



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)
- Identifying uppercase letters of the alphabet (Days 2, 4)



Mathematics

Working with Shapes

- Describing characteristics of shapes (Days 1–2)
- Identifying shapes (Days 2–3)
- Representing shapes or finding shape cutouts around the classroom (Day 4)
- Identifying classroom items that approximate a basic shape (Day 5)



Self- Regulation

See Physical/Health



Social Studies

Exploring Where We Live

- How walking is a type of transportation (Days 1, 5)
- How some animals can transport people and items (Days 2, 5)
- How multiple types of transportation move items from where they were made to where they will be used (Days 3, 5)
- How multiple types of transportation may be used for a trip (Days 4, 5)



Science

Exploring Earth and Space

- How landfills are used (Day 1)
- How to recycle items (Days 1–3)



Physical/ Health

Moving Our Bodies

- Practicing jumping (Days 4, 5)
- Practicing hopping (Day 5)

Revised: 01/31/2024



3–5 YEARS

Large Group



Skill and Goal

Oral language

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



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

Book of your choice for this week's repeated reading
Chart paper
Marker

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 Curriculum User Guide: 3–5 Years* for additional information. Write the following at the top of the chart paper: Words We Understand.

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

Small Group



Skill and Goal

Geometric and spatial knowledge

Children will strengthen their understanding of basic characteristics of a circle, triangle, and square.

For Option 2



Key Concepts

Review: Circle
Square
Triangle



Materials Needed

*1 large cutout of the following shapes: circle, triangle, square

*Printables provided

Option 1: Offer Week 4, Day 1 to review basic characteristics of circles, triangles, and squares.

Option 2: Engage pairs of children in finding classroom items in the shape of circles, triangles and squares. This option involves children describing characteristics of shapes.

Open the session by displaying and naming cutouts of a circle, triangle, and square. Trace with your finger the outline of each. Lead children in drawing a circle, triangle, and square in the air.

Explain that today we will work with a partner to find an item in our room that is in the shape of a circle, triangle, or square. Each pair will bring the item they find to our large group area. The pair will stand by the item if it cannot be moved.

Provide each child with a partner. Assign equal groups of children to the three shapes. Example: Assign three pairs of children to find an item that is the shape of a circle, three pairs of children to find an item that is the shape of a triangle, and three pairs of children to find an item the shape of a square. Provide a cutout to any pair of children who seem uncertain about the shape they are to search for. After children return with their item to the large group area, encourage each pair to describe its item. Emphasize that a circle is a round shape. It has a curved edge that is not straight. A square is a shape with four equal and straight sides. A triangle is a shape with three straight sides.



3–5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand that walking is a type of transportation.



Key Concepts

New: Yoke

Review: Wheelchair
Map

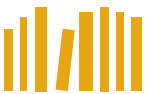


Materials Needed

Neighborhood map (see
Be Prepared)

*3 pictures as shown

*Printables provided



Optional Reading

I Went Walking by Sue
Williams

Be Prepared: Create a simple map of your center's neighborhood on large chart paper. Include places found in your center's neighborhood.

- BEGIN:**
- If we wanted to get to our playground, would we use a ship?
 - If we wanted to get to our center's parking lot, would we use a plane?
 - Would we use a train to go to a park in our community?

[Engage children in a brief discussion of why these kinds of transportation are not appropriate for where we want to go. We want to travel a short distance, our center is not located on water, etc.]

EXPLAIN: There is one kind of transportation we use every day to get from one place to another. We do this in our room when we move from the block center to the art easel. We do this when we move from the housekeeping center to the library center.

ASK: What kind of transportation do you think this might be?

EXPLAIN: We walk. We walk from one place to another place by putting one foot in front of our other foot.

Some people need help moving from place to place.

ASK: How can a person who is not able to walk move from one place to a different place? (wheelchair)

EXPLAIN: We know that a wheelchair helps people who cannot walk or run move from place to place.

Some time ago (Week 15), we made a map of our center's neighborhood. Remember, a map is a picture that shows where things are located. We are going to look again at a map of our center's neighborhood.

[Display and review map. Point first to the location of your center. Name other places on the map. Point out where sidewalks would be found on the map.]

- ASK:**
- Think about going to the store. What could we use to carry the items we bought at the store?
 - How could we carry the items on our back? (backpack)
 - How could we carry the items in front of us or behind us?

EXPLAIN: We could put the items in a cart that we push in front of us. We could put the items in a wagon that we pull behind us.

[Display picture of man pushing a cart and pulling a wagon.]

In many places people walk everywhere. They do not have other kinds of transportation. They carry items in different ways.

In some places, people use a yoke to carry things on their shoulders. A **yoke** is a frame placed around a person's neck to help carry heavy items like water containers.

[Display picture of woman using a yoke.]

In other places, people carry things on their heads while they are walking.

[Display picture of girls carrying items on their heads.]

RECAP: Walking is a kind of transportation. Most of us walk somewhere every day. We walk at our center, and we walk in the neighborhoods where we live. A person who cannot walk uses a wheelchair to move. We can carry things when we are walking by pushing a cart or pulling a wagon behind us. We can carry things on our backs, on our necks, or even on our heads.



Scaffolding Tips

Extra support ■ As children look at the map, help them find places on the map. Use clues, such as “What is next to the ___?” ■ Children may benefit from a review of adaptations that promote mobility introduced in Week 4.

Enrichment ■ As children look at the pictures of a person with the yoke and the person carrying a basket on her head, ask them to think about how they could balance things while walking.



Center Activity

Provide a car mat and cars and trucks in the block center. Encourage children to pretend to drive cars and trucks around the “neighborhood.”



Family Child Care

Take a neighborhood walk. Encourage children to look at the map and decide what place to walk to. If possible, use the map to walk to the place one way, and walk back to your setting a different way.

3-5 YEARS

Large Group



Skill and Goal

Knowledge of earth and space

Children will understand uses of landfills and recycling.



Key Concepts

New: Trash
Garbage
Dumpster
Landfill
Recycle



Materials Needed

Small trash can filled with trash

*2 pictures as shown

Classroom item that can be recycled (see Be Prepared)

Why Should I Recycle? by Jen Green

*Printables provided

Be Prepared: Select a common item from your classroom or center that can be recycled. Examples: plastic bottle, clean, used paper, cardboard. If you select a plastic container, make sure it has a recycle symbol.

BEGIN: [Display a small trash can containing trash.]

- What is in this can? (trash)
- What are some things we put in a trash can? (used tissue, used napkins, things we don't need any more)

EXPLAIN: **Trash** is something we throw away. Another word for trash is **garbage**. Sometimes the trash is moved to a dumpster. A **dumpster** is a big trash container that can be picked up and emptied into a truck.

[Display picture of a dumpster.]

ASK: Have you ever seen a dumpster? Tell us about it.

EXPLAIN: We know that a garbage truck carries away trash. A garbage truck carries away trash after it is put into a trash can or dumpster. The garbage truck takes the trash to a place called a landfill.

ASK: Have you ever seen a landfill? Tell us about it.

EXPLAIN: A **landfill** is a place to dump trash and bury it with soil. Sometimes a landfill is called a dump. Big machines bury the trash under the ground and cover it with soil at a landfill. A new place for trash needs to be found when the landfill is full of trash.

ASK: [Display picture of a landfill.]

- Would you want to live next to a landfill?
- Why (or why not)?

EXPLAIN: Some things that are thrown into a trash can or dumpster can be recycled. When we **recycle**, we make a new item from something or we use the item again. Things that are recycled do not end up in a landfill.

Things that can be recycled are put in a special basket or box that is taken to a recycling center. The recycling center sends things we no longer need to places that make something new from them.

[Point out the recycling bin in your classroom or center (if one exists)]



Duane Storey/flickr/(CC BY-NC-ND 2.0)



Wisconsin Department of Natural Resources/flickr/(CC BY-ND 2.0)



Display and name an item from your classroom/center that can be recycled.]

We are done using this (name of item). We have two choices about what to do with it. One choice is to throw this (name of item) into the trash can and it will be taken to a landfill. Another choice is to put this (name of item) in a bin that will be taken to a recycling center and made into something new.

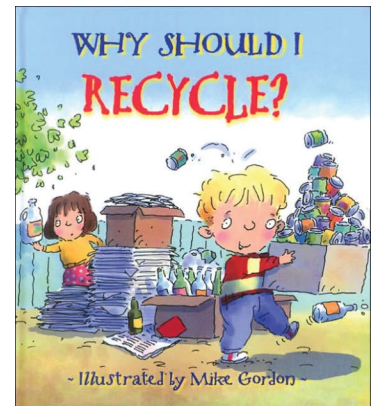
- ASK:**
- What happens to the landfill if we put this (name of item) in a bin of things to be recycled? (nothing, the landfill doesn't get the item)
 - What happens to the landfill if we put this (name of item) in the trash can? (the landfill gets the item; landfill gets one more thing)

EXPLAIN: [*Display book cover.*]

Today we are going to read a book about recycling called *Why Should I Recycle?* The author of the book is Jen Green. The illustrator is Mike Gordon.

ACT: [*Read the book without interruption unless children ask questions or seem confused. At the conclusion of the book, engage children in a discussion of the book's information with questions, such as the following:*]

- What kinds of things can be recycled? (glass, paper, plastic, metal)
- What kinds of things can be made by recycling used things? (bikes, scooters, books, clothes, etc.)
- Where does trash go when it is thrown away? (landfill/dump)



RECAP: Today we learned that trash is taken to a landfill. What happens to trash at a landfill? (it is buried in the soil) Many things we throw away can be used to make something new or can be used again. We call this recycling.



Scaffolding Tips

Extra support ■ Display and describe an example of a recycled item, such as an egg carton. Emphasize that when some items are recycled, they can be made into something completely new.

Enrichment ■ Ask children why they think it is important for things we recycle to be clean. Example: "We have an empty plastic milk bottle. Why should we rinse the bottle before we put it in a recycling bin?" ■ Invite children to describe what they see in the picture of a landfill.

WEEK

43

DAY

1

Exploring Earth and Space *continued*



Science



Center Activity

Supply paper and drawing tools. Encourage children to draw a picture of a trash-related item, such as a trash can or garbage truck.



Family Child Care

If your family recycles, point out your recycling bins and the kinds of things you put in them. If you do not recycle, try it for a week. Point out how many things are being recycled rather than going to a landfill.



3-5 YEARS

One-to-One



Skill and Goal

Letter knowledge

Children will identify uppercase letters of the alphabet. Children also will say the sound of a letter they correctly name.



Key Concepts

Review: Letter



Materials Needed

- *Uppercase letter chart
- *Letter knowledge record form
- Pencil
- *Printables provided

Revised: 1/31/2024

Be Prepared: Below are procedures for an individualized assessment of children's progress in learning letter names and sounds. The assessment's focus on uppercase letters is an efficient use of time. Children's knowledge of uppercase letters is highly related to their understanding of lowercase letters. The main purpose of the assessment is to determine follow-up learning opportunities for promoting each child's letter knowledge.

Begin the one-to-one assessments with half of the children in your class today (Week 43, Day 2), and continue assessments with the other half of the children in your class on Day 4 of this week. Invite a child to join you at a table in an area of the room with few or no distractions. The brief assessment session should occur during center time or some other period when children are not engaged in a small or large group activity.

Use the provided uppercase letter chart. Laminate the chart for repeated use, if possible, or print several copies so each child works with a clean chart (no scribbles or other types of marks).

Use the provided form for recording each child's responses. Use one form for each child. The form has uppercase letters in the same order as the chart used by each child, plus a space next to each letter for you to record the child's letter name response. Examples: If a child points to T and says T, write the letter T on the child's record form. If a child points to F and says T, write the letter T on the child's record form. If a child says "I don't know," put DK next to the letter on the record form.

If a child says the wrong letter name but then corrects him/herself without your help, this should be counted as correct. Enter both letters on the record form.

The assessment also asks the child what sound a letter makes. Invite the child to say the sound of a letter the child correctly names. Do not ask the child to say the sound of a letter the child does not know. If the child says a correct letter sound, put an asterisk by the letter on the assessment record form.

If the child says a correct letter sound instead of a letter name when pointing to a letter, repeat the letter sound made by the child and ask: "What letter makes the ____ sound?" Put an asterisk (*) by the letter on the record form for the correct letter sound. Record the child's letter name response; enter DK if the child does not know.

Do not provide any hints or clues of letter names or sounds. Do not say whether a child's response is right or wrong. As the child works with the letter chart, say "thank you" or "I know you are working hard" if it appears a child would appreciate some acknowledgment of his/her efforts.

BEGIN: We are learning a lot about letters. We know that a letter is a special mark used to make words. Today let's see how many letters you know.

EXPLAIN: [Display uppercase letter chart.]

Here are some letters of the alphabet. Please point to each letter and tell me its name. If you don't know the name of the letter, you can say, "I don't know." Point to a letter that you know and tell me the name of the letter.

A	O	S	B
E	C	D	X
P	K	T	G
N	F	L	R
Z	U	Y	J
H	V	Q	M
W	I		



ACT: [Encourage the child to point to a letter he/she knows and tell you the name of the letter.

If the child says the correct name of the letter, immediately ask: "What sound does the letter _____ make?"

If the child says the correct letter sound instead of a letter name when pointing to a letter, repeat the correct sound made by the child and ask: "What letter makes the _____ sound?"

Record the child's responses as described in **Be Prepared**.

- *If the child seems distracted by all the letters on the page, use a sheet of paper to cover some rows of letters. Leave visible as many rows of letters as you anticipate the child will find manageable. Gradually move the sheet of paper so the child has an opportunity to look at all letters.*
- *If the child does not point to any letters, ask the child which letter he/she wants to point to first.*
- *If the child still does not point to a letter, point to a letter in the child's name and invite the child to tell you the name of the letter.*
- *If a child seems distracted or loses interest in the assessment activity, bring your session with the child to a close and offer another opportunity at a different time or day to continue to look at letters. Example: "We are learning about a lot of different letters. Let's take a break now and look at our letters again on another day. Okay?"*

RECAP: Today you said the names and sounds of letters that you know. Thank you for working hard with me.

DETERMINING A CHILD'S LEVEL OF UNDERSTANDING

After the assessment, count the number of letter names and letter sounds correctly identified by the child. You may wish to circle correct responses for ease in counting.

Letter Names

Got It: The child correctly named 18 or more uppercase letters.

Getting It: The child correctly named 1–17 uppercase letters.

Not Yet: The child correctly named 0 letters.



Letter Sounds

Got It: The child said a correct letter sound for each letter name the child correctly identified.

Getting It: The child said a correct letter sound for 1 or more (but not all) letter names the child correctly identified.

Not Yet: The child did not say any correct letter sounds.

FOLLOW-UP LEARNING SUPPORTS

The daily plans for the Language/Literacy domain include a review of all letters beginning in Week 47. Below are suggestions of additional learning options to pursue with children.

Reinforce

The following activities are designed to support children who correctly named 18 or more letters and sounds (Assessment = Got It). The activities are also appropriate for children who correctly named 1–17 letters and sounds (Assessment = Getting It).

- Invite children to go on a hunt to find specific letters on signs or posters in the classroom. Encourage children to say the sound of each letter they find.
- Encourage children's use of writing tools during free play. Examples: journals, sand trays (with letters to trace), whiteboards.
- Invite children to help write a Morning Message or Words We Understand in a repeated book reading session (Days 1, 3, 5).
- Prepare for one-to-one work with a child by reviewing the form used to record the child's letter knowledge and securing a chart of uppercase letters that you can put marks on. One at a time, say the names of letters the child correctly identified during the assessment and invite the child to point to each letter on a chart of uppercase letters. When the child points to the letter, ask what sound the letter makes. Circle the letters the child correctly names, and then ask the child if there are any other letters on the chart that he/she knows. Also, if there is a letter(s) the child initially identified incorrectly, but then correctly identified, invite the child to identify both the "incorrect" and "correct" letters on a chart of uppercase letters. Example: if a child initially said F for the letter T and then corrected him/herself without your help during the assessment, invite the child to identify letters F and T on an uppercase letter chart during a follow-up session.
- Use large letter cards in transition activities. What letter is this? What sound does it make?
- In a small group, invite children to stand or wave their hands when they hear the sound of a letter in their name. Clearly say sounds of the first letter or a prominent letter in the first names of children in your group. Encourage all children in your group to say the letter sound and name after a child(ren) has identified the sound as part of his/her name.



- Put a small collection of plastic letters on a table for a small group of children to identify and sort. Invite each child to pick up a letter, say its name and sound, and put it in one of several cups. One cup could be used for letters with straight lines, another cup for letters with curves, and a third cup for letters that have both curves and straight lines. Encourage children to use their finger to “trace” the shape of a letter. If available, use magnetic letters and a magnetic wand. You may wish to bury letters in the sand table for children to find.
- Encourage family members to support children’s letter learning at home. Suggest that parents talk with their child about the letters and sounds in the child’s name and invite their child to point to letters named by the parent. Names of other family members or pets also may be used for talking about and pointing to letters. It is also helpful for a family member to work with a child in writing some or all letters in the child’s name.
- Use the Week 12, Day 2; Week 19, Day 2; Week 26, Day 2; Week 32, Day 2; Week 36, Day 2; and Week 42, Day 2 plans to invite children to match letter cards with their letter mats.
- Provide children with tactile materials (pipe cleaners, glue, and sand) and printed forms of letters. Encourage children to use the tactile materials to form letters, using the printed form of the letter as a model.

Reintroduce

The following activities are designed for children who did not name any letters and their sounds correctly (Assessments = Not Yet).

- Use the child’s name card to review letters in the child’s name. Say a letter in the child’s name and invite the child to point to the letter named. Repeat the letter’s name and say the letter’s sound when the child points to the letter you name. Also, if name cards are used during the day (example: placed at a center occupied by a child), invite the child to point to a different letter in his/her name that you say.
- Say a letter’s sound when you point to and say a letter’s name during shared book reading, writing a message with children, and supporting children in writing part or all of their first name.
- Invite families to provide clean paper or cardboard items that have print, such as empty cereal boxes and juice containers. Invite children to use a marker to circle letters in their name or letters they know. Support children in saying the name and sound of each letter they circle.
- Repeat Week 6, Day 2 to help children understand that letters make up words and uppercase and lowercase letters can be used in words.
- Use the song “B-I-N-G-O,” from Week 6, Day 4. Invite one or more children to find the letter that you say as you begin singing the song. Encourage children to find the letter you say as you move through the letters in the song.



- For one-to-one work with a child, use a chart with a list of children's names. Begin by asking the child to find his/her name. Next ask the child to find another name that starts with the first letter of the child's name. Then ask the child to find a name that starts with a different letter that you say. If the child cannot find a name that starts with the letter, describe how the letter looks. If the child still cannot find a name that starts with the letter, narrow the choices to two names that you point to. If the child still cannot find the name, point to the letter that you named and describe the letter.

SAMPLES OF PORTFOLIO ENTRIES

Got It

Children are learning the names of letters and sounds that letters make. Recently I assessed Koae's progress in naming uppercase letters and letter sounds. Koae correctly named 18 letters and their sounds. The ability to identify 18 uppercase letters is an optimal benchmark for the end of preschool. We will offer follow-up learning opportunities to support Koae's knowledge of letter names and letter sounds.

Getting It

Children are learning the names of the letters and sounds that letters make. Recently I assessed Ariel's progress in naming uppercase letters and letter sounds. Ariel focused on each letter. He named five letters correctly and four letter sounds correctly. The ability to identify 18 uppercase letters is an optimal benchmark for the end of preschool. We will offer follow-up learning opportunities to support Ariel's knowledge of letter names and letter sounds.

Not Yet

Children are learning the names of the letters and sounds that letters make. Recently I assessed Ana's progress in naming uppercase letters and letter sounds. Ana listened carefully to the directions for the assessment and pointed to an "A" and said, "That letter is in my name." She did not correctly name any letters. We will offer follow-up learning opportunities to support Ana's knowledge of letter names and letter sounds.

3–5 YEARS

Small Group



Skill and Goal

Geometric and spatial knowledge

Children will strengthen their understanding of basic characteristics of a circle, triangle, square, and rectangle.

For Option 2



Key Concepts

New: Octagon

Review: Circle
Square
Triangle
Rectangle
Corner



Materials Needed

*Small cutouts of the following 5 shapes: circle, square, triangle, rectangle, octagon—1 each per child

*Printables provided

Option 1: Offer Week 5, Day 4 to review basic characteristics of a circle, square, triangle, and rectangle.

Option 2: Engage children in playing *Shapes Simon Says* by describing a shape, including an octagon, and inviting children to do a specific action with the shape.

Invite children to play *Shapes Simon Says*. Explain that Simon will describe a shape instead of saying the name of a shape in this game. Simon will tell us what to do with the shape. Example: “Simon says to pick up the shape that is round and place it on your head.”

Explain that our game includes a shape we may not know. Display the cutout of an **octagon** and describe its characteristics: eight straight sides and eight corners. Trace its outline. Then say its name and ask children to repeat the name with you, emphasizing its syllables (oct-a-gon).

Give each child a set of five shape cutouts. Invite children to place the shapes in front of them.

Play *Shape Simon Says* by describing (not naming) a shape and requesting children to do a specific action with the shape. Demonstrate the action with the shape if children seem uncertain. You may wish to ask a volunteer child to suggest an action with a shape that you first describe.

The following shape descriptions have been introduced to children:

- a round shape; it has a curved edge that is not straight (circle)
- four equal and straight sides (square)
- three straight sides (triangle)
- four straight sides and four corners (rectangle)
- eight straight sides and eight corners (octagon)

It may be helpful to remind children that a corner is where two sides come together. Encourage children to trace the outline of shapes that seem challenging to identify without hearing a name.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand how animals can provide transportation.



Key Concepts

New: Pack animals
Load



Materials Needed

*6 pictures as shown

*Printables provided

BEGIN: [Display picture of a hayride.]

- What do you notice in this picture? (horse, wagon, people)
- Have any of you been on a wagon pulled by a horse?



Jeff Pyle/flickr/(CC BY-NC-ND 2.0)

This picture shows a form of transportation. An animal is helping people get from one place to another.

EXPLAIN: All over the world animals transport people and items from one place to another. People use different types of animals depending on where they are and what job they have to do. Some people use animals to travel long distances. Some people use animals to carry heavy things. Animals that carry or pull heavy loads are called **pack animals**. A **load** is something that is carried at one time.

I want to show you some pictures of different types of animals transporting people and items. Let's try to identify the name of the animal that is carrying the people or cargo.

[Display pictures one at a time and ask questions, such as the following, about each picture:]



South African Tourism/flickr/(CC BY 2.0)

- ASK:**
- What type of animal do you think is in this picture? (horse, donkey, camel, llama)
 - Is the animal carrying a person, items, or both?
 - What clues in the picture tell us where the people are? (in a forest, in a desert, in the mountains, etc.)
 - Why do you think people might use animals for transportation?



[Invite children to share their thoughts. Include the following information in your discussion as appropriate:]

- EXPLAIN:**
- **Difficult habitat:** Some places are difficult for transportation. Some places are rocky or sandy. Other places have hills or mountains. Automobiles, trucks, bikes, and other types of transportation cannot go in places that are difficult for transportation. Donkeys and llamas can walk in rocky areas. Camels have special feet that allow them to walk on sand without sinking.
 - **Heavy load:** Pack animals can transport a heavy load of items that a person would not be able to carry.
 - **Long distance:** People cannot walk and carry heavy items for a long distance. A pack animal can carry a person or items for a long distance. Horses and camels are good animals for traveling long distances. In a hot and dry place, such as a desert, camels can go a long time without water.
 - **Fun:** Sometimes animals carry people for fun. The picture of horses pulling a wagon of people shows children and adults having fun. Some people may also ride a horse through hills or mountains for fun.

RECAP: Today we learned that animals can be used to transport people and items. An animal that carries people or items is called a pack animal. Horses, donkeys, llamas, and camels can serve as pack animals by carrying people or heavy loads or both. A pack animal is used when another form of transportation is not available or cannot be used because the habitat is difficult for transportation. Hills, mountains, and rocky or sandy areas are examples of habitats that are difficult for transportation.



Scaffolding Tips

Extra support ■ To help children focus on specific features of each picture, ask questions such as: “What do you see on the animal’s back?” “Is there a person on the animal?” ■ If children’s interest or time is limited, display and discuss several pictures that would have the greatest appeal to children in your group.

Enrichment ■ Invite children to think of some of the things that the pack animals might be able to carry.



Center Activity

In the block center, provide toy animal figures that might be used for transportation. Encourage children’s use of the animals for transportation.

WEEK

43

Exploring Where We Live *continued*



Social
Studies

DAY

2



Family Child Care

Invite children to recall places where they might have seen animals shown in the pictures. Examples: on a farm, at the zoo, at the circus, in a movie, on TV. If possible, take a trip to a zoo or a petting farm. Encourage children to look for pack animals.



3-5 YEARS

Large Group



Skill and Goal

Knowledge of earth and space

Children will deepen their understanding of recycling.



Key Concepts

Review: Recycle



Materials Needed

Box with recyclable items (see Be Prepared)

*4 bins with labeled pictures (see Be Prepared)

*3 pictures as shown (see Be Prepared)

*Printables provided

Be Prepared: Today's activity promotes the important cognitive skill of sorting while helping children understand the kinds of things that can be made from different types of recyclable items.

Fill a box with four types of recyclables: plastic, glass, paper, and metal. Provide at least one item for each child in your classroom. Include items that are commonly recycled, such as clean used paper, milk jugs, glass food containers, cereal boxes, food cans, and plastic detergent bottles. Three pictures of glass items are provided if your center's policy prevents the use of glass. You may wish to ask families to contribute a recyclable item for the activity. Wash all items so they are clean for children to touch. Affix one provided picture to each bin: metal, glass, paper, plastic.



BEGIN: Yesterday we learned how some things we no longer need can be made into something new. This is one way used things can be recycled. We know that when we recycle, we make a new item from something, or we use the item again.

EXPLAIN: Today we will talk about four kinds of items that can be recycled. We also will look at pictures of some new things that have been made from items that were recycled.

[Display used paper or newspaper.]

We learned from the book we read yesterday that used paper and newspaper can be used to make new books and comics.

[Return used paper or newspaper to your box of recyclable items. Display used glass (or picture of glass).]

We also learned from the book we read yesterday that bottles can be made from glass that is recycled. I am holding a used piece of glass (or picture of glass) that is no longer needed. This piece of glass can be recycled into something new.

[Return used glass to your box of recyclable items. Display used plastic.]

We know that plastic things we no longer need can be recycled to make things like clothing. I am holding a used piece of plastic that is no longer needed. This used piece of plastic can be recycled into something new.

[Return used plastic item to your box of recyclable items. Display used metal item.]

I am holding a used can. It is made of metal. We know from the book we read yesterday that used metal can be made into something new, like parts of a bike.

I have a box of things that can be recycled. All of the things in the box are clean. It is important to make sure the things we recycle are clean.

[Point to the four recycle bins as you describe each. Use three pictures of glass items if you are unable to use glass.]

We also have four different bins. Each bin has the name and picture of one of the four kinds of things we can recycle. There is a bin for metal, a bin for plastic, a bin for paper, and a bin for glass. The things we put in each of these bins can be used to make something new.

Each of us can take something from our box of recyclable items and put it in the bin where it belongs. We will take turns.

ASK: If we took a used newspaper from the box, which bin would we put it in? (paper)

ACT: *[Invite children in groups of 2, 3, or 4 to take an item from the box of recyclables and place it in the appropriate bin.]*

RECAP: Today we learned more about the kinds of things we can recycle. There are fewer things to throw away in a landfill when we recycle.



Scaffolding Tips

Extra support ■ As you sort through the items, talk about how you know what each item is made of. What are some of the characteristics of the item that help you to determine which bin to put it in?

Enrichment ■ Invite children to find things in the classroom that can be recycled after they are no longer being used. Examples: cardboard boxes, paper, food containers. Ask children which recycle bin each item would go in.

Center Activity

Provide children with items used in today's activity. Invite children to practice sorting the items by the material they are made of (paper, plastic, glass, or metal).

WEEK

43

DAY

2

Exploring Earth and Space *continued*



Science



Family Child Care

If possible, take children to see your local recycling center. Talk about the different areas for each type of recyclable.

This activity is informed by: The Indiana Department of Environmental Management's (IDEM) (n.d.). Recycling lesson plan for preschoolers. Retrieved from <http://www.in.gov/idem/iee/2368.htm>



3–5 YEARS

Large Group



Skill and Goal

Oral language

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



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

Book of your choice for
this week's repeated
reading

Words We Understand
chart from Day 1

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 Curriculum User Guide: 3–5 Years* for additional information on how to select and define novel words.

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

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

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

WEEK

43

DAY

3

Understanding Words *continued*



Language/
Literacy

- o *“Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something.”]*

3–5 YEARS

Large Group



Skill and Goal

Geometric and spatial knowledge

Children will strengthen their understanding of basic characteristics of a circle, triangle, square, and rectangle.

For Option 2



Key Concepts

Review: Diamond
Circle
Square
Triangle
Rectangle



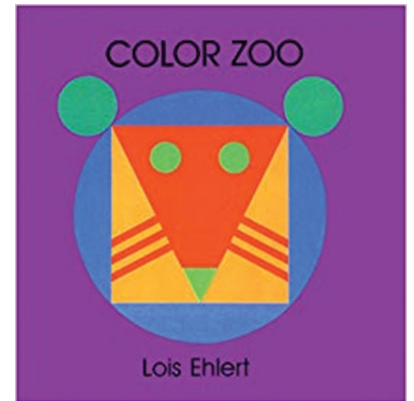
Materials Needed

Color Zoo by Lois Ehlert

Option 1: Repeat Week 5, Day 1 if a majority of children would benefit from a review of shapes.

Option 2: Support children in identifying shapes shown as part of animal illustrations in a book read with children.

Open the session by introducing the book and explaining that the author and illustrator (Lois Ehlert) used her imagination to arrange shapes to look like an animal. Invite children to share their ideas of what animal is shown on the front cover. Encourage children to point out shapes used on the book's front cover. (square, triangle, different sizes of circles)



Invite children to be shape hunters as we read the book together. Encourage children to tap their knees if they know the name of a shape shown on a page.

As you read the book, pause on each page that shows an animal. Remind children to tap their knees if they know the shape in the picture. Invite children to name and describe the shape shown on the page. Repeat children's shape descriptions.

Children may not be familiar with a diamond shape. When you reach the page that shows a diamond, point to the diamond, say its name clearly, and describe its characteristics. Trace the diamond with your fingers as you describe it. Example: "A diamond is a type of shape. A diamond has four sides that are the same. A diamond has four corners. My finger is going around the corners."

Exploring Where We Live



Social Studies

3-5 YEARS

Large Group



Skill and Goal

Knowledge of social and physical environments

Children will understand that multiple types of transportation move items from their point of origin to their final destination.



Key Concepts

New: Factory
Warehouse
Delivery truck



Materials Needed

Lego™ or other popular toy

*6 pictures as shown

*Printables provided

BEGIN: [Display a Lego™ or other popular toy.]

I am holding a toy we can play with in our room. Some of us may have this toy at our house.

How do toys get from where they are made to your house or to our program? (transportation)

EXPLAIN: Toys and other items are made in a factory. A **factory** is a building where things are made.

After something is made, it is packed in a box and moved from the factory to a warehouse. A **warehouse** is a large building used for storing things. Large boxes of items are stored on shelves.

[Display picture of inside of a warehouse.]

Things stored in a warehouse then move to a store. Things for sale are displayed on shelves in a store so people can decide what they might want to buy. Things bought in a store then go to a house or to a place like our program.

Something stored in a warehouse also may be sent to a place that buys it. A set of toys could be sent from a warehouse to our center or to someone's house.

We know about many different types of transportation that can move items from one place to another. Let's talk about types of transportation that could move things from a factory to a warehouse, and then to a store or person's house, or to a place like our center.

ACT: [Display the following five pictures: freight train, semi-truck, cargo ship, delivery truck, minivan. Point to each and invite children to say what they think it is. Help as appropriate. Offer a brief reminder of each form of transportation after it is identified. Include the following in your discussion of a delivery truck:]



Walmart/flickr/(CC BY 2.0)



Ron Reiring/Wikimedia/(CC BY 2.0)



raymondclarkimages/flickr/(CC BY-NC 2.0)



cuxclipper/flickr/(CC BY 2.0)



Fiat Chrysler Automobiles: Corporate/flickr/(CC BY-NC-ND 2.0)



A **delivery truck** usually takes something to the place that will use the item. Delivery trucks bring things to our center. Maybe a delivery truck has taken something to your home. Delivery trucks are much smaller than a semi-truck.

ASK: [Continue to display all five transportation pictures.]

- What type of transportation could be used to move large boxes or containers of toys from a factory to the warehouse? (train, semi-truck, boat)
[If children do not mention a boat, ask: What type of transportation could be used if the factory was in a country across the ocean?]
- What type of transportation could be used to move boxes of toys or other items from a warehouse to a store? (semi-truck, delivery truck)
- What type of transportation could people use to take a toy from a store to their house? (minivan)
- If the toy or item is too big to fit in a person's minivan, what could we use instead? (delivery truck)

RECAP: Many different types of transportation help move something made in a factory to our house or to a place like our center. We talked about different ways items can move from one place to another place and then move again to another place. Something might move three or four times after it is made in a factory. A different type of transportation moves the item each time.



Scaffolding Tips

Extra support ■ Be supportive of children's attempts to recall names of pictured transportation. Children may remember "train," but not "freight train;" and they may remember "ship" or "boat," but not "cargo ship." Expand on their word use. Example: "Yes, this is a train. It is called a freight train. This train is moving something called freight." Also, positively acknowledge children's suggestions of transportation (such as a cargo plane) not shown in the displayed pictures.

Enrichment ■ Encourage children to name some other kinds of items (such as clothing) that are transported from a factory to a warehouse and eventually to a person's house. Ask children to think about types of transportation that could be used to move these items. ■ Remind children that things that move on trucks, trains, and ships are called cargo or freight.



Center Activity

In the block center, provide different-sized boxes and large wooden vehicles (if available). Encourage children to pretend they are moving goods from the factory to a warehouse, warehouse to a store, or from a store to a home.

WEEK

43

Exploring Where We Live *continued*



Social
Studies

DAY

3



Family Child Care

While on a walk, encourage children to look for delivery trucks or semi-trucks. Ask children to think about what might be in the truck and if they think it is coming from a warehouse to a store or from a store to a home.



3–5 YEARS

Large Group



Skill and Goal

Knowledge of earth and space

Children will strengthen their understanding of recycling.



Key Concepts

Review: Recycle
Collage



Materials Needed

Cardstock—1 per child
*1 picture as shown
Trash collage made by teacher (see Be Prepared)
Clean trash items (see Be Prepared)
Glue



Also Promotes

Creative Expression

*Printables provided



Optional Reading

Michael Recycle by Ellie Bethel

Be Prepared: Make a trash collage on cardstock as a sample for children's creative efforts in today's activity. The collage may be made by gluing clean trash items to cardstock. Include a used bottle lid in your creation. Also, collect used items for children to use. Examples: pieces of used paper, thin cardboard, used magazines, newspapers, plastic bottle lids. Make sure all items are fully clean, including thoroughly washing used paper cups, plastic bottle lids, and other items previously used to store food or consumable liquids, such as milk and juice.

BEGIN: [Display sample collage.]

Here is an art piece that I made. What did I use to make this creation?

[Encourage children to name items glued to the piece of cardstock.]

EXPLAIN: This art piece was made with things that were no longer needed. The things in this creation were recycled. Remember, when we recycle, we make a new item from something, or we use the item again.

[Display picture of a bird feeder.]

Here is a picture of a bird feeder that was made from something that was no longer needed.

ASK: What was used again to make this bird feeder? (plastic bottle)



Tony Alter/flickr/(CC BY 2.0)

EXPLAIN: Sometimes when we recycle something, we use it again. Think about going to a store with a family member to buy something. The store probably gives your family a bag for taking home what you buy. There are different things your family could do with the bag after you get home. The bag could be thrown away or recycled. If your family recycles the bag, it could be taken or sent to a recycling center to be made into something new. Or your family could use the bag again.

We also can use things again in a different way. A bottle lid is used to keep milk or juice from splashing out of a bottle. After a bottle is empty, we can put the bottle lid in a recycling bin to be taken to a recycling center or we can use the lid for something else. I used a bottle lid again in creating an art piece.

[Point to bottle lid on your collage.]

We learned from our book on Day 1 that used cans can be made into new things like bikes and scooters. The bottle lid was not changed into something new for my art piece. I used the lid again. It is still a bottle lid.



Today each of us will recycle some items by using them again to make a collage. Remember, a collage is a piece of art that is made with different kinds of things. We can put things on our paper any way we wish.

ACT: *[Provide various clean trash items (see Be Prepared) and pieces of cardstock. Encourage children to make a trash collage by gluing the pieces of trash to a piece of cardstock. As children create, ask what items they are using again. Hang the artwork after it dries.]*

RECAP: Today we found a way to use some items again by making a trash collage. Using something again is a way to recycle.



Scaffolding Tips

Extra support ■ Some children may need assistance with gluing. ■ Display a plastic or paper bag when you describe a family's trip to the store if children seem unclear about the example. ■ Some children may benefit from a description of how a bird feeder works.

Enrichment ■ Invite children to think of other ways trash can be used again. Examples: using newspaper under a painting project, planting seeds in an egg carton, using old towels or pieces of clothing as dust rags.



Center Activity

Invite children to make "recycled" crayons out of their old, broken crayon pieces. Invite children to remove the paper from their old crayons and break the crayons into small pieces. Use yogurt cups or other microwaveable cups and add one inch of water to the bottom of the cup. Then add the crayon pieces. Microwave the cups for 1–2 minutes, checking every 30 seconds. Pour the melted crayon liquid into candy molds or paper cups. Allow to cool completely. After they have cooled, pop them out of the molds or peel the paper off of the cups. Now children have new "recycled" crayons!



Family Child Care

With leftover items, encourage children to make a 3-D art piece, such as a robot or toy.

WEEK
43

DAY
4

Progress Assessment

Understanding Letters



Language/
Literacy

3-5 YEARS

Be Prepared: Today is a continuation of the individualized letter assessments initiated on Day 2 of this week. See Day 2 for a description of procedures for assessment and determining a child's level of understanding.

One-to-One



Skill and Goal

Letter knowledge

Children will identify uppercase letters of the alphabet.



Key Concepts

Review: Letter



Materials Needed

- *Uppercase letter chart
- *Letter knowledge record form
- Pencil
- *Printables provided

3–5 YEARS

Small Group



Skill and Goal

Geometric and spatial knowledge

Children will strengthen their understanding of basic characteristics of a circle, triangle, square, and rectangle.

For Option 2



Key Concepts

Review: Circle
Square
Triangle
Rectangle



Materials Needed

- *Small cutouts of the following 4 shapes: rectangle, triangle, circle, square (see Be Prepared)
- *1 large cutout of each of the 4 shapes listed above
- Printables provided

Option 1: Offer Week 5, Day 2 to review characteristics of corners in triangles and rectangles.

Option 2: Engage children in finding and describing shapes hidden around the classroom.

Be Prepared: Provide as many small shape cutouts as there are children in your group. Use an approximately equal number of the four types of shapes. Example: Provide a total of 12 shape cutouts for a group of 12 children (three each of the following: rectangle, triangle, circle, square). Place shape cutouts around the classroom where they can easily be found by children. The large cutouts are for staff use.

Explain to children that you put some shape cutouts around our room but cannot remember where! Now you want to collect the shape cutouts. Invite children to help find the missing shapes. Encourage children to find one shape only. Explain that (number) shape cutouts are missing and there are (same number) children in our group today. Each child can find one shape. Help children who have difficulty finding a shape. Invite children to sit in a circle after they find a shape.

After all children are sitting in the circle, hold up a large cutout of a shape (without saying its name) and invite all children who found this type of shape to hold up their shape, too. Encourage children who are holding up the shape to say its name and describe what it looks like. See Option 2 in Day 2 for descriptions of each shape. Invite children to trace the shape's outline.

If time and children's interest permit, invite children to put their shape somewhere in the room and repeat the process described above. Encourage children to find a shape they did not hide.



3–5 YEARS

Large Group



Skill and Goal

Knowledge of
social and physical
environments

Children will understand that multiple types of transportation may be used for taking a trip.



Key Concepts

Review: Transportation



Materials Needed

Map or globe



Optional Reading

Curious George Takes a Trip by H. A. Rey

- BEGIN:**
- Have you ever taken a trip?
 - Where did you go?
 - How did you get there?

[Encourage children's discussion of trip travel.]

EXPLAIN: We take some type of transportation when we go on a trip. We know that transportation is the way people or things move from one place to another place. On some trips, we might take more than one type of transportation. When we take a short trip, like to the grocery store, we may use only one type of transportation.

- ASK:**
- What type of transportation could we use to go to a store? (bike, car, walk, or bus)
 - Going to the store in our community is a short trip. Where might we go on a long trip? (vacation, visit Grandma or a relative)

EXPLAIN: Let's think about a long trip and how we could get there. Let's pretend we are going to visit someone in our family, like a grandmother or uncle.

[Display map. When talking about the trip, point to your current location and then to a place that is further away on the map.]

We live here. Let's pretend we want to travel to here. Let's explore some ways to get there.

- ACT:** *[Guide a discussion with children about types of transportation for the trip. At the end of the activity plan is a sample discussion based on children saying they would take a plane to Grandma's house. Focus your discussion with children on what children choose as a way to get to Grandma's house.]*

RECAP: We learned that when people take a trip, they might take one type of transportation or many different types of transportation. On a long trip, people might take cars, buses, planes, and trains. What types of transportation did we talk about today for our pretend trip?

Sample partial discussion:

T: What is one way we could get to Grandma's house?

C: We can take a plane.

T: Yes, we could take a plane.



T: It is a long distance to Grandma's house. Planes can take us and our things long distances. Do we get on the plane at our house, or do we need to go somewhere to get on the plane?

C: We need to go to the airport.

T: An airport is where airplanes take off and land. What is one way we get to the airport?

C: We take a car.

T: Yes, people can drive their cars to the airport so they can get on the plane.

T: Would we drive right up to the plane, or do we do something with the car?

C: We park it in the parking lot.

T: What is one way we get from the parking lot to where the planes are?

C: Take a shuttle bus.

C: Walk.

T: We can take a shuttle bus. At some airports, we could walk from the parking lot to the airport building. Walking is a type of transportation.

T: We are taking a car, then riding a shuttle bus or walking to the airport to get on a plane. After the plane lands, are we at Grandma's house yet? Does the plane land in her yard or on her street?

C: We are at another airport.

T: What is a way we can get from this airport to Grandma's house?

C: We can take a bus.

T: Yes, we can take a bus.

T: Buses stop at an airport to pick up people and take them to other places. Does the bus take us right to grandma's house, or do we need to take any more types of transportation to get to Grandma's house?



Scaffolding Tips

Extra support ■ Some children may have experience with one form of transportation (a car) for a long trip. Support some discussion of a car trip, and then invite or introduce discussion of a trip involving more than one form of transportation. ■ If children seem unfamiliar with the broad use of the word “trip,” explain that a trip means “to go somewhere.” Emphasize examples of short- and long-distance trips. We can use the word “trip” to mean a trip to the store or a trip to a faraway country.

Enrichment ■ Invite children to count the different types of transportation used on the trip. Encourage children to think of another type of trip and count the different types of transportation used on that trip.



Center Activity

Provide suitcases and other items used for going on a trip (maps, tickets, travel brochures). Encourage children to pretend to go on a trip. Ask children where they are going and how they will get there.



Family Child Care

Share with children *Richard Scarry's Cars and Trucks and Things That Go* by Richard Scarry. Encourage children to find types of transportation that could be used to take a trip. Invite school-age children to read the book to younger children.



3–5 YEARS

Small Group



Skill and Goal

Motor development

Children will strengthen their jumping skills.

For Option 2

Key Concepts

Review: Jump
Length



Materials Needed

Tape (see Be Prepared)

Option 1: Offer the Week 21, Day 4 activity to practice jumping and landing on both feet.

Option 2: Support individual children in comparing the length of two different jumps they make from the same designated starting point. This option involves children working in pairs.

Be Prepared: Place a piece of tape, about three feet in length, on the floor or ground to designate where children will stand to jump. Also, cut several pieces of tape for children to use in marking how far a child jumps from the starting line.

Explain that we will take turns jumping from the same starting point (tape). We will jump twice, each time from the same starting point, and compare how far we jumped each time. Explain that we are comparing the length of our jumps. Remind children that length means how long something is. We will work with a partner who puts a piece of tape (or some other marker) where we land. We are not competing with our partner.

Demonstrate how to compare the length of two jumps made by the same child. Invite a child to demonstrate how to stand at the starting line and jump forward. Emphasize the importance of standing on both feet (behind the starting line) before jumping, jumping with both feet/legs at the same time to move forward, and landing on both feet in about the same position. One foot should not be ahead of the other foot. After the child lands, place a piece of tape at the child's heel that is closest to the starting line. Then invite the child to return to the starting line and jump again. With the second jump, do the child's feet land closer to, or farther away from, the starting line than the first jump? Encourage the child to compare where he/she landed the second time to where he/she landed the first time (as marked by tape or some other item).



3–5 YEARS

Large Group



Skill and Goal

Oral language

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



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

Book of your choice for
this week's repeated
reading

Words We Understand
chart from Days 1 and 3

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 Curriculum User Guide: 3–5 Years* for additional information on how to select and define novel words.

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

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

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

3–5 YEARS

Small Group



Skill and Goal

Geometric and spatial knowledge

Children will identify classroom objects that approximate a basic shape.

For Option 2



Key Concepts

Review: Circle
Square
Triangle
Rectangle



Materials Needed

*1 large cutout of the following shapes:
circle, triangle, square, rectangle

Printables provided

Option 1: Offer Week 10, Day 1 to review basic characteristics of circle, square, triangle, and rectangle.

Option 2: Engage children in playing *I Spy* to identify classroom items that represent basic shapes.

Explain that some things in our room have the outlines of a shape we know. Point to and describe how the classroom door is the shape of a rectangle. Hold up a rectangle cutout in front of the door. Describe how the door has four straight sides and four corners. Two of its sides are very long and two of its sides are shorter.

Today we will play the game called *I Spy*. You will say the name of a shape and look in the direction of what you spy. Children will try to guess what you are looking at (spying). Example: Say “I spy a rectangle” as you look at the classroom door. Draw children’s attention to the focus of your eyes (what you might be looking at).

Items you may wish to include in an *I Spy* game include the following:

- Rectangle: classroom door, windows, clipboards, puzzle, book, posters
- Circle: clock, play food hamburger bun, plate, cup, goldfish bowl, globe
- Square: blocks, tabletop, face of die, tile of floor, large carpet area
- Triangle: play food pizza slice, face of triangle block, play food cone (such as ice cream cone), roof of dollhouse

After a shape has been identified, hold the appropriate cutout in front of or near the item and ask children to describe how the item looks like the stated shape.

Invite all children to participate. Encourage children who are quick to correctly respond to all “I spy” statements, to give other children a chance to point to or say the name of a shape.

Add challenge by describing a shape’s characteristics rather than saying the shape name. Example: “I spy a shape that has four straight sides and four corners. Two of the sides are very long, and two of the sides are shorter. What do you think I spy?”

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 walking as a method of transportation; using animals as transportation, and using multiple types of transportation to move people or objects.



Key Concepts

Review: Pack animal
Warehouse



Materials Needed

Map from Day 1

*Animal transportation
pictures from Day 2

*Printables provided

BEGIN: This week we learned that walking, a wheelchair, and animals can be used for transportation. We also learned that more than one type of transportation may be needed to get items or people from one place to another.

EXPLAIN: On Day 1, we learned that walking is a type of transportation. We learned that people with a disability may use a wheelchair to get from one place to another. We looked at a map of our program's neighborhood for places we can walk to.

Let's look at our map.

[Display map.]

ASK: What is one place a person can walk to?

EXPLAIN: On Day 2, we learned that animals can provide transportation.

[Display pictures of animals providing transportation.]

- ASK:**
- What types of animals are used for transportation?
 - What do we call an animal that carries heavy loads? (pack animal)

EXPLAIN: On Day 3, we learned that different types of transportation are used to get toys or other items from a factory to our homes or other places, such as our program.

- ASK:**
- What types of transportation can move items from a factory to a warehouse?
 - What is a warehouse? (place where items are stored)

EXPLAIN: Yesterday we learned that when people take a trip, they may use different types of transportation. We talked about taking a long trip and the different types of transportation we might use to get there.

ASK: What types of transportation did we talk about yesterday for our pretend trip?

RECAP: This week we learned about two more types of transportation. We talked about walking. We also talked about how animals can provide transportation. We also learned that more than one type of transportation can be used to get people or things from one place to another. We talked about how something made at a factory gets to the place where it will be used. We talked about a pretend trip that involved different types of transportation.



Scaffolding Tips

Extra support ■ To support recall, you may wish to use pictures from the Day 3 discussion of how a toy or other item moves from a factory to its final destination.

Enrichment ■ Explain that we can see many things when we take a trip. Ask children to talk about things they might see while walking to a store compared to riding in a car to a store. Are there things we might see when we walk that we might not see when we ride in a car? If so, what might we see? (cracks in a sidewalk, things growing on the ground, a bird in a tree)



Center Activity

Provide transportation stencils, paper, colored pencils, and markers at the art center. Encourage children to use materials to create pictures focused on going on a trip.



Family Child Care

Invite children to pretend they are in charge of moving items from the factory to the store. Provide boxes and “trucks” to help them move the items.



3–5 YEARS

Small Group



Skill and Goal

Motor development

Children will strengthen their locomotor skills by hopping and jumping.

For Option 2



Key Concepts

Review: Jump
Hop



Materials Needed

Tape or sidewalk chalk
(see Be Prepared)

Option 1: Offer the Week 21, Day 5 activity to provide practice in jumping over an object.

Option 2: Support children in alternating jumping and hopping.

Be Prepared: Provide a straight path that alternates two squares for children to jump to and one square for children to hop to (see diagram) by using tape to form squares. Sidewalk chalk may be used to form squares for an outdoor activity. Provide up to 10 hop/jump designations. To enable two children to jump/hop at about the same time, provide a second pattern if space permits and additional adult assistance is available.

Open the session by demonstrating (or inviting a volunteer child to demonstrate) a pattern of jump, hop, jump, hop, jump, hop. (This pattern is used in hopscotch, but today's activity is not a hopscotch game.) Remind children that we land on both feet when we jump, and we land on one foot when we hop.

Invite children to take turns alternating a jump and a hop. Encourage children to name their movements ("hop, jump, hop, jump, hop, jump, hop"). It is not necessary for children to complete the path. This activity is not a competition.

To decrease challenge, children can jump instead of jumping and hopping. Encourage children to alternate landing with feet together in one square and with feet apart on two squares. For this arrangement, it might be helpful for a child to say or hear "feet together, feet apart, feet together, feet apart" as they jump along the path.

