

Language/
Literacy**Understanding Sounds and Words**

- How to listen to sounds, including quieter and louder sounds (Days 1–2)
- How books and words work (Day 3)
- How to take good care of books (Days 4–5)

123

Mathematics

Counting Things

- We count to find out “how many” of something (Days 1–5)
- How to verbally count up to five items (fingers, feet, books) (Days 1–5)
- We can tell “how many” in a small group of items (2, 3, and 4 items) without counting (Days 3–5)

Self-
Regulation**Using Self-Control**

- A routine is the order in which we do things, such as steps in brushing our teeth (Day 1)
- Our classroom’s daily schedule shows the order in which things happen (Day 1)

Social-
Emotional**Getting Along with Others**

- Different ways we can play (Day 2)
- How to ask someone to play (Day 3)

Social
Studies**Respecting Our Differences**

- How people are the same and different (Day 4)
- Each of us is unique (Day 5)

Creative
Expression**Being Creative**

- We are creative when we use an idea to make or do something new (Day 1)
- Music is the sound we make when we sing or play a musical instrument (Day 2)
- We dance by moving our bodies in creative ways, usually to music (Day 2)
- Drama is when we tell a story through our words and actions (Day 3)

Physical/
Health**Staying Healthy and Safe**

- Germs are very small things that can make our bodies sick (Day 4)
- How and when to wash our hands to get rid of germs (Day 5)



3–5 YEARS

Small Group



Skill and Goal

Phonological awareness

Children will listen to and identify specific familiar sounds.



Key Concepts

New: Listen



Materials Needed

Chart paper

Marker

General Sound Effects CD

CD player



Also Promotes

Self-Regulation

BEGIN: *[Invite children to sit in a circle.]*

We can hear many things all around us. What part of our body do we use to hear things?

Let's point to our ears. Today we are going to listen for sounds. We pay close attention to what we are hearing when we **listen**.

EXPLAIN: Let's sit quietly and listen for sounds. We may hear a sound in our classroom. We may hear a sound in the hallway or someplace outside of our classroom. We do not want to talk while we are listening for sounds.

ACT: Okay, let's start using our listening ears.

[Point to your ears.]

After a brief period, especially after you hear a noticeable sound:]

What sound did you hear?

[Engage children in a discussion of sounds they heard.]

EXPLAIN: We can pay better attention to what we hear when our eyes are closed. Let's close our eyes and listen for sounds. We need to be very quiet so we can hear sounds. Remember, we do not talk while we are listening for sounds.

ACT: *[Encourage children to sit quietly with eyes closed for several seconds.]*

Now let's open our eyes and talk about the sounds we heard. I will write a name for each sound we heard on our chart paper.

I am going to write the words Sounds We Heard at the top of our chart. I will start writing here and move across the paper with the words.

[Point to left side of chart. Say each word as you write it.]

What did we hear when our eyes were closed?

[Encourage children to discuss sounds heard. Write each sound on the chart paper.]

Let's look at our chart to remind us of the sounds we heard.

[Read the sounds listed on the chart as you point to each word.]

Sounds We Heard

Understanding Sounds *continued*



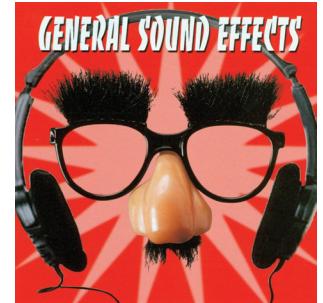
EXPLAIN: Now we are going to listen to some different sounds. Let's again sit quietly and listen with our eyes closed.

ACT: *[Invite children to close their eyes before you play the General Sound Effects CD. Play the CD, stopping after each sound to ask children to open their eyes and to name the sound they heard. Write each sound children name on the chart.]*

Let's look at our chart to remind us of all the sounds we heard.

[Read each sound listed on the chart as you point to each word.]

RECAP: Today we listened to sounds in our classroom and to sounds on a CD. Who can remind us what it means to listen? (to pay close attention to what we hear) We closed our eyes when we listened to sounds so we could pay better attention to what we heard.



Scaffolding Tips

Extra support ■ Positively acknowledge children's guesses. Example: "That was a good guess about the sound." ■ If children need extra assistance in guessing a sound, give specific hints. Examples: "This sound is something you might hear outside." "This sound can be heard in the kitchen of a home." ■ If children seem interested in, but are unable to guess the source of a recorded sound, play the sound again as they close their eyes to listen. ■ It is okay if some children do not wish to close their eyes. ■ If children begin to talk during the quiet listening activity, remind them that it is hard to hear other sounds in the classroom when we also are hearing voices.

Enrichment ■ As children listen to and guess each sound, ask them to tell where we might hear the sound. Example: "You listened carefully and guessed the sound was a mower running! Where might we hear a mower running?"

Center Activity

In a quiet area of the room provide children with the CD used during today's activity. Encourage children to listen carefully as they guess each sound. Encourage children to close their eyes as they listen to some sounds and open their eyes as they listen to other sounds. Ask children to describe the difference between listening to sounds with eyes closed vs. listening to sounds with eyes open.

WEEK

1

Understanding Sounds *continued*



Language/
Literacy

DAY

1



Family Child Care

Invite children to listen for sounds outdoors or at a park. Encourage preschool-age children to identify sounds as school-age children find the source of the sound. Example: If a preschool-age child identifies a bird singing, ask a school-age child to look for the bird. School-age children may also enjoy listening for the variety of different sounds made by different birds.

This activity is described in the following source: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T. (1998). *Phonemic awareness in young children: A classroom curriculum*. Baltimore, Maryland: Paul H. Brookes.

WEEK

1

Counting Things

123

Mathematics

DAY

1

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will understand the concept of number and that numbers are all around us.



Key Concepts

New: Count
Number



Materials Needed

None



Also Promotes

Creative Expression

BEGIN: Today we begin learning about numbers and counting. We will learn that numbers are all around us every day.

ACT: Let's all hold up one of our hands.

How many fingers do you see?

To find out how many fingers we have, we need to count them. Let's point to the fingers on one of our hands and count each finger. Please count with me, 1,2,3,4,5. I have five fingers!

How many fingers do you have on one hand?

EXPLAIN: When we **count**, we say our numbers to find out how many. Let's learn a song about the fingers on our hand.

[Teach the song at the end of the activity plan.]

Five is a number. A **number** tells us how many.

Let's look at our feet now. Let's count them. Let's point to our feet and count each one together. Please count with me, 1, 2.

ASK: How many feet do you see?

EXPLAIN: I have two feet. Two is a number.

Let's see if we can find more things we can count in our classroom.

How about the chairs at the table? Let's count them together.

ACT: [Point to each chair as you say 1, 2, etc.]

Let's count them again. This time, let's clap our hands when we count the chairs (one clap per number).

[Ask five children to come to the front of the room.]

Now, let's together count the number of children in this group.

[Gently tap each child with your finger or hand as you say the number. When you finish, say the final number again.]

We counted to find out how many children were in the group. There are five children in the group.

Do you see something else we can count?

[Limit counting to groups of five or fewer items.]

We counted our fingers in the song we learned earlier. Let's count our fingers one more time together. Please hold up one of your hands

and count each of your fingers with me.
1,2,3,4,5. I have five fingers!

How many fingers do you have on
your hand?

RECAP: Numbers are all around us every day. We found numbers by counting our fingers and feet. What else did we count in our classroom? Whenever we want to know how many of something there are, we count to find out. We say numbers when we count.

Let's sing our song one more time.



Five Fingers Song
(Sing to the tune of *The Wheels on the Bus*)

I have five fingers on my hand,
on my hand, on my hand,
I have five fingers on my hand,
I will show you when I count.
1,2,3,4,5 fingers, five fingers, five fingers,
1,2,3,4,5 fingers, five fingers on my hand.



Scaffolding Tips

Extra support ■ Invite three children (not five) to come to the front of the classroom for counting practice if children have difficulty counting to five fingers in the opening activity. ■ Also, if children have difficulty counting to five, count slowly and encourage children to repeat each number word as you say it.

Enrichment ■ Invite children to try counting how many fingers they have on both hands or toes on both feet. ■ Say the amount before counting. Example: "There are three cups. 1, 2, 3." ■ Encourage children with advanced skills to figure out how many feet live in their house. To facilitate counting, it may be helpful to draw stick figures of children and adults who live in the house. Some children may wish to add a pet to a drawing; this adds extra challenge if the pet has four feet.

123 Center Activity

Provide counters or other items of interest to children such as cars, teddy bear counters, etc. Invite children to count out loud a small number of items.



Family Child Care

Find opportunities for children to count items during the day. Preschool-age children will enjoy counting the number of items on their plate at lunch, the number of children at the lunch table, or how many backpacks are in the hall or storage area. School-age children may enjoy the challenge of counting out the number of utensils needed at lunch or the number of plates and napkins to place on the table at snack time.

3-5 YEARS

Large Group



Skill and Goal

Self-control

Children will understand the concept of a routine, including a classroom's daily schedule.



Key Concepts

New: Routine
Before
After
Schedule
Next



Materials Needed

- *3 pictures as shown
- Your posted classroom schedule
- *Printables provided

- BEGIN:**
- Did you wash your hands before eating breakfast today?
 - Do you usually wash your hands before you eat a meal?

EXPLAIN: Many (or all) of us wash our hands before we eat. It's part of our routine. A **routine** is the order in which we do things. Every day we do many things in a certain order.

[Describe one of your routines. Example: "One of my routines is to wash my hands before I eat breakfast. After I eat breakfast, I clean up my place at the table, and then I wash my hands again because they may have food on them."]

We even have routines when we play at a playground. Some of us may like to go down a slide. We do things in the same order when we play on a slide.

[Display and arrange pictures in the following sequence:]

- First, we climb up the slide.
- Then, we slide down.
- Then, we put our feet on the ground when we land at the bottom of the slide.



ASK: What kinds of routines do you have at home? (brushing teeth, preparing for bed, etc.)

EXPLAIN: In a routine we do some things before we do other things. The word **before** means something happens ahead of (or earlier than) something else. Climbing up the slide comes ahead of (before) coming down the slide.



In a routine we also do some things after we do other things. The word **after** means something happens (or comes) later than something else. It follows something else. Landing at the bottom of a slide happens later than (after) climbing up the slide.



We have routines in our classroom. Each day we usually do things in the same order in our classroom. Our daily schedule shows our routine for each day. A **schedule** shows the order in which things happen. Let's take a look at our schedule for today.

[Point to and review your posted classroom schedule.]

Using Self-Control *continued*



- ASK:**
- What do we always do after we eat lunch?
 - What did we do before we got into our group?

[Follow-up prompts, if needed: "Did we play outside?" "Did we read a book?"]

EXPLAIN: The schedule for our room helps us remember what comes next. The word **next** means something happens or comes right (immediately) after something else.

ASK: We are in our large group time right now. What will we do next?

ACT: [Invite children to point to the next activity on the schedule. Point to several other activities on the schedule and ask what occurred before and after each activity.]

EXPLAIN: Routines help us. Routines help us to know what we are to do and what will happen next. Our schedule helps us follow our routine in the classroom. We might worry about when these things would happen if we did not have a schedule to remind us when we eat lunch or go outside to play.

ASK: What would it feel like if we didn't know what we are expected to do after breakfast at our center?

RECAP: Today we learned that the order in which we do things is called a routine. Each of us follows routines.

- What is the first thing you do in the morning?
- What do you do just before you go to bed at night?

We have routines at home and we have routines in our classroom. We know what we are going to do each day in our classroom by looking at our schedule. Let's look at our schedule again to remind us what we are going to do next!

Scaffolding Tips

Extra support ■ If children seem uncertain about the concepts of "before" and/or "after," explain that **before** means something happens ahead of (or earlier than) something else. Examples: We wash our hands ahead of (before) eating a meal. Our rest time happens earlier than (before) the time we leave our center for the day. The word **after** means something happens later than something else. It follows something else. Examples: Going outside to play happens later than (after) our rest time. Eating our lunch follows (comes after) washing our hands. ■ When asking what comes before and after specific items on the schedule, point to the pertinent item so children have a concrete reference point.

Enrichment ■ Ask children to recall a time when a routine in the classroom was altered. Examples: A fire drill interrupted an activity or a visitor read a book at a different time in our schedule. Ask children what it felt like to have a change in the classroom schedule.

WEEK

1

DAY

1

Using Self-Control *continued*



Center Activity

Supply the *3-step sequencing cards used in the main activity. Invite children to put them in order beginning with the first thing that would be done in the sequence.

*Printables provided



Family Child Care

Ask all children in your setting to have a parent draw simple pictures of their morning or evening routine. Invite children to share what they do each morning or evening.

WEEK

1

Being Creative

DAY

1



Creative
Expression

3-5 YEARS

Large Group



Skill and Goal

Appreciation of art

Children will understand what it means to be creative.



Key Concepts

New: Art
Sculpture
Creative
Idea
Same
Different



Materials Needed

*3 pictures as shown

*Printables provided

BEGIN: Let's talk about some pictures of children doing creative things.

ASK: [*Display picture of child drawing.*]

- What is the boy in this picture doing? (drawing)

[*Display picture of boy painting.*]

- What is the boy in this picture doing with a brush? (painting)

[*Display picture of girls working with play dough.*]

- What are the girls in this picture doing? (making pretend food with play dough)

EXPLAIN: The children in our pictures are making art. **Art** is something someone creates like a painting or a drawing or a sculpture. A **sculpture** is made from clay or stone or some other material that we can carve or mold. We can make a sculpture from play dough in our classroom. We can make all types of art.

ASK: Are the children in our pictures copying something that someone else has made? (no!)

EXPLAIN: The children are using their own ideas to make something new. They are not copying something that someone else has made. They are being creative. When we are **creative**, we use an idea to make or do something new. An **idea** is a thought we have.

Let's think about two children. Their names are Alishia and Samuel. Each of them has an idea about a tree. Their ideas about a tree are different. Each of them uses crayons to draw a picture of a tree on paper. Alishia and Samuel are being creative by drawing their idea of a tree.

ASK: When things are the **same**, they are exactly alike. Do you think the pictures of a tree drawn by Alishia and Samuel look the same?

EXPLAIN: Both Alishia and Samuel drew pictures of trees. But their drawings did not look the same. They had different ideas about a tree. When things are **different**, they are not the same. Their drawings were creative.



Rain0975/flickr/(CC BY-ND 2.0)

Being Creative *continued*



Now, let's talk about the kinds of art we've done. We can pretend we are popcorn when I ask you whether you've done certain kinds of art. Popcorn pops when it is being made. We can pretend we are popcorn by popping up (standing up) when I ask about art you've done.

ACT: Please pop up if you have ever painted or drawn a picture or made something from play dough.

[Ask children to sit down after you have commented on the number of children who've done certain kinds of art.]

- ASK:**
- What kinds of things did you make when you drew or painted your picture or made something with play dough?
 - How did you decide what to put in your picture or your play dough creation?

EXPLAIN: Many times we can get ideas for a painting or drawing or play dough creation by looking at things around us.

We might see an elephant at the zoo or a dog at a park. We can use our ideas about the elephant or the dog to be creative in drawing or painting a picture or making something from play dough. Remember, our ideas are thoughts we have.

Let's imagine that two or more of us saw an elephant at the zoo and decided to create some art about the elephant.

ASK: Would our art look the same? (probably not)

EXPLAIN: One of us might make art about the elephant's big ear. Another one of us might make art about the elephant's big trunk or tail. We would have different ideas about what to do and what we want our art to look like.

We also might decide to do different kinds of art. One of us might paint a picture. Another one of us might decide to use play dough.

RECAP: Our ideas help us to be creative. When we are creative, we use our ideas to make or do something new.



Scaffolding Tips

Extra support ■ If pop up is not an easy and enjoyable activity for children, use an alternative way for children to respond to your question (such as hold up hand). ■ If children seem uncertain about the question of whether the pictured children are copying someone else's art, ask specific questions such as "Is the boy doing the painting while looking at another painting or picture?"

Enrichment ■ Invite children to think about creative things they would like to do in the classroom. Examples: Paint a painting, use finger paints, make something with play dough.

WEEK

1

DAY

1

Being Creative *continued*



Center Activity

Provide books that focus on art. Examples: *No One Saw* by Bob Raczka and *Art* by Patrick McDonnell. As children look at art books, discuss how the artist is being creative.

Also, display various art materials that are consistently available to children in the art center. Talk with children about how they can create whatever they choose with the materials.

Regularly encourage children to work in the art center to create whatever they choose, based on their own ideas.



Family Child Care

Establish a designated location in your setting for art and creative activities. Show and describe the variety of materials available for making creations. Invite school-age children to share and describe with preschool-age children art they've done.



3–5 YEARS

Large Group



Skill and Goal

Phonological awareness

Children will identify quieter and louder sounds.



Key Concepts

Review: Listen



Materials Needed

Chart from Day 1
Marker



Also Promotes

Self-Regulation

BEGIN: *[Invite children to sit in a circle.]*

We are learning how to listen to sounds. What does it mean to listen? (pay close attention to what we hear)

EXPLAIN: Yesterday we listened for sounds in our classroom and on a CD. We wrote the sounds we heard on a chart.

[Display chart.]

Today we will listen for more sounds! Let's close our eyes as we listen for more sounds. Let's be very quiet so we can hear sounds.

ACT: *[Encourage children to sit quietly with eyes closed for several seconds.]*

What sounds did you hear?

[On the chart, write any new sounds not previously listed. Repeat the name of the sound as you write it. If children name a sound also identified on Day 1, point to the name of the sound on the chart as you indicate the sound was heard yesterday, too.]

Let's review all of the sounds we heard today.

[Read and point to the title of the chart, Sounds We Heard. Review sounds listed today on the chart as you point to each sound name. Example: "We heard people talking." "We heard a fan."]

Now we are going to listen for sounds again. If we hear any new sounds we will add them to our chart. Let's close our eyes and listen.

[Privately ask another adult positioned several feet from the group to make several louder sounds. Examples: talking, moving things, singing.]

Did you hear any new sounds?

[On the chart, write names of any sounds not previously listed. Review new sounds by pointing to and reading each new sound listed.]

EXPLAIN: We have heard some quieter sounds. We also have heard some louder sounds. We heard (adult helper) making sounds.

- ASK:**
- Do you think (adult helper) made quieter sounds or louder sounds? (louder sounds)
 - Could we hear a quieter sound like water dripping from a faucet when there is also a louder sound?

ACT: Let's try listening for a quieter sound when there is also a louder sound. Please close your eyes again and listen carefully.

Understanding Sounds *continued*



[Ask adult helper to turn the faucet to an audible drip or quieter water flow.]

Who can hear the water dripping?

Let's close our eyes and find out if we can hear the water dripping when there is a louder sound in our classroom.

[Ask the adult helper, positioned several feet from the group, to make a continuous louder sound.]

- ASK:**
- Could you hear the water dripping when we listened this time?
 - Why not?
 - What was the quieter sound?
 - What was the louder sound?

RECAP: Today we listened again for sounds. We listened to a quieter sound and to a louder sound. We learned that it can be hard to hear a quieter sound when we can also hear a louder sound. I am going to make a very quiet sound. Listen carefully.

[In a quiet whisper, ask children to point to their ears.]

We are learning to be good listeners. We pay attention to what we are hearing when we listen.



Scaffolding Tips

Extra support ■ If children need more experience with quieter and louder sound contrasts, offer back-to-back examples of quieter and louder sounds such as clapping your hands, humming, or moving a shaker to produce quieter and louder sound levels. When helping children distinguish between quieter and louder sounds, do not offer extreme contrasts in sound levels. ■ Remind children that in order to hear a quieter sound, we must be quiet when we listen.

Enrichment ■ Ask children to think about sounds they may hear outside. Can they name a louder sound they may hear outside? Can they name a quieter sound they may hear outside? What kind of louder sound might make it difficult to listen to a quieter sound outside?



Center Activity

Provide children with the CD used in the Day 1 activity. Place the CD player in a louder area of the classroom. Encourage children to listen carefully as they guess each sound. Ask children if it is more difficult to hear the sounds today, in a louder area of the room, than it was yesterday, in a quieter area of the room. Why?

WEEK

1

DAY

2

Understanding Sounds *continued*



Language/
Literacy



Family Child Care

Try today's activity outside. Ask all children to listen for quiet sounds and louder sounds. Can children hear a quieter sound if they can also hear a louder sound? Example: Can children hear a bird singing as a car drives by? Encourage school-age children to identify the source of each sound.

The identifying sounds 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

Large Group



Skill and Goal

Number knowledge

Children will have a beginning understanding of how to verbally count from 1–5.



Key Concepts

New: Author
Illustrator

Review: Count



Materials Needed

5 books on any topic

Five Little Monkeys Bake a Birthday Cake by Eileen Christelow



Also Promotes

Language/Literacy

BEGIN: [Place 1–5 books on a table where children can see them.]

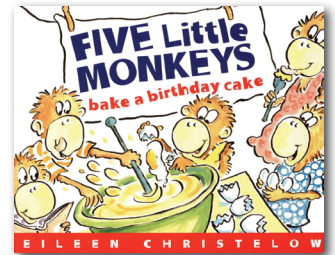
Let's count to find out how many books are on this table.

[Point to each book as you encourage children to count with you. When you finish, say the final number again.]

ASK: What did we do to find out how many books are on this table? (count)

EXPLAIN: [Display book cover.]

Today we will read a book about counting. Our book is called *Five Little Monkeys Bake a Birthday Cake*. Our book will help us practice counting. We will say numbers to find out how many.



The **author** of a book writes the words. The author of this book is Eileen Christelow. The **illustrator** of a book creates the pictures. Eileen Christelow is also the illustrator.

ACT: [Point to text as you read. Pause on each page to describe the picture and encourage children to join you in counting the number of monkeys. After you count the monkeys on each page, say aloud the final number of monkeys. Example: "There are five monkeys on this page."]

RECAP: Today we read a story called *Five Little Monkeys Bake a Birthday Cake*.

What did we do to find out how many monkeys were on each page? (count)

 Scaffolding Tips

Extra support ■ If children have difficulty counting, encourage them to repeat each number after you say it. Count slowly and speak clearly.

Enrichment ■ As you read each page, invite children to say how many monkeys there are before they join you in counting them.

WEEK

1

DAY

2

Counting Things *continued*

123

Mathematics

123 Center Activity

Place *Five Little Monkeys Bake a Birthday Cake* by Eileen Christelow in the library center. Encourage children to look at the pages and count the number of monkeys on each page. To add challenge, encourage children to look quickly at a page's illustrations and tell the number of monkeys without counting.

Family Child Care

Invite preschool-age children in your setting to continue counting groups of five. Ask each child to find a group of five of a given item. Example: "Adama, can you please find five blocks?" School-age children will enjoy finding larger groups of items. Example: "Shawna, would you please find nine toy animals?" Invite children to bring their groups of items back to a central location and count aloud the number of items in their group.



3–5 YEARS

Large Group



Skill and Goal

Relationship skills

Children will understand some different kinds of play.



Key Concepts

New: Pretend
Play alone



Materials Needed

A favorite toy
Block
Lego®
Ball
Beanbag



Also Promotes

Language/Literacy

BEGIN: [*Sit in front of children with a toy. Begin playing with the toy.*]

It is fun to play at center time in our classroom! There are so many things to do. This (toy) is one of my favorite things to play with.

[*Demonstrate and describe some things to do with the toy.*]

ASK: What is your favorite thing to play with at center time?

EXPLAIN: Sometimes we pretend when we play. We can pretend we are a parent or a firefighter or a teacher. We can pretend a tricycle we are riding on our playground is a car or a firetruck or a tractor. We can pretend we are building a barn with our blocks. When we **pretend**, we make believe we are a different person or we make believe a toy we are playing with is something different.

ASK:

- Have you ever pretended you were someone else?
- Have you ever pretended a toy you are playing with is something different?

EXPLAIN: [*Display a block.*]

I have a block. We can pretend the block is anything we want it to be when we play.

ASK: What could we pretend our block might be? (car, telephone, horse, etc.)

ACT: [*If a child has an idea of how to pretend with the block, hand him/her the block as he/she demonstrates while describing what it might be. Example: The child may move the block along the floor as he/she describes a pretend car.*]

Display each additional toy, one at a time, and ask what we could pretend the toy might be. Encourage a volunteer child to demonstrate and describe how he/she would pretend with the toy.

EXPLAIN: Sometimes we like to play alone. We are not playing with anyone else when we **play alone**. We play by ourselves. I showed some things I like to do with (toy). I was playing alone with (toy).

ASK: What kinds of things do you like to do when you play alone?

EXPLAIN: Sometimes we like to play with another child or maybe two or three other children. It can be fun to share toys and ideas when we play with other children. Other children can have really good ideas about how to play.

Getting Along with Others *continued*



ASK: What kinds of things do you like to play with others?

EXPLAIN: Let's visit some centers in our room and think about how we could play in each center.

ACT: *[Move as a group to 2–3 centers in the classroom (housekeeping, manipulatives, blocks, etc.) and ask children how they might play in the center. Example: "What could two children do together in this center?" Encourage children who offer suggestions to point to, hold, or put on whatever they are describing. This visit to centers is for discussion of play, not actual play. Emphasize playing alone, playing with another child(ren), and pretend play as you elaborate on children's suggestions. There is an opportunity in Week 2, Day 2 to visit additional centers in your classroom.]*

RECAP: Today we learned about different ways we can play. We can pretend when we play. We can play alone or with others. There are many ways we can play in our classroom.



Scaffolding Tips

Extra support ■ As you ask children to discuss things they like to play alone and with others, offer a prompt if necessary. Example: "Do you like to play alone or with someone else when you are outside? What do you like to do alone (or with someone else) outside?"

Enrichment ■ Offer children two different toys and invite them to talk about what they could pretend each toy could be. ■ Encourage children to think of play activities that need two or more children (rolling ball back and forth).



Center Activity

Provide materials used during the activity (block, Lego®, ball, beanbag) as well as additional toys or items that may encourage pretend play. Examples: small blanket, small felt pieces, craft stick, straw, craft tube. Encourage children to use the items as they think of ways to play while pretending. As children play, ask them to describe how they are pretending with the toy or item.



Family Child Care

During the day point out ways children in your setting are playing together and alone. Example: "Tricia, I see that you are pretending to make a cake. It's fun to play alone sometimes." Also, encourage children to try pretend play with different kitchen items. Example: "What can you pretend to play with this spoon?" School-age children may enjoy pretending to be characters in a book. Provide book ideas children are familiar with and suggest children pretend to be the characters. Examples: *Goldilocks and the Three Bears*, *The Little Red Hen*.

WEEK

1

Being Creative



DAY

2

3-5 YEARS

Large Group



Skill and Goal

Appreciation of music and dance

Children will understand the concept of music and dance.



Key Concepts

New: Music
Musical instrument
Song
Dance

Review: Creative



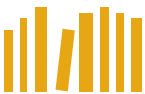
Materials Needed

CD player
Best of Raffi CD



Also Promotes

Physical/Health



Optional Reading

Song and Dance Man by
Karen Ackerman

BEGIN: We are learning what it means to be creative. We are being creative when we use an idea to make or do something new.

EXPLAIN: There are many ways we can be creative. Today we are going to talk about being creative with music and dance.

Music is the sounds that we make when we sing or play a musical instrument. A **musical instrument** makes music when it is played. A drum and a piano are musical instruments. There are many kinds of musical instruments.

Let's listen to the song "Wheels on the Bus."

ACT: [Play "Wheels on the Bus" on the Best of Raffi CD. Invite children to sing along.]

EXPLAIN: The person who created this song had an idea about putting together words and music. She was creative when she put together the words and music.

A **song** puts words and music together.

We can say the words of our song without the music.

[Say the first line without singing: "The wheels on the bus go round and round."]

Now let's add music to the words.

ACT: [Sing the first line. Invite children to join you.]

Our words became a song when we added music.

EXPLAIN: We can also be creative when we move our bodies to music! We can **dance** by moving our bodies to music. Let's stand and dance to a fun song called "Let's Play." Make sure we do not bump into someone else when we dance.

ACT: [Play "Let's Play" on the Best of Raffi CD and encourage children to dance in their own way to the music.]

EXPLAIN: We were being creative when we moved our bodies to the music.

ASK: Can we dance without music?

EXPLAIN: Watch me do a little dance.



Being Creative *continued*



[Offer a simple dance movement without music.]

Many times people dance to music. But I just danced without music. We can dance with music and we can dance without music.

RECAP: We create music when we make sounds by singing or playing a musical instrument. What do we add to words when we sing a song? (music) We can be creative with music and dance!



Scaffolding Tips

Extra support ■ Display a drum or a picture of a drum (or piano) if children seem unfamiliar with the concept of a musical instrument. ■ After saying the “Wheels on the Bus” words without music, hum or sing (la, la, la) the music without the words to help children understand the two elements of a song (words and music). Then sing the song (words and music) as suggested in the activity plan. ■ Use masking tape on the floor to mark a child’s space for dancing if you anticipate a verbal request will be insufficient for asking children to not bump into each other.

Enrichment ■ Explain that we can also make music by humming. Demonstrate humming and invite children to hum some music they make up. If you can whistle, demonstrate how music can be made by whistling. ■ Words and music can be heard in the “Wheels on the Bus” song. What else can be heard? (musical instrument)



Center Activity

Display various materials that are regularly available to children for listening to or playing music. Demonstrate how to use items like a CD player, headphones, etc. so that children can enjoy music on their own in the classroom. Regularly encourage children to use their creativity when singing and dancing.



Family Child Care

Have a designated location in your setting for children to listen to music. Design a place where they can play music with a CD player or other device and listen with headphones so that they can enjoy and explore music on their own. Encourage school-age children to teach preschool-age children new songs they’ve learned.

WEEK

1

DAY

3

Understanding Words



Language/
Literacy

3–5 YEARS

Large Group



Skill and Goal

Print knowledge

Children will understand how books work.



Key Concepts

New: Book
Cover
Title
Words

Review: Listen



Materials Needed

Book (see Be Prepared)

Be Prepared: Select a book with both words and illustrations that are familiar to children.

BEGIN: [*Display book.*]

What is this?

A **book** is something we read. It has pages and a cover. Books have a front cover and a back cover.

EXPLAIN: [*Display the front cover and back cover as you describe each.*]

The **cover** of a book tells us something about what is inside the book. Let's look at the front cover of this book.

[*Display the front cover of the book.*]

What do we see on the front cover of this book? (pictures, words, letters, etc.)

The front cover of a book tells us the title of the book. The **title** of a book is the name of the book. This book is called _____.

[*Point to each word in the title as you read it.*]

The front cover of a book also tells us the name of the author of a book. The author of this book is _____.

[*Point to the author's name as you read it.*]

There is another name on the front cover of a book. This is the illustrator of the book. The illustrator of this book is _____.

[*Point to the illustrator's name as you read it.*]

We begin reading a book from the front. First we read the front cover of the book. Then we begin to read the pages inside the book.

[*Display the first page of the book.*]

We start reading with the first word on the first page.

[*Point to the first word on the first page.*]

A book has many words in it. **Words** tell us important information about something. The words in this book tell us about (topic of book).

Words can be put together in a line like this.

[*Point to the first line of words.*]

We begin reading the words on this side of the page and move across to the other side of the page.

Understanding Words *continued*



[Point to the words on the first line in a left-to-right motion.]

When we have finished reading the words in the first line we drop down to the second line and read across the page again.

[Point to the words on the second line in a left-to-right motion.]

I am going to read the first page of our book so we can learn how words work.

ACT: *[Read the first page of the book as you point to each word with your finger.]*

ASK:

- What did we learn when we read the first page of the book?
- Do the words in this book look different from the picture(s)?

[Point to both the words and the picture(s) on the first page.]

EXPLAIN: Words tell us something that we would not be able to learn by looking at the pictures only.

RECAP: Today we learned many things about books.

[Display book used in today's activity.]

This is the front cover of the book. What do we find on the front cover of a book? (book title, author, illustrator)

[Point to first line of words on the book's first page.]

These are called words. Words tell us important information about something. The words are put together in a line. Show us by moving your hand, which way do we read the lines of words?

[Use a left-to-right motion as you point to lines of words on the page.]

Are words and pictures the same thing? (no) Words tell us something we would not be able to learn by looking at a picture only.

Scaffolding Tips

Extra support ■ Show children more than one book as you explain the cover, title, and words. This may help children understand that all books are organized in similar ways.

Enrichment ■ Open another book to the first page and ask children to show where to begin reading. ■ If children are familiar with the concepts of left and right, explain that we read from left to right.

WEEK

1

DAY

3

Understanding Words *continued*



Language/
Literacy



Center Activity

Provide children with an assortment of books to look at and enjoy. As children look at books, ask them to point to words they may see. Can they show where to find the title, author, or illustrator of the book?



Family Child Care

Take all children on a “word walk.” Look for words on signs, houses, etc. Encourage preschool-age children to point out words they find. Then, invite school-age children to read the words.

3–5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will have a beginning understanding of how to link number words to groups of 2, 3, and 4 items with and without counting.



Key Concepts

Review: Count



Materials Needed

4 identical cups

5 crayons

BEGIN: We are learning that when we count, we say numbers to find out how many. On Day 2 we counted pictures of monkeys to find out how many monkeys were on a page of our book.

EXPLAIN: Sometimes we can learn how many there are without counting! We can look at things and just know how many there are.

Let's find out if we can tell how many cups there are without counting.

ACT: [*Hold up one cup for about two seconds, then quickly hide it.*]

How many cups did I have?

[*Wait for responses. Show one cup again to confirm.*]

Let's do this several more times.

[*Repeat this process several times with different numbers of cups, from 2 to 4. Do not comment on accuracy of children's numbers. After children respond, show and say the number of cups.*]

EXPLAIN: We knew how many cups there were without counting them.

Sometimes we need to count to find out how many.

ACT: [*Place 2–5 crayons in front of you, depending on children's counting skills.*]

Please help me count how many crayons are in front of me. I will point to each crayon, and you can count with me.

[*Point to each crayon as you say the number.*]

There are ____ crayons in this group.

RECAP: Today we looked quickly at groups of cups and decided how many cups we had without counting. We also counted how many crayons were in a group.





Scaffolding Tips

Extra support ■ When displaying two or more cups, increase the amount of time children can look at the cups before hiding them if children have difficulty with a quick look. ■ If children have difficulty determining the number of items in a group, invite them to count each item with you as you point to each. ■ Provide other items to support additional counting practice. Examples: markers, toys.

Enrichment ■ If children easily identify groups of 2–4 cups without counting, display up to five cups and/or decrease the amount of time children can look at the cups before hiding them. ■ Another challenging option for children with advanced math skills is to present up to five items that include two different types of objects (example: two toy dogs, three toy cats). Show the group of items quickly, hide all items, and ask children how many of one type of item were shown. Example: “How many dogs were there?” You can vary the challenge of this activity by placing the different items in separate, nearby groupings (to make it easier to identify the two different types) and by providing more or less time to look quickly at the items.

123 Center Activity

Provide math manipulatives such as cubes. Encourage children to count the manipulatives and place them in groups of two or three.



Family Child Care

Invite all children in your setting to practice making groups. Provide each child with a small ball of play dough and a craft stick. Encourage preschool-age children to make groups of two or three by cutting off small pieces of play dough and forming groups of two or three with the small pieces. They may also wish to use small cookie cutters to cut play dough into shapes and then arrange the shapes into groups of two or three. School-age children will enjoy making “cookies” with the play dough as they place groups of “chips” on top of each “cookie.” Encourage all children to count the number of items in groups they make.

WEEK

1

DAY

3

Getting Along With Others



3-5 YEARS

Large Group



Skill and Goal

Relationship Skills

Children will understand how to initiate play with others.



Key Concepts

New: Share



Materials Needed

*3 pictures as shown

2 puppets

Small toy

*Printables provided



Optional Reading

Join In and Play by Cheri J. Meiners

BEGIN: We know that sometimes we like to play alone. Sometimes our friends also want to play by themselves. But sometimes we want to play with others. And sometimes our friends also want to play with others.

EXPLAIN: There are many ways we can let someone know we would like to play together. I have some pictures that can help us think about different ways to ask someone to play. Let's look at the pictures together.

[Display picture of child sharing a toy.]

This picture shows a boy sharing a toy. When we **share** something we use it or enjoy it with others.



ASK: Why do you think sharing a toy might be a good way to ask someone to play? (it shows we play nicely, our friend may like the toy)

EXPLAIN: Our puppets can show us how to use a toy to ask someone to play with us.

[Demonstrate by using two puppets to represent two children. Make the first puppet hand the second puppet a toy and say, "Would you like to share this toy with me? We can play with it together."]

Display picture of boy taking hand of friend.]

This picture shows a boy taking the hand of his friend.



ASK: Why do you think this might be a good way to ask someone to play? (it shows that you are nice, you can lead someone to where you are playing)

EXPLAIN: *[Demonstrate again with two puppets. Make the first puppet gently take the second puppet by the hand and say, "I am playing with the blocks. Would you like to come over and play with me?"]*

Display picture of boy talking to a friend.]

This picture shows a boy talking to his friend and telling him what he would like to do.



Getting Along With Others *continued*



ASK: Why do you think this might be a good way to ask someone to play? (because we are telling someone what we want to do)

[Demonstrate again with two puppets. Make the first puppet say to the second puppet, "Let's play together! Let's play!"]

RECAP: There are many ways to let someone know we would like to play. We can share a toy with a friend, take our friend gently by the hand, or just ask someone to play. We can use these pictures to help us remember what to do when we want to ask someone to play!



Scaffolding Tips

Extra support ■ If a picture offers children insufficient information for responding to your questions, provide a puppet demonstration after displaying and describing the picture. Then ask children why this strategy might be good to use. ■ Post the pictures on the wall and refer to them when guiding children on how to ask children to play.

Enrichment ■ Encourage children to tell about times they've used one of the suggestions when asking a friend to play. ■ Invite two children to take turns using the puppets to demonstrate one or more of the invitation strategies.



Center Activity

Display the *pictures to remind children of different ways to ask each other to play. Encourage children to try more than one method. Do a simple, quick practice invitation or offer gentle coaching as appropriate. Also, you may wish to provide the puppets for children to use in pretending to ask someone to play.

*Printables provided



Family Child Care

Encourage children in your setting to use puppets to practice asking others to play. Pair preschool-age and school-age children to practice. Another option is to encourage children to practice by asking siblings or parents/relatives to play with them. Remind children of strategies shown in the *provided pictures.

*Printables provided

3–5 YEARS

Large Group



Skill and Goal

Appreciation of drama

Children will understand the concept of drama.



Key Concepts

New: Drama
Puppet
Play

Review: Pretend



Materials Needed

- *2 pictures as shown
- 2 puppets



Also Promotes

Social-Emotional

*Printables provided

Be Prepared: To prepare for the center activity, you may wish to review suggestions about helping children use puppets appropriately in the Creative Expression section of the *ELM User Guide: 3–5 Years*.

BEGIN: We are learning what it means to be creative. We know that art, music, and dance are ways to be creative. Have you been creative today? What did you create?

Today we are going to learn one more way we can be creative.

ASK: Have you ever pretended to be someone else?

EXPLAIN: Maybe you changed your voice or put on clothes or a costume that helped you pretend to be someone else.

ASK: Have you ever done this?

EXPLAIN: Sometimes we pretend to be someone else in the housekeeping center. It can be fun to pretend we are a mom or a dad or someone else. Remember, when we pretend, we make believe we are a different person or we make believe a toy we are playing with is something different. We might pretend to be a doctor. But we are not really a doctor.

Pretending is a fun way to do drama. **Drama** is when one person or a group of people tell a story through their words and actions. We can do drama ourselves or we can watch someone else use drama to tell a story through their words and actions.

[Display two pictures of drama, one at a time.]

- When people do a puppet show they change their voices and pretend to make the puppets talk. A **puppet** is a kind of doll that we make move. Have you ever seen a puppet show?
- When people act in a play they may pretend to be someone or something else. A **play** is a story that a person or a group of people act out. In this picture people are pretending to be puppets in the story of Pinocchio. Have you ever seen a play?



Ricky Brigante/flickr/(CC BY-NC-ND 2.0)

I am going to use two puppets to show how we can pretend to be someone else to tell a story. The puppets will be Alishia and Samuel. We talked about Alishia and Samuel on Day 1. They were both being

Being Creative *continued*



creative when they drew their idea of a tree. Listen carefully as Alishia and Samuel talk about their trees.

ACT: *[Use two puppets (one on each hand) to provide a brief dialogue you make up between Alishia and Samuel about their ideas for drawing a tree. Describe how each character is being creative with his/her idea for a tree. Example: "I am making a tree that is tall with small green leaves. My tree looks different than your tree, Samuel. We are each being creative and drawing our idea of a tree!" Change your voice to represent Alishia and Samuel. Move the puppet who is speaking.]*

After the puppets talk, engage children in a brief conversation about how you used the puppets to tell the story about Alishia and Samuel's trees. Emphasize how you changed your voice and moved the puppets while they were talking. This is drama.]

RECAP: We are being creative through drama when we pretend to be someone else in telling a story through our words and actions. We used puppets in our classroom to show what drama can be like. We can be creative in a lot of different ways!



Scaffolding Tips

Extra support ■ When you introduce the puppet talk, remind children that both Alishia and Samuel drew pictures of trees. But their drawings did not look the same. They had different ideas about a tree. Their drawings were creative. ■ Just prior to the puppet talk, show and tell which puppet is Alishia and which puppet is Samuel.

Enrichment ■ Invite children to pretend to be someone else by changing their voice and actions.



Center Activity

Provide puppets for children to use and enjoy in pretend play. Invite children to retell something or make up what someone might say.



Family Child Care

Check the local library story time calendar for possible performances with puppets or a local theater troupe or high school group. Consider making this part of your upcoming activity planning for all children in your setting.



3–5 YEARS

Large Group



Skill and Goal

Print knowledge

Children will understand some ways a book can be damaged.



Key Concepts

Review: Words
Listen
Cover
Author



Materials Needed

Picture-rich book (see Be Prepared)

Be Prepared: Secure a book no longer used in your room or center that will be of interest to children. Make a stain on the cover with juice or some other type of beverage. Beginning with the second illustrated and/or text page of the book, damage each, or most, pages of the book with one type of problem per page, such as marks of a marker, a simple drawing made with pencil, scribbles made with crayons, stickers affixed to a page, and page tears. The intent of an undamaged first page is to remind children of the benefits of looking at a page without a problem.

BEGIN: Yesterday we learned about different parts of a book. We use books each day in our classroom. Books are a good way to learn new things. Books are also fun!

Today we will learn how to take care of books. It is important to take good care of our books so we can enjoy them for a long time.

I have a book I want to share with you today.

ASK: [*Display book cover.*]

What do we see on the cover of our book? (title and author, illustration, a stain)

[*Point to each part of the cover as mentioned.*]

EXPLAIN: The front cover tells the title of the book. The book is called (title of book). The front cover also tells us the name of the author. Remember, the author writes the words of a book.

The author of this book is (author's name).

[*Point to stain on front cover.*]

ASK: • What do you think happened here?

[*Engage children in a discussion of how a stain might have happened.*]

• Let's look inside our book. Where should I begin reading on this page?

ACT: I will start reading with this word. Please watch my finger follow the words.

[*Read the first page as you point to each word.*]

I started here.

[*Point to first word.*]

Then I read the words across the page. I moved down to each line as I read. We read across the page and from top to bottom.

Understanding Words *continued*



[Motion from left to right. Use your finger to demonstrate left to right and top to bottom as you point to the lines of words on the first page.]

The words on this page told us some things.

[Briefly describe what the first page communicated in words and/or picture.]

Read the second and subsequent pages as you point to each word. After reading the text on a page, draw attention to the damage and support children in talking about what might have happened. Examples: "Someone used a pencil to draw on Mr. Snail." "It looks like someone with muddy hands touched the book." "How do you think this page got a rip?"

Also describe difficulty in looking at pictures and reading words when there is damage. Example: "It is hard to see the pictures and words on this page. Some of the crayon marks are covering the words in our book. I am looking more at the crayon marks than at the words."

Compare a damaged page to the first page (which has no damage). Point out the ease of looking at a page without a problem.]

RECAP: Today we read a book called (title of book). Why was it hard to read and look at pictures in our book?

[Engage children in a brief review of different types of damage to the book. Emphasize the difficulty of sharing a book that has been damaged.]



Scaffolding Tips

Extra support ■ Pretend to read the second page with difficulty due to the markings. Explain that when we make our own book, we can draw or make pictures and add our own marks or words.

Enrichment ■ Ask children if they have ever looked at a book that had not been taken care of. What had happened to the book?



Center Activity

Provide the book used in today's activity. Encourage children to look at the pages and retell the story. Invite children to tell how the book could have been better cared for.

WEEK

1

DAY

4

Understanding Words *continued*



Language/
Literacy



Family Child Care

Ask families to bring in books that have been damaged. Discuss with children ways to better care for the books. Set up a “book hospital” in your setting to repair damaged books. Preschool-age and school-age children will enjoy finding and/or bringing in damaged books and helping with their repair. Items for the “hospital” may include tape, glue, or white out. All book repair should be monitored by an adult.

This activity is informed by the following source: Warner, K. (2011, August 23). Teaching rules and routines: Taking care of books [Web log post]. Retrieved from <http://www.kindergartenkindergarten.com/2011/08/teaching-rules-and-routines-taking-care-of-books.html>.

3–5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will strengthen their understanding of how to link number words to groups of 1, 2, or 3 items without counting.



Key Concepts

Review: Count



Materials Needed

- 5 identical counters
- Small box
- 5 crayons
- 5 pencils
- 5 markers



Also Promotes

Language/Literacy



Optional Reading

One Fish, Two Fish, Red Fish, Blue Fish by Dr. Seuss

BEGIN: We know that sometimes we can look at a small group of items and tell how many there are without counting.

[Place 2–4 identical counters (circles) next to each other on a table for a few seconds. Then, cover them with the box.]

ASK: How many circles did you see?

ACT: *[Do not comment on the accuracy of children's responses. After children have said how many, uncover the counters and say the number. Invite children to join you in counting the counters as you point to each.]*

Repeat the above process several more times with a different number of counters (up to five), based on children's skill in telling how many without counting. Be sure to engage children in counting the number of counters after you show the group of counters again.

Then repeat the above process with three different types of items (crayons, pencils, markers), one type of item at a time (see Enrichment tip for adding challenge). Use children's counting skills to determine how many items to temporarily hide. Encourage children to join you in counting the group of items after children have an opportunity to tell how many.]

RECAP: Sometimes we can tell how many without counting. Today we looked at groups of items and figured out how many there were without counting.

Let's together count the number of fingers on one of our hands. We will want to say a number each time we point to one of our fingers.

[Encourage children to count with you as they point to a finger on their hand.]

How many fingers did we count?





Scaffolding Tips

Extra support ■ If it is too challenging to tell how many without counting, practice counting small groups of items without hiding them. Point to and say a number for each item. ■ Vary the length of time children can see items (before putting a box over them) based on their counting skill. ■ If children have difficulty counting their fingers on one hand, count slowly and/or have children repeat each number after you say the number. ■ To provide additional experience with counting, sing again the “Five Fingers Song” introduced on Day 1.

Enrichment ■ For children with advanced math skills, present up to five items that include two different types of objects used today (example: one crayon and four markers). Show the group of items quickly, put a box over all items, and ask children how many of one type of item were shown. Example: “How many crayons were there?” To make it easier to identify the two different types of items, place the items in separate, nearby groupings. Provide more or less time to look quickly at the items, based on children’s counting skills.

123 Center Activity

Provide counters for children to explore. Also provide a bowl. Invite children to place a small number of counters (up to five) in the bowl and say aloud the number of counters in their group. Suggest a number that matches a child’s counting skill. Some children may easily manage more than five counters. Children who enjoy repetition and short-term memory activities may like to follow this pattern: Invite the child to put one counter in the bowl as he/she says the number. Remove the counter from the bowl. Now place two counters in the bowl (again, counting each) and then remove them. Now place three counters in the bowl (again, counting each) and then remove them.



Family Child Care

Try this activity throughout the day. Use similar items around the house. Example: Place two dolls on a blanket. Show them to a preschool-age child, and then cover the dolls with another blanket. Can the child identify how many dolls there were? School-age children may enjoy practicing this skill with dominoes. Invite school-aged children to choose a domino and name the number of dots without counting. Use dominoes with increasing numbers of dots as children become better able to name the amount without counting.



3-5 YEARS

Large Group



Skill and Goal

Individual diversity

Children will understand that individuals are the same and different.



Key Concepts

Review: Same
Different



Materials Needed

* 2 pictures as shown

*Printables Provided



Optional Reading

Clothes in Many Cultures
by Heather Adamson

BEGIN: Today we will talk about ourselves and each other. We are all the same and different in many ways. Remember, when things are the same, they are exactly alike. When things are different they are not the same.

ACT: Stand up if you have clothes on today. Look! We are all wearing clothes. That is one way that we are all the same. Please sit down.

Now, stand up if you are wearing _____ (jeans, a certain color, a kind of shoes, etc.). Only some of us are wearing a _____. We are all wearing clothes, but we are all wearing different clothes.

We are the same and we are different! Let's celebrate that we are the same and different by giving our neighbor a high five!

EXPLAIN: I'd like to tell you about a little girl named Lexi and a little boy named Carlos. Lexi and Carlos are the same and different just like us.

Lexi has red hair and green eyes. This is a picture of Lexi.

[Display provided picture of a girl.]

Lexi loves to dance and play with her friends. She has friends who are tall, short, older than her, and younger than her. Lexi likes to do nice things for her friends like share her toys and help them when they get hurt. Lexi loves cats but she doesn't have any pets at her house. Sometimes Lexi's dad makes spaghetti for dinner. Lexi loves spaghetti!



Lexi

- ASK:**
- Does anyone in our classroom have green eyes like Lexi?
 - Do you like to dance like Lexi?
 - Lexi loves spaghetti! Do you like spaghetti?

EXPLAIN: Carlos has black hair and wears glasses. This is a picture of Carlos.

[Display provided picture of a boy.]

Carlos likes to share toys with his friends. When it is nice outside, Carlos likes to play soccer. Carlos also likes to play with his pet worm. Carlos is proud of himself when he cleans his room. Carlos loves his two cats that he takes care of with his family.



Carlos



- ASK:**
- Does anyone in our classroom wear glasses like Carlos?
 - Does anyone here today have a pet worm or cats like Carlos?
 - Lexi and Carlos are the same and different. What things do Lexi and Carlos both like? (playing with friends, sharing, cats)
 - What things are different about Lexi and Carlos? (Carlos wears glasses, Lexi is a girl, Carlos has a pet worm and cats, Lexi doesn't have any pets)

RECAP: Today we talked about how people are the same and different. We are all wearing clothes, but our clothes are different. Do Lexi and Carlos have the same color of hair? (no; Lexi has red hair, Carlos has black hair) What does it mean for things to be different? (not the same)



Scaffolding Tips

Extra support ■ Expand on the main ways that Lexi and Carlos are the same and different by reminding children of parts of the story of each child. Example: "Remember, Lexi loves cats but she does not have any pets at home. Carlos loves his two cats that he takes care of with his family."

Enrichment ■ Invite children to describe one way they are the same as and one way they are different than a friend.



Center Activity

Provide small non-breakable mirrors or access to a freestanding mirror. Also, add a top hat, baseball cap, bow, mustache, different glasses, beads, hair bands, etc. Invite pairs of children to look at themselves and each other and tell how they are the same and different. Also, encourage children to look at two of them in one mirror. Ask children to tell you how their partner's face might be the same as or different than their own face.



Family Child Care

Point out similarities and differences to preschool-age children throughout the day. Example: "You both like to play with the dolls! But, Sarah likes to feed her doll and you like to rock yours in the chair." School-age children will enjoy painting a self-portrait and then discussing how the portraits are the same and different.

WEEK

1

Staying Healthy and Safe



Physical/Health

DAY

4

3-5 YEARS

Large Group



Skill and Goal

Good health practices

Children will understand the concept of germs.



Key Concepts

New: Germs
Power



Materials Needed

Germs Are Not for Sharing
by Elizabeth Verdick



Also Promotes

Language/Literacy



Optional Reading

*Those Mean Nasty Dirty
Downright Disgusting
but... Invisible Germs* by
Judith Anne Rice

BEGIN: I am thinking of something so small that we can't see it. It is something that is all around us. It is something that can make us sick. What are your ideas about what I'm thinking of?

Let's talk about germs. **Germs** are very small things that can make our bodies sick.

- ASK:**
- Have you ever felt sick?
 - What did you feel like when you were sick?

EXPLAIN: There are different ways we can feel sick. Our ear can hurt, our head can hurt, our throat can hurt, and sometimes our stomach can hurt.

Germs are small but powerful. Germs have the power to make us sick. The word **power** means that something can make things happen. Germs can make us feel sick.

Today we will read a book that tells us about germs.

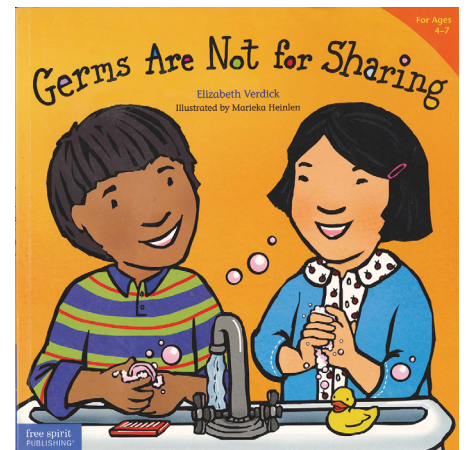
[Display book. Point to title as you read it.]

ASK: What are the two children on the cover of our book doing?

ACT: *[Read the book through p. 27. Describe illustrations. Pause to talk about pages that seem confusing to children.]*

- ASK:**
- Where can we get germs? (in the air, food, water, and on all the things we touch)
 - What can germs do to us? (make us sick)
 - What can happen when germs get on our hands? (they can spread to other people)
 - How can we get rid of germs on our hands? (wash our hands)

RECAP: Today we learned about germs. We cannot see germs but they have the power to make us feel sick. When are some good times to wash our hands? (before and after we eat, after playing outside or with pets, after we sneeze, cough, or blow our nose, after rubbing our eyes, after picking our nose, after counting our coins, after crying, after using the bathroom, whenever they're dirty)



WEEK

1

DAY

4

Staying Healthy and Safe *continued*



Scaffolding Tips

Extra support ■ Demonstrate for children how to blow and wipe your nose, and then toss your tissue in the trash. Also, demonstrate what to do when we cough (cover your mouth with a tissue, arm, or shoulder). Encourage children to practice.

Enrichment ■ Invite children to think of ways they may get germs in your classroom. (playing with toys, eating a meal, playing together, etc.) ■ After reading p. 3, explain to children that some germs are good. Some germs help the inside of our bodies to work properly.



Center Activity

Fill the water table or a tub with water and tear-free bubbles. Encourage children to pretend to wash dishes from the housekeeping center. Explain that when we wash dishes we are getting them clean and getting rid of the germs!



Family Child Care

Discuss with all children in your setting places where germs can be found. Encourage children to help you wipe down counter and tabletops and toys. Discuss with children ways to keep toys and furniture clean. Children may also enjoy the board book version of *Germs Are Not for Sharing* by Elizabeth Verdick.

WEEK

1

DAY

5

Understanding Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Print knowledge

Children will strengthen their understanding of how to properly care for books.



Key Concepts

Review: Words



Materials Needed

Damaged book from Day 4



Also Promotes

Social-Emotional

BEGIN: Yesterday we learned what can happen when we do not take good care of books. What kinds of things happened to the book we shared yesterday?

[Support children in recalling 2-3 types of damage to yesterday's book.]

EXPLAIN: Most books are made to last a long time. Books are to be used by different people. Books in our classroom may be used by anyone in our room. Books we borrow from a library may be used by other children when we return the book to the library. Some families give away books they no longer use.

ACT: *[Display damaged book from Day 4.]*

Let's use our book from yesterday to talk about ways to take good care of a book.

[Use the damaged cover and pages to engage children in a discussion of how to properly care for books. Incorporate the following into the discussion:

- *Keep a book away from food and things we drink*
- *Use paper for markers, crayons, pencils, stickers*
- *Use clean hands*
- *Turn pages carefully*
- *Keep books on table or shelf, not on a floor, when not being used.]*

EXPLAIN: We may look at a book that we do not like. Or we may look at a book that does not interest us.

- ASK:**
- Is it okay to toss the book to the floor? Why not?
 - What should we do with a book we do not like or does not interest us? (put book where it belongs)
 - Is it okay to draw pictures in a book we think is boring? Why not?

EXPLAIN: Someone else might really like a book that we do not like. Remember, each of us is unique. We like different things.

RECAP: We should take good care of all books, even books we might not like. Books are made to be used again and again by different people. Where do we put a book in our room after we have finished looking at it?



Scaffolding Tips

Extra support ■ Show the Day 4 book at the beginning of the session if children have difficulty recalling different types of damage to the book. ■ Invite several volunteer children to demonstrate how to properly care for a book by: carefully turning pages, perhaps picking up books from the floor and placing on a table or shelf (see Enrichment tip).

Enrichment ■ Demonstrate how to put a book on a shelf so the front cover is facing out in its correct position (not upside down). Engage children in a conversation about how placing the front cover facing out is helpful to others. Demonstrate the benefit of placing the front cover facing out by comparing a book with its back cover facing out to a book with its front cover upside down. Invite several volunteer children to demonstrate front cover-facing-out book placement on a shelf.



Center Activity

Provide children with an assortment of books to look at and enjoy. Include the damaged book from the current session (and Day 4). Ask children to describe how to care for books.



Family Child Care

Arrange a specific time at your local library for a librarian to talk with all children in your setting about the proper care of books.

3–5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will deepen their understanding of the concepts of number and counting, and that numbers are all around us.



Key Concepts

Review: Count
Number



Materials Needed

Five Little Monkeys Bake a Birthday Cake by Eileen Christelow

1–5 bottles of glue



Also Promotes

Language/Literacy

BEGIN: We are learning about numbers and counting. We count things to find out how many. We use numbers when we count.

Remember, a number tells us how many. One is a number. Two is a number.

EXPLAIN: We use numbers to tell how old we are.

[Hold up three fingers, four fingers, five fingers as you say ages. Omit five years if there are no five-year-old children in your classroom.]

Some of us are three years old. Some of us are four years old. Some of us are five years old.

ACT: We can use our fingers to show how old we are.

[Encourage children to count with you as they point to or hold up one finger for each year of their age.]

Let's count together: one year, two years, three years, four years, five years.

Now let's show each other with our fingers how old we are.

[Encourage children to look at how many fingers their peers are holding up.]

Place 1–5 bottles of glue in front of you. Another common classroom item may be used if glue bottles are not available.]

Please count with me to find out how many bottles of glue are in this group.

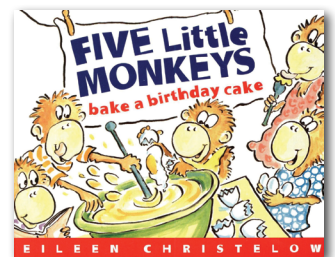
I will point to each bottle as we count. We will say a number each time I point to a bottle of glue.

[When you finish counting, say the final number.]

EXPLAIN: On Day 2 we read a book that helped us practice counting.

[Display book cover.]

We counted the number of monkeys on each page of our book. Let's look again at several pages and count together the number of monkeys.



[Select several pages that are appropriate to children's counting skills and count together the number of monkeys on each page.]

ACT: Let's count from one to five while clapping our hands. We will clap once for each number we say.

[Adjust the pace of counting according to children's counting skills.]

EXPLAIN: We are learning how to tell how many without counting. We look quickly at a small group of things and know how many there are.

[Quickly hold up and then hide 2–5 fingers, depending on children's counting skills.]

ASK: How many fingers did I hold up?

ACT: [Show again the number of fingers you held up and lead children in counting as you point to each finger. Say again the number of fingers when you finish counting.

Repeat the process with a different number of fingers. Engage children in counting as you point to each finger. Be sure to say the number of fingers again when you finish counting.]

RECAP: This week we learned to count items in a small group. We also practiced looking at a small group and labeling the number of items without counting. We know that numbers are all around us. Who sees something in our classroom that we could count?



Scaffolding Tips

Extra support ■ After counting monkeys on selected pages of the *Five Little Monkeys* book, read the book again if time and children's interest permit. Use strategies from Day 2 to engage children with the book. ■ Vary the length of time you first hold up fingers (for telling how many without counting) based on children's counting skills. ■ If children have trouble counting and clapping at the same time, encourage them to say and clap each number after you. ■ Sing the "Five Fingers Song" at several points during the day for children who need additional experience in counting to five.

Enrichment ■ For children with advanced counting skills, provide five items that include three different types of objects (example: one pencil, two markers, two crayons). Show the group of items quickly, hide all items with a cloth, and ask children how many of one type of item were shown. Example: "How many markers were there?" Provide more or less time to look quickly at the items depending on children's counting skills. Encourage children to count each type of item after they have offered a response to your question(s).

WEEK

1

DAY

5

Counting Things *continued*

123

Mathematics

123 Center Activity

Invite children to explore building in the block center two small structures that differ in the number of blocks used. Example: One tower with two blocks and another tower with five blocks.



Family Child Care

Encourage preschool-age and school-age children to count items throughout the day. Examples: Count snack items at snack time, count crayons in a box, count buttons on a shirt. Encourage preschool-age children to count a group of items and then encourage school-age children to add to the number of items to achieve a group of a given number. Example: "Clara counted four crayons on the table. Nickolas, how many more crayons do we need to make a group of eight crayons?"

WEEK

1

DAY

5

Respecting Our Differences



Social Studies

3-5 YEARS

Large Group



Skill and Goal

Individual diversity

Children will identify their unique physical characteristics.



Key Concepts

New: Unique



Materials Needed

Large pieces of butcher paper—1 per child



Optional Reading

Celebrate You! Celebrate Me! by Leslie Kimmelman

Be Prepared: Today's activity involves making a full-body tracing of each child. It may be beneficial to form two smaller groups of children with another adult helping one of the groups to better manage the activity. Children may wish to make an image of themselves on their tracing during center time.

BEGIN: We are learning that we are all the same and different. Each one of us is unique in our very own way. **Unique** means that there is no other person just like you.

- ASK:**
- Do any of us here today look exactly the same?
 - What are some of the ways we look different?

EXPLAIN: Today each of us will create a tracing of ourself.

We will each have a chance to lie on the floor so someone can trace our body.

ACT: *[Invite each child to lie down on a piece of butcher paper as an adult traces his/her body. As children wait their turn, they may enjoy quietly pretending to trace their body. As you trace each child, comment on parts of the tracing. Example: "Did you know you are so tall?"]*

Briefly mention similarities and differences as you trace children. Example: "I see that Chandelle's head is different than Marco's head. How are they different?" Gather children again into a larger group when tracings are complete.]

RECAP: Together we created tracings of our whole group today! We are all in the same classroom. But we don't look the same, do we? Each of our tracings shows how unique we are. No two of us are exactly alike. During center time today we can make our tracing look like ourself. We can use markers and crayons to make our face or clothes.



Scaffolding Tips

Extra support ■ If children have difficulty waiting their turn to be traced, invite them to help you trace other children. You may wish to use hand-over-hand as you together trace a child.

Enrichment ■ Ask children to describe differences in their tracings. Example: "Mara, how are your hands different from Luke's hands?"

WEEK

1

DAY

5

Respecting Our Differences *continued*



Center Activity

Provide crayons and markers for children to use in adding features to their tracings. Also, provide non-breakable mirrors for children to use as they draw their facial features. Hang the tracings where they are visible in the classroom or hallway.



Family Child Care

Provide children with a piece of paper with the title, Things I Like. Provide several pre-chosen magazine pages of items that are appropriate for young children and scissors. Invite preschool-age children to cut out pictures from the magazine pages of things they like and glue them to the paper. School-age children may enjoy drawing additional items on their paper. Display the papers in your setting when they are finished. Ask children to describe why they like each thing. If time permits, transcribe preschool-age children's narration and post with their creations. School-age children will enjoy writing their own descriptions.

WEEK

1

Staying Healthy and Safe



Physical/
Health

DAY

5

3-5 YEARS

Large Group



Skill and Goal

Good health practices

Children will understand proper handwashing steps and when to wash their hands.



Key Concepts

Review: Germs
Power



Materials Needed

- *Don't Forget to Wash poster
- *Handwashing sequence cards
- *When to Wash Your Hands poster
- Germs Are Not for Sharing* by Elizabeth Verdick
- *Printables provided

Be Prepared: The activity extends yesterday's focus on germs by providing an opportunity to review your classroom's rules for handwashing. Use existing handwashing posters in your classroom or center for the activity. Two posters are offered for your use if classroom or center posters are not readily available. Describe your classroom's procedures, which may differ from the information offered below. Adapt information in this plan to represent your classroom's practices.

BEGIN: Yesterday we read a book about germs and what we can do to protect ourselves from germs. Remember, germs are small, but powerful. Remember, the word power means that something can make things happen. Germs can make us feel sick.

ASK: How can we protect ourselves from germs? (wash our hands, cover our mouth when we sneeze or cough)

EXPLAIN: Please watch me put my hands under some water at our sink.

[Run your hands quickly under water at the handwashing sink in your classroom. Do not use soap. Do not scrub or rub your hands. Do not use a paper towel. Make sure all children can see your actions.]

- ASK:**
- Did I do a good job of washing my hands? (no)
 - What did I forget to do? (use soap, scrub or rub hands together, dry hands with paper towel)

EXPLAIN: Today we are going to talk about good ways to wash and dry our hands.

We have a poster to remind us of the right way to wash our hands.

ACT: *[Display your classroom's poster of handwashing steps or use the provided Don't Forget to Wash poster.]*

Point to and read each step. Describe the step in your own words. Demonstrate the action shown in the step and encourage children to do the action (pretend).]



EXPLAIN: *[At the conclusion of reviewing each step on the poster, point to step #3:]*

Our poster says to wash our hands for 20 seconds. There is a simple way for us to know how long 20 seconds lasts. We can sing a short song about washing our hands. We wash our hands during all of the



time we sing our song. Our song lasts for 20 seconds. We know we have washed our hands for 20 seconds when we finish the song.

I will sing the song to you. Then we can sing it together.

ACT: *[Sing the song slowly and say the words clearly as you do the matching hand motions. Then invite children to join you in singing the song again.]*

Remind children of the two songs suggested in the book used on Day 4. Each of the songs should be sung twice while washing their hands.]

EXPLAIN: There is a game we can play with cards that show the steps we use for washing our hands.

[Display and describe each of the six cards in their proper order. Emphasize order in your discussion. Spend more time describing each step if the steps on the cards differ somewhat from your classroom's poster.]

We are going to mix up the cards and then find out if we can put the cards in the right order.

ACT: *[Spread the cards face up in random order so all children can see them. Ask for volunteers to pick out the card that shows the first step of washing our hands. Continue until the six steps are in order. Invite different children to participate in selecting each card (step) so the activity is not dominated by a few children.]*

EXPLAIN: We are reminding ourselves of the right way to wash our hands. Now let's remind ourselves of when we should wash our hands.

ASK: What are some times we need to wash our hands at our center and when we are at home?

[Display your classroom's poster of when children are to wash their hands or use the provided poster as a visual for this discussion.]

Point to the poster's picture that corresponds to children's responses. Use the poster pictures as reinforcement.]

A Handwashing Song

(to the tune of Frère Jacques)

Tops and bottoms
Tops and bottoms
In between
In between
All around my hands
All around my hands
Make them clean
Make them clean



WEEK

1

DAY

5

Staying Healthy and Safe *continued*



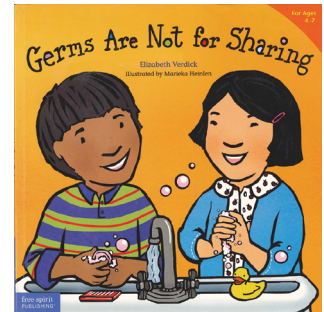
RECAP: Today we reminded ourselves of how to wash our hands the right way. We learned a little song to help us wash our hands for 20 seconds. We also reminded ourselves of when we should wash our hands. What are we getting rid of when we wash and dry our hands the right way? (germs) What can germs do? (make us sick)



Scaffolding Tips

Extra support ■ Encourage children to practice each of the handwashing steps depicted on the cards during the game. ■ Display and review the 10 good times to wash our hands on pp. 24–25 of the *Germs Are Not for Sharing* book introduced on Day 4.

Enrichment ■ At the end of the session, encourage children to say and do pretend actions for the handwashing steps without looking at a poster.



Center Activity

Provide the *handwashing sequence cards. Encourage children to work with a friend to put the cards (steps) in the right order.

*Printables provided



Family Child Care

To help all children in your setting understand how easily germs can spread, use small pieces of masking tape or a sticky note to mark places that children touch during a play period (or part of a play period). At the end of the play period, talk with children about all of the places where germs may have been left during play time. Emphasize how washing our hands can help keep germs from spreading.