bike helmet



Also Promotes

Self-Regulation

*Printables provided



Optional Reading

Everyone Can Learn to Ride a Bicycle by Chris Raschka

BEGIN: Yesterday we talked about ways to stay safe while riding in a car or truck. Today we will talk about how to stay safe when we ride a tricycle or bike.

[Display pictures of a tricycle and a bike.]

- ASK:**
- Do you ever ride one of these?
 - What might happen if we are not safe when we ride a bike? (can fall, get hurt)

EXPLAIN: [Display picture of a helmet.]

Wearing a helmet is one of the best ways we can protect ourselves when we ride a tricycle or bike. We know that protect means we keep something safe from harm.

ASK: What part of our body does a helmet protect? (head)

EXPLAIN: We want to make sure that a bike helmet fits right. Be sure a grown-up helps you put on a helmet or checks to make sure the helmet is a good fit.

ACT: [Invite a volunteer child to put on the bike helmet and help you demonstrate how to wear a helmet. Emphasize the points described below as the volunteer child demonstrates good and bad ways to wear the helmet. Example of bad practice: helmet covers eyes so child needs to lift head to see straight ahead.]

The helmet should fit on our head so our eyes can look straight ahead without tipping up our head. The helmet should not cover part of our eyes.

Straps should always be fastened. Ask an adult to help you. Please look at how the helmet strap forms the letter Y over each ear.

[Point to the strap around a child's ear in the picture and around the ear of the volunteer child helping you demonstrate.]

EXPLAIN: There are other things we should do to stay safe when we ride a tricycle or bike.

We should wear clothes that will not get caught in the wheels of our tricycle or bike. We should wear shoes that cover our toes.



Staying Healthy and Safe *continued*



ASK: What might happen to our toes if we do not wear shoes that cover our toes? (get rubbed or hit as wheel moves around)

EXPLAIN: We should always ride our tricycle or bike where an adult tells us we can ride. We should always look where we are going and listen to what is happening near us. We should always slow down when we get near someone else or a building or post.

ASK: What might happen if we do not look at where we are going? (run the tricycle or bike into someone or something)

RECAP: Today we talked about ways to stay safe when we ride a tricycle or bike. What is the first thing we should do? (put on a helmet and make sure it fits)



Scaffolding Tips

Extra support ■ If tricycles or bikes are used at your center, engage children in a discussion of your center's tricycle/bike safety rules.

Enrichment ■ Encourage children to describe rules their families have about being safe when riding a tricycle or bike. (ride on sidewalk only, wear knee pads, etc.)



Center Activity

Create a tricycle/bike wash station in your outdoor play area. Provide water, sponges, soap, towels, and other pertinent items.



Family Child Care

Invite children to bring their tricycle or bike to your setting. Set up a bicycle course in a protected outdoor space. Point out instances of children following safety rules.