WEEK 4 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Sounds and Words

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Understanding and identifying words that rhyme (Days 2, 4)

Mathematics

Working with Shapes

- Characteristics of a circle, triangle, and square (Days 1, 5)
- Naming, identifying, and describing circles and squares (Days 2, 3, 5)
- How to match a three-dimensional item to its correct shape (circle or square) (Days 4, 5)

Self-Regulation

Paying Attention

- How to concentrate on something (Day 1)
  - Examples of paying close attention to puzzle pieces and breathing

Social-Emotional

Getting Along with Others

- Practicing how to cooperate with each other
  - *Musical chairs* game (Day 2)
  - Making a classroom quilt (Day 3)

Social Studies

Respecting Our Differences

- How some people may use a wheelchair, walker, crutches, or braces to move from place to place (Day 4)
- How people who are blind may use their fingers and hands to learn about something (Day 5)

Science

Being a Scientist

- Exploring whether items are attracted to a magnet (Day 1)
- Making and trying out predictions about whether an item will be attracted to a magnet (Day 2)
- Exploring differences in the strength of magnets and making a prediction about what a strong magnet looks like (Day 3)

Physical/ Health

Moving Our Bodies

- Ways to keep safe when we do physical activities (Day 4)
- How our body moves when we walk and march (Day 5)

Elm Early Learning Matters

WEEK 4

DAY 1

Understanding Words

Language/ Literacy

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

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?*]

Early Learning Matters

WEEK 4

DAY 1

Working with Shapes

123 Mathematics

Be Prepared: In a basket, place circles, squares, and triangles. Be sure that each type of shape is of the same size and matches the set of shapes you use in the activity.

3–5 YEARS

Large Group

Skill and Goal

Geometric and spatial knowledge

Children will understand basic characteristics of a circle, triangle, and square.

Key Concepts

New: Shape
Circle
Triangle
Square
Equal

Materials Needed

*Identical circle, square, and triangle small shape cutouts—enough for each child and staff to have 1 shape

Basket

*Printables provided

BEGIN: Let's clap five times. Let's count to five together while we clap. Counting while we clap tells us how many times we have clapped.

[*Count to five a second time as children stomp their feet once for each number.*]

EXPLAIN: Today we will begin learning about shapes.

ASK: Do you know what a shape is?

[*Encourage children to describe what they know about shapes.*]

EXPLAIN: A **shape** is something that has a certain outline. Let's look at this shape.

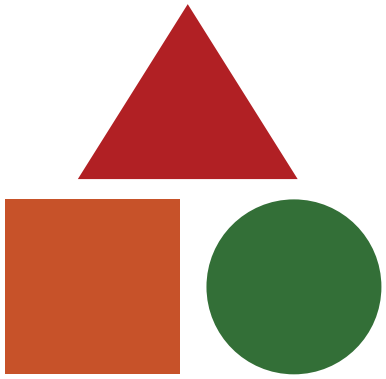
[*Hold up a circle.*]

ASK: This is a circle. How would you describe this circle? (it is round, it has a curved line)

EXPLAIN: A **circle** is a round shape.

ASK: What are some other shapes you know?

EXPLAIN: There are many different kinds of shapes. Today we will look at shapes and try to match each shape to a shape I hold up.



ACT: [*Invite each child to choose one shape from the basket. As you describe each shape, move your hand around its edges.*]

Let's look at our shapes. This is a circle. A circle has a curved edge that is not straight.

Now let's look at a triangle and square. They each have straight edges.

This is a triangle. A **triangle** is a shape with three straight sides.

This is a square. A **square** is a shape with four equal and straight sides. **Equal** means they are the same.

Do you see the difference between the curved edges of the circle and straight edges of the triangle and square?

A curved edge bends around and a straight edge does not bend around.

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Working with Shapes *continued*

Let's count together the number of sides of a triangle and square.

[*Lead children in counting the number of sides of each shape displayed.*]

A triangle always has three sides. A square always has four sides.

Let's talk to the person next to us about our shape. Tell the person next to you what your shape looks like and the name of your shape, if you know it.

[*Give children a brief period to talk about their shape with their neighbors. Use the following questions at appropriate intervals to prompt discussion among children:*]

- Does your shape have curved or straight lines?
- How many sides does your shape have?
- Do you and your neighbor have the same shape or different shapes?

[*If many children are not familiar with the name of their shape, review shape names and characteristics. Be sure to hold up and point to key characteristics of each shape when you describe it.*]

I have shapes just like yours. I will put my shapes up on the board. Please come up to the board and see if you can find the shape that is the same as your shape when I say your name. Say the name of the shape if you can.

[*Encourage each child to describe the shape and name it. Invite each child to feel the outline of the shape. Repeat or say the name of the shape out loud for all children to hear, and briefly describe the shape.*]

RECAP: Today we learned about three shapes. We learned about a circle, a triangle, and a square. Shapes can have straight or curved lines. A triangle always has three sides and a square always has four sides. A circle always has curved lines.

Scaffolding Tips

Extra support ■ If children have difficulty matching their shape to a displayed shape, suggest they hold the shape up to each displayed shape to see if the outline matches. Demonstrate how to do this.

Enrichment ■ If children can easily match their shape by sight, ask if they can find another shape like it in the room.

WEEK 4

DAY 1

Working with Shapes *continued*

123 Mathematics

123 Center Activity

Supply a set of shapes (pattern blocks) for children to explore. Encourage children to describe, name, and tell how many sides each shape has.

Family Child Care

School-age children will enjoy matching more advanced shapes, such as ovals, diamonds, and hexagons. Encourage children to name and describe shapes as they are matched. Throughout the day, encourage children of all ages to find shapes in your setting as you play an *I Spy* game with shapes. Example: "I spy a shape that has four straight sides." Encourage preschool-age children to name the shape you describe and school-age children to find the described shape in your setting.

WEEK 4

DAY 1

Paying Attention

Self-Regulation

3–5 YEARS

Large Group

Skill and Goal

Concentrate

Children will understand the concept of concentration.

Key Concepts

New: Concentrate
Breathe
Air

Materials Needed

Puzzle

*2 pictures as shown

*Printables provided

BEGIN: Last week we learned a way for everyone to be heard when they want to speak in a group. Show us what we should do when we want to say something in a group. (raise our hand gently and keep our body quiet) Raising our hand is a way for each person to have a chance to talk and be heard.

EXPLAIN: Today we will talk about what it means to concentrate on something. Let's say the word concentrate together: con-cen-trate. When we **concentrate** on something we pay close attention to it. We might concentrate on the person who tells us how to play a new game. We might concentrate on an art project or when we are doing an activity like putting together a puzzle.

[*Display a simple puzzle.*]

When I do a puzzle, I need to concentrate on the pieces. I think about where the pieces go in the puzzle. Watch as I concentrate while doing this puzzle.

[*Put the puzzle together while describing your concentration. Example: "I am thinking to myself, 'This puzzle piece may go here because. . . ." Show children what it looks like to not concentrate (look around, talk to others, etc.). Explain that it is much easier to do a puzzle when we concentrate.*]

I have some pictures of people concentrating on something. Let's look at them.

ACT: [*Display two pictures and discuss how each person is paying close attention to what he/she is doing.*]

EXPLAIN: Today we will practice concentrating by paying close attention to our breathing. Let's notice what happens to our bodies when we breathe.

ASK: What does it feel like when we breathe?

EXPLAIN: When we **breathe**, air goes in and out of our bodies. **Air** is all around us. We need air to live.

ACT:

- [*Invite children to lie on their backs. Ensure that each child has plenty of room.*
- *Encourage children to put one hand on their stomach and lie quietly while concentrating on their breathing.*

Early Learning Matters

Paying Attention *continued*

Self-Regulation

- *Ask children to think about what happens to their hand when they breathe in and out. (it goes up and down)*
- *Explain that we are concentrating on our breath and paying close attention to what our stomach does when we breathe.*
- *Explain that it is okay for our mind (thoughts, thinking) to wander when we concentrate on our breathing.*]

RECAP: Today we learned what it means to concentrate. When we concentrate on something, we pay close attention to it. What would it look like for you to concentrate on what I am saying? (looking at you, no talking, etc.)

Scaffolding Tips

Extra support ■ As children engage in the concentration activity, sit next to them and put your hand on theirs. Ask children to describe what their hands are doing as they breathe. This one-to-one attention may help a child to better focus on breathing. ■ The breathing activity can also be done with a small toy placed on the child's stomach. What happens to the toy when we breathe in and out?

Enrichment ■ Ask children how lying on the floor and concentrating on their breathing makes them feel. (tired, calm, relaxed)

Center Activity

Supply simple puzzles. Encourage children to concentrate on the pieces as they put the puzzles together. Model how to concentrate when doing a puzzle. If appropriate, point out what you are thinking about as you concentrate. Example: "This puzzle piece has part of a red flower on it. I need to find another puzzle piece with part of a red flower."

WEEK 4

DAY 1

Paying Attention *continued*

Self-Regulation

Family Child Care

Invite preschool-age children in your setting to play a memory game. Memory games can be purchased or made by gluing identical pictures to index cards. As you play the game with children, comment on how we need to concentrate while playing. Example: "I know that the top card is a cat. Now I need to concentrate and think about where I saw the other cat card." School-age children will enjoy concentrating as they repeat tongue twisters. Say a tongue twister aloud and encourage children to concentrate as they repeat it. Try some of the adjacent tongue twisters.

She sells seashells by the seashore.

I scream, you scream, we all scream for ice cream!

I saw Susie sitting in a shoeshine shop.

Six slippery snails slid slowly seaward.

Three fluffy feathers fell from Phoebe's flimsy fan.

Cooks cook cupcakes quickly.

WEEK 4

DAY 1

Being a Scientist

Science

3–5 YEARS

Large Group

Skill and Goal

Inquiry skills

Children will understand how to explore a characteristic of an object (magnet).

Key Concepts

New: Magnet
Attract

Materials Needed

- Refrigerator magnet or magnetic letter
- Magnet (free-standing, not part of a letter or refrigerator item)
- Paper clip
- Crayon
- Cotton ball
- Bolt
- Small plastic object
- Plastic key
- Bobby pin

BEGIN: [*Display a refrigerator magnet or magnetic letter.*]

This is a magnet. Today we will explore magnets.

EXPLAIN: A **magnet** is an item that can attract certain things. **Attract** means to pull something closer. Magnets can also be attracted to things. Refrigerators attract magnets.

ASK: [*The following discussion of refrigerator magnets is intended to help children connect today's topic to a familiar item.*]

- Have you ever seen a magnet on a refrigerator?
- Are there magnets on the refrigerator where you live?
- What are the magnets used for? (to hold up pictures, pieces of paper)

EXPLAIN: Today we are going to be scientists by exploring some items to see if they are attracted by a magnet. Remember, attract means to pull something closer. We will see if the magnet pulls these items closer. There are seven different kinds of things that we will explore today.

ACT: [*Display and describe each of the items (paper clip, crayon, cotton ball, bolt, small plastic object, plastic key, bobby pin). Tell what the items are made of. Pass around the items so children can feel them.*]

EXPLAIN: We will put each item near our magnet to find out if the magnet attracts the item.

Let's begin with a bolt. It is made of a kind of metal.

ACT: Let's observe what happens when we put the bolt near the magnet.

- Who would like to help by holding the magnet and touching it on the bolt?
- Did the magnet attract the bolt?

[*Repeat as you choose a volunteer to try each of the remaining six items. Invite a different child to help with the magnet each time.*]

EXPLAIN: Now let's look at our items and put them in two groups: things the magnet did attract and things the magnet did not attract.

ACT: [*Display items, one at a time, and ask children whether the magnet did or did not attract the item. Place each item in the corresponding group.*]

RECAP: Today we explored whether a magnet would attract some different things. Then we put our items into two groups.

[*Point to first group.*]

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Being a Scientist *continued*

Did the magnet attract these items?

[*Point to second group.*]

Did the magnet attract these items?

Magnets attract some kinds of items but not others. We will use what we learned about magnets today to explore them more tomorrow!

Scaffolding Tips

Extra support ■ It may be helpful for children to hold the magnet near or on some other items so they can feel the attraction of the magnet.

Enrichment ■ Rearrange the two groups so each group (or at least one of the groups) includes an item that belongs in the other group. Example: Place an item the magnet does not attract in the group of items the magnet does attract. Ask children to find the item that is in the wrong group.

Center Activity

Provide children with various types of magnets and items the magnets will attract and some things they won't attract. Invite children to explore the magnets. Encourage children to place items in two groups: things magnets will attract and things magnets will not attract.

Family Child Care

Fill a tub with magnetic letters. Tie a piece of yarn to a stick with a paper clip attached to the end of the yarn. Invite all children in your setting to "fish" for letters. Alternatively, you may wish to tie bolts or small magnets that will attract the letter magnets to the end of the yarn. Preschool-age children will enjoy "catching" the letters as they are attracted to the paper clip or bolt. Encourage school-age children to name the letters they "catch."

WEEK 4

DAY 2

Understanding Sounds

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Phonological awareness

Children will understand the concept of rhyming words.

Key Concepts

New: Rhyme
Nursery rhyme

Review: Different

Materials Needed

*Humpty Dumpty poster

*Printables provided

BEGIN: We are learning about words. Today we are going to pay close attention to the sounds we hear in words.

EXPLAIN: Some words sound different. Some words sound the same. I am going to say some words. Let's talk about whether the words sound different or sound the same. Remember, when things are different they are not the same.

ACT: [*Enunciate clearly as you say: car, toy.*]

Do these words sound different or do these words sound the same?

The words "car" and "toy" sound different.

I am going to say two more words. Listen carefully to each word.

[*Enunciate clearly as you say: mud, play.*]

Do these words sound different or do these words sound the same?

The words "mud" and "play" sound different.

EXPLAIN: The words I just said sound different. Listen again: "car," "toy," "mud," "play." None of these words sound the same.

Now I am going to say some more words. Be sure to use your listening ears to hear what I say.

ACT: [*Enunciate clearly as you say: bat, cat.*]

Do these words sound different or do these words sound the same?

The words "bat" and "cat" sound the same.

Now I am going to say two more words: "hat," "sat."

Do these words sound different or do they sound the same?

The words "hat" and "sat" sound the same.

Now I am going to say the words again. Listen carefully to the end of each word: "bat," "cat," "hat," "sat."

EXPLAIN: Each of the words sounds the same at the end. I will say the words again: "bat," "cat," "hat," "sat." Let's say the words together: "bat," "cat," "hat," "sat." These four words rhyme. When words **rhyme**, they sound alike at the end of the word.

ACT: Listen carefully. I am going to say the sound we hear at the end of each word: at. Let's say the sound "at" together. Now let's say together the four rhyming words one more time: "bat," "cat," "hat," "sat."

Elm Early Learning Matters

WEEK 4
DAY 2

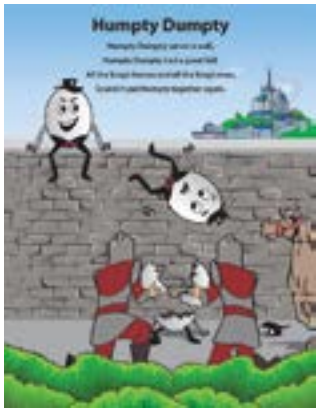
Understanding Sounds *continued*

Language/ Literacy

EXPLAIN: Rhyming words are part of nursery rhymes. A **nursery rhyme** is a short story or song that can be funny.

I am going to read a nursery rhyme about "Humpty Dumpty." Maybe you have heard this nursery rhyme before.

ACT: [*As you read the nursery rhyme, say it slowly and emphasize its rhyming words. Display and describe the provided poster of the rhyme's characters.*]



Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall;
All the king's horses,
And all the king's men,
Couldn't put Humpty together again.

Did you hear the rhyming words? What rhyming words did you hear? (wall, fall; men, again)

I will read the first part of our nursery rhyme again. Listen carefully for the rhyming words.

[*Say the first two lines slowly and exaggerate its rhymes: "Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall."*]

What are the two rhyming words in what I just read? (wall, fall)

Let's say the words "wall" and "fall" together.

The words "wall" and "fall" sound the same. Both of these words end with "all." Let's say "all" together.

Now let's say together the first part of the "Humpty Dumpty" nursery rhyme. I will read each line, and you can repeat the line after me. Let's say the rhyming words a little louder. Remember, our rhyming words are "wall" and "fall."

[*Say "Humpty Dumpty sat on a wall" with a slightly louder voice for the word "wall," and then encourage children to repeat the phrase. Then say "Humpty Dumpty had a great fall" with a slightly louder voice for the word "fall," and then encourage children to repeat the phrase. Finally, lead children in saying together both lines, again with emphasis on "wall" and "fall."*]

Now I will read the next part of our nursery rhyme again. Listen carefully for the rhyming words.

[*Say the second two lines slowly and exaggerate its rhymes: "All the king's horses and all the king's men couldn't put Humpty together again."*]

What are the two rhyming words in what I just read? (men, again)

Let's say the words "men" and "again" together.

Understanding Sounds *continued*

The words "men" and "again" sound the same. Both of these words end with "en." Let's say "en" together.

Now let's say together the second part of the "Humpty Dumpty" nursery rhyme. I will read each line one at a time, and you can repeat the line after me. Let's say the rhyming words a little louder. Remember, our rhyming words are "men" and "again."

[*Say "All the king's horses and all the king's men" with a slightly louder voice for the word "men," and then encourage children to repeat the phrase. Then say "Couldn't put Humpty together again" with a slightly louder voice for the word "again," and then encourage children to repeat the phrase. Finally, lead children in saying together both lines, again with emphasis on "men" and "again."*]

Let's say one more rhyme that we know. The rhyme is "Five Little Monkeys." I will say it first and raise my arm and hand when I say a rhyming word.

Five little monkeys jumping on the bed,
One fell off and bumped his head.
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"

ASK: There are three words that rhyme in "Five Little Monkeys." Who can tell us one of the rhyming words?

EXPLAIN: The rhyming words are "bed," "said," and "head." Let's say those words together: "bed," "said," "head."

ACT: Now let's say the rhyme together.

[*Lead children in saying "Five Little Monkeys" in unison. Raise your arm and hand when a rhyming word is said. Emphasize the rhyming word with your voice.*]

RECAP: Today we learned about rhyming words. Words that rhyme sound alike at the end of the word. We also learned a nursery rhyme about "Humpty Dumpty." We found the rhyming words. Let's say together again one of the rhymes we did today. Do you want to say the "Humpty Dumpty" nursery rhyme or the "Five Little Monkeys" rhyme?

[*Lead children in reciting "Humpty Dumpty" or "Five Little Monkeys," giving emphasis to the rhyming words.*]

WEEK 4

DAY 2

Understanding Sounds *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ Focus on the first two lines of the nursery rhyme if children are challenged in identifying the rhyming words. ■ Discuss the substance of the rhyme if children are interested. Discuss the king and why the horses and men couldn't put Humpty together again. Ask children if they've ever broken something and couldn't put it back together again to help them better understand Humpty's situation.

Enrichment ■ Invite children to say which sounds rhyme in the title of "Humpty Dumpty." Focus on the sounds that are the same when you say both words in the title ("ump" and "ty"). ■ Invite children to lead the nursery rhyme recited in the Recap.

Center Activity

Provide a nursery rhyme felt set and flannel board (if available). Encourage children to retell the nursery rhyme learned today while using the felt set. If a felt set is not available, provide any figures or manipulatives related to the nursery rhyme that children could use as props in retelling the rhyme.

Family Child Care

Provide dress-up props, such as costumes, plastic eggs, and toy horses. Invite all children in your setting to enact the nursery rhyme as they recite it.

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.

Source of Humpty Dumpty nursery rhyme: Elliott, J., Dalziel, G., Fraser, E., Green, E., Griset, T., Houghton, F., . . . Dalziel Brothers, engraver. (1898). *National nursery rhymes and nursery songs*. United Kingdom: Routledge.

WEEK 4

DAY 2

Working with Shapes

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Geometric and spatial knowledge

Children will name and describe circles and squares. Children will understand that shapes can be in different sizes.

Key Concepts

New: Corner

Review: Circle
Square
Equal

Materials Needed

*Circle and square shape cutouts of two different sizes

*Printables provided

BEGIN: On Day 1 we learned about a circle, a triangle, and a square. Today we will learn more about circles and squares. I have a circle and a square. Can you tell us which shape is a circle? How do you know? (circles are round, curved edge) Let's feel the outside of the circle.

[*Pass around the circle and encourage children to feel the curved outline.*]

EXPLAIN: There are circles all around us. There are many circles in our room.

ASK:
- Where are circles in our room? (trash can top, clock face, etc.)
- How do we know it's a circle? (curved line, no straight sides, round)

EXPLAIN: Now let's look at the other shape.

[*Display a square.*]

ASK: What is the name of this shape?

ACT: [*Pass around the square and encourage children to feel the sides and corners.*]
- What can you tell us about the square?
- How does it feel different than the circle?

EXPLAIN: Let's count together the number of sides on the square.

A square has four equal and straight sides. We know that equal means they are the same. All sides of a square are the same. A square also has four corners. A **corner** is where two sides come together.

[*Display a square and point out how all sides of the square are equal. Point to a corner and show how two sides come together to form the corner.*]

There are squares all around us. There are many squares in our room.

ASK:
- Where are squares in our room? (tabletop, block face, etc.)
- How do we know it's a square? (straight lines, four equal sides, four corners)

ACT: Let's draw a circle in the air with our finger. Remember, a circle is round.

[*Lead children in drawing a circle in the air. Use your arm so children can readily see your example.*]

Now let's make a square in the air with our finger.

Elm Early Learning Matters

Working with Shapes *continued*

[*Lead children in drawing a square. Again, use your arm so children can readily see your example. Remember that if you do not position your back against the children, your arm/finger actions will be in the opposite direction of what most children will do.*]

Remember, a square has four straight sides that are the same.

EXPLAIN: Shapes come in all sizes.

[*Display and point to two different-sized circles.*]

This is a small circle. This is a larger circle. They are both circles. They are different sizes of circles.

ASK: [*Display two different-sized squares and compare them.*]

- Are a small square and a large square both squares? (yes)
- How do we know? (they both have four straight sides, they both have four equal sides, they both have four corners, etc.)

EXPLAIN: They are both squares, but different sizes.

RECAP: Today we learned more about a circle and a square. We felt and described each of these shapes. Who can describe a circle? (curved line, round) Who can describe a square? (straight lines, four equal sides, four corners) We learned that circles and squares can be different sizes.

Scaffolding Tips

Extra support ■ If children have difficulty finding circles or squares in the classroom, encourage them to take the shape with them to compare as they look. ■ If children need more description of the word "equal," display two squares with equal sides. Place the squares back to back and explain how the sides of both squares are the same size. Then display a large square and a smaller square. Place them back to back and explain how the sides of both squares are different sizes. They are not equal.

Enrichment ■ Ask children to name foods they can think of that are in the shape of circles and squares.

123 Center Activity

Provide children with circle and square cutouts, glue, and paper. Invite children to make a shape collage. Invite children to describe what they've created.

Working with Shapes *continued*

Family Child Care

Make it "Circle and Square" day for all children in your setting! Encourage preschool-age children to find circles and squares during play time, lunch, on their clothing, etc. Ask parents to help children pick out clothes with circles and squares on them. School-age children will enjoy sharing books about circles and squares with younger children. Encourage school-age children to describe the circles and squares as they share the books with younger children.

WEEK 4

DAY 2

Getting Along With Others

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Relationship skills

Children will understand how to cooperate with each other.

Key Concepts

New: Cooperate

Review: Take turns

Materials Needed

Chairs—1 per pair of children

Music and music player

BEGIN: We are learning what it means to share. Who remembers some ways we can share something? (split something up, play with it together, take turns) Remember, when we take turns with something, we use it one at a time, or work together when using or playing with it.

EXPLAIN: When people take turns, they are cooperating with each other. People **cooperate** when they work together.

There are many ways we cooperate with each other in our classroom.

ASK:

- How do we cooperate (work together) during clean-up time? (we clean up different toys or areas)
- How do we cooperate (work together) during center time? (play games together, share toys, take turns doing something)

EXPLAIN: Today we are going to play a game called *Musical Chairs*. You may have played this game before. Today we will play the game in a way that will help us cooperate.

We will share a chair with another person when the music stops.

ASK: What are some ways we could share a chair with someone?

EXPLAIN: [*Be sure the following two options are emphasized in a discussion of this question.*]

- We can help each other stay on the seat so one of us does not fall off.
- Or, one of us could sit on the other person's lap so we can both fit on the chair.

ASK: Would we be cooperating if one of us sat in a chair but did not share the chair with someone?

ACT: [*Help children arrange chairs so there is one chair per pair of children facing outward in a circle. Ask children to sit with another child in a chair.*]

EXPLAIN: I am going to play the music as you walk around the circle. You need to find a chair when the music stops. You also need to share your chair with someone else.

ACT: [*Play music for several seconds, and then stop the music. Observe as children find and sit in a chair. Point out good cooperation. Example: "Jenny and Raque' are cooperating! Jenny found a chair when the music stopped and helped Raque' sit in the chair with her." Continue several rounds as children share chairs with each other each time the music stops. Continue to describe examples of cooperation.*]

Elm Early Learning Matters

WEEK 4

DAY 2

Getting Along With Others *continued*

Social-Emotional

RECAP: Today we played *Musical Chairs*. How did the game help us learn about cooperation?

Scaffolding Tips

Extra support ■ If children have difficulty sharing a chair with someone else, point out good cooperation in others. Encourage children to remember the different ways we can share. ■ If three children attempt to share a chair, actively help one of the children to share a chair with a child who has a chair to him/herself.

Enrichment ■ If children are comfortable sharing chairs with one another, try the game a different way. Begin with enough chairs for each child. Then as the music plays remove a chair and encourage the child who does not find a chair to share with another child. Continue removing chairs each time the music stops until all children are sharing a chair with another child.

Center Activity

Encourage children to cooperate in the block center. Give each child four blocks and invite children to build one structure together. As children build, point out that with only four blocks each child could build something small by him/herself, but with everyone cooperating and using their blocks together, they can build something much larger.

Family Child Care

Create a tabletop or floor version of *Musical Chairs* by using index cards (or pieces of paper) to represent chairs and counters (or other small objects) to represent children. Arrange the "chairs" in a circle and help all children in your setting move the small objects around the circle while the music plays. School-age children may enjoy using the index cards and counters to play the version of the game described in the Enrichment tip.

WEEK 4

DAY 2

Being a Scientist

Science

3–5 YEARS

Large Group

Skill and Goal

Inquiry skills

Children will strengthen their understanding of what it means to make a prediction.

Key Concepts

Review: Attract
Prediction

Materials Needed

Magnets (free-standing)—1 per child or small group of children

Items used on Day 1:

- Paper clip
- Crayon
- Cotton ball
- Bolt
- Small plastic object
- Plastic key
- Bobby pin

BEGIN: [*Display items used on Day 1.*]

Yesterday we observed that a magnet attracts some things but not some other things. Remember, when something attracts something else it pulls it closer. Let's see if we can remember which items our magnet attracted and which items our magnet did not attract.

[*Encourage children to help you arrange the items into two groups: items that were attracted to a magnet and items that were not attracted to a magnet.*]

EXPLAIN: Let's look at the group of items that our magnet attracted.

ASK:
- What is the same about each of these items? (they are all made of metal)
- Are any of the items in our other group made of metal? (no)

EXPLAIN: Each of the items our magnet attracted is made of a kind of metal.

Today we are going to find items in our classroom that a magnet will attract.

We can use what we learned from our Day 1 exploration with a magnet to make a prediction about what a magnet will attract. Remember, a prediction is an idea about what will happen.

ASK:
- What kinds of items in our classroom might our magnet attract? (things made of metal)
- Do you think our magnet will attract things that are not made of metal? (no)
- Why? (on Day 1 only metal items were attracted to a magnet)

EXPLAIN: We are making a prediction when we say that our magnet may attract items made of metal. Remember, we think about what might happen when we make a prediction.

We can find out if our predictions (our ideas) are correct by putting a magnet close to some things in our classroom. Our prediction is correct if our magnet attracts an item made of metal.

ASK:
- What are some things in our classroom that you think a magnet will attract?
- Why do you think the magnet will attract (item named by a child)? (made of metal)

Elm Early Learning Matters

WEEK 4

DAY 2

Being a Scientist *continued*

Science

ACT: [*Provide a magnet to each child, if possible, or to a small group of children to use together. Encourage children to move around the room to try out their prediction by placing a magnet next to items they believe the magnet will attract.*]

RECAP: Today we made a prediction. We predicted that a magnet will attract items made of metal. How did we figure out if our prediction was correct? (used the magnet to find items in the classroom that were attracted to it) What things did your magnet attract? Were all of the items that your magnet attracted made of metal?

Scaffolding Tips

Extra support ■ In the discussion of what types of items a magnet may and may not attract, review both groups of items again, noting that the magnet attracted items made of metal and did not attract items not made of metal.

Enrichment ■ If children find a type of metal in the classroom that is not attracted by a magnet, explain that magnets only attract certain kinds of metals.

Center Activity

Fill the sensory table or a tub with sand. Place several magnetic and non-magnetic items in the sand (paper clips, keys, plastic toys, blocks, bobby pins, toy cars, etc.). Invite children to use magnets to attract items in the sand. Invite children to first predict which items the magnets will attract. Encourage children to place items in two groups: things that magnets will attract and things magnets will not attract.

Family Child Care

Preschool-age and school-age children in your setting will enjoy racing cars with magnets. Draw a simple racetrack on a large piece of tagboard. Cut out several cars drawn on tagboard. Put a large paper clip on each car. Tape the ends of the racetrack to the edges of two tables. This will suspend the racetrack in the air. Invite children to move a large magnet under the racetrack to move the cars. Discuss with children how the cars are attracted to the magnet below the racetrack.

WEEK 4

DAY 3

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The session also helps children understand more novel words. From the list of novel words you identified prior to your first reading of the book, select 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/ Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

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

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?"*

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Understanding Words *continued*

- *"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."*]

WEEK 4

DAY 3

Working with Shapes

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Geometric and spatial knowledge

Children will identify circles and squares in their environment.

Key Concepts

Review: Circle
Square
Equal

Materials Needed

*Large circle and large square shape cutouts

Camera

*Printables provided

Be Prepared: Today's activity will take place outside. If inclement weather or other factors prevent you from going outside, adjust the activity for an indoor setting such as the classroom. Take a camera on the shape hunt described in this activity plan. Pictures taken of items found by children during the hunt can be organized into a class book or posted in the classroom. Pictures will help children recall their shape discoveries.

BEGIN: [*Hold up a circle cutout.*]

What is the name of this shape? Does it have straight lines or a curved line?

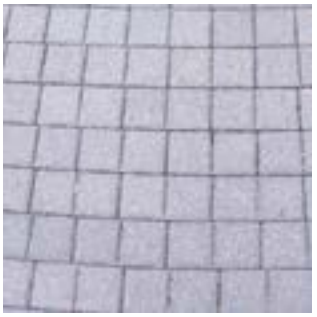
Remember, a circle is a round shape.

[*Hold up a square cutout.*]

What is the name of this shape? Let's count the sides together.

[*Lead children in unison counting as you point to each side and corner of the square.*]

A square has four straight and equal sides. What does the word equal mean? (the same) How many corners are on this shape? (four) Let's count each corner together.



wintersoul1/flickr/(CC BY-NC-ND 2.0)

EXPLAIN: Today we will go on a shape hunt! We will go on a walk outside to try to find things that are in the shape of a circle or a square. Let's think about some of the things we might find.

ASK:

- If we see a tricycle and look at its tire, which shape will we find in its tire? (circle)
- If we see a section of the sidewalk that has straight and equal sides, what shape will we find? (square)

EXPLAIN: We need to remember that shapes come in all sizes when we go on our shape hunt.

ASK: Are a small square and a large square both squares? Yes they are!

ACT: [*Take children outside on a shape hunt. As they find items and identify the shape, ask how they know it is a circle or square. Describe the shape after they've identified it. Example: "Julie found a nut that is the shape of a circle. A circle is round*

Elm Early Learning Matters

Working with Shapes *continued*

with curved edges." The goal of the walk is to identify items in the shape of a circle or square. If a child shows interest in another type of shape, support the child's curiosity by naming and describing the shape. Example: "This is in the shape of an oval. An oval has curved edges like a circle, but it is longer and not round."]

RECAP: Today we found circles and squares during a shape hunt. We described the shapes and took pictures of them. We found large and small shapes. Circles and squares are two shapes that can be found all around us! We can use the pictures of our discoveries to help us remember the shapes we found.

[*Place pictures from the shape hunt in a class book or post them in the classroom. The pictures will be used on Day 5.*]

Scaffolding Tips

Extra support ■ Take circle and square shape cutouts outside for children to refer to while looking for shapes.

Enrichment ■ Can children find shapes in groups of two or more? Example: A bicycle has two tires. This would be a group of two circles.

123 Center Activity

Encourage children to find shapes in the block center as they build. Encourage children to match the shapes and describe the shapes they find.

Family Child Care

Take children to the park for another shape hunt. There are many opportunities to find shapes at the park! Encourage preschool-age children to look for circles and squares as school-age children look for shapes, such as ovals and diamonds. Invite children to describe the shapes they find as they share their discoveries with each other. For added fun, pair younger and older children as they together complete a shape hunt. Give each pair of children a shape to find. Gather children together after each pair has found their given shape, and encourage each pair to name and describe the shape they found.

WEEK 4

DAY 3

Getting Along With Others

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Relationship skills

Children will broaden their understanding of how to cooperate with each other.

Key Concepts

New: Quilt

Review: Cooperate

Materials Needed

*Picture of a quilt

Large sheet of paper (see Be Prepared)

Masking tape or colored tape

Crayons

Markers

Colored pencils

Also Promotes

Self-Regulation

*Printable provided

Be Prepared: This activity uses a group experience in quilt-making to help children understand cooperation. Provide extra time for the activity or divide the activity into two segments offered on consecutive days. The group arrangement described below is central to achieving the activity's goal. Please avoid alternatives that reduce children's experiences with direct, active cooperation with others (example: avoid inviting individual children to contribute to quilt-making as they wish during center time).

To prepare for the quilt-making, use colored tape (or narrow masking tape) to form lines across a large sheet of paper (or smaller sheets of paper that together form a larger "sheet" of paper). Wrapping paper is a good option. The lines should form squares of approximately equal size. See the picture below. The quilt should be large enough for each child to color 1–2 squares. In your planning, include some "extra" squares in case one or more children color more than the "allotted" number of squares. Use tape or cardboard to stabilize the quilt on the floor.

BEGIN: We are learning that cooperation means we work together. On Day 2 we played *Musical Chairs.* How did we cooperate when we played *Musical Chairs*? (shared a chair)

Another way we can cooperate with each other is to take turns. Who can tell us about a time you shared by taking turns with someone? (playing with a toy, playing a game)

EXPLAIN: Today we will cooperate with each other by making a quilt together. A **quilt** is a bed covering made of many different pieces of fabric. Usually a quilt is used to cover a bed. Let's look at this picture of a quilt.

[*Display picture of quilt.*]

ASK: What can you tell us about the quilt in this picture? (different colors, many pieces, etc.)

EXPLAIN: Our quilt will be made of paper, so we won't be able to use it for a bed. When we have finished making our quilt, we will hang it in our classroom. We will all work together and cooperate as a group to make our quilt.

[*Put quilt frame (paper) on the floor for all children to see. Position the item so children can work on the quilt from each side. Put coloring tools in one or several containers. Provide a limited supply to promote sharing of coloring tools.*]

Elm Early Learning Matters

WEEK 4
DAY 3

Getting Along With Others *continued*

Social-Emotional

Let's look at what we will use to make our quilt. The large piece of paper on the floor is made up of smaller squares. We can use the crayons, colored pencils, and markers to color the squares. We can work from any side of the paper to color our squares.

There are many ways we will cooperate (work together) in making our quilt.

- Each of us will color one (or two) squares of the quilt (tell children a specific number). We are cooperating when we take turns coloring a square.
- We will each add something special to the quilt. One person may use red and another person may use blue. Someone may want to use several different colors in the same square. We are cooperating when each of us contributes something special to the quilt.
- We will share crayons, markers, and colored pencils to color our squares. We are cooperating when we share the things for coloring our squares.
- We will form four small groups for working on our quilt. Each group will take a turn coloring the squares. We are cooperating when each group takes a turn.
- I have other activities (puzzles, blocks, manipulatives, etc.) we can do while we are waiting for our group's turn to work on the quilt. We will need to leave our other activity as soon as I call your group to work on the quilt. There may or may not be more time to work on the activities when we finish our turn with the quilt.

ACT:

- [*Organize children into four small groups. Give each group a name so it is easy for you to call a group to the quilt area for work.*
- *Give each group 3–4 minutes for working on the quilt. Provide a one-minute warning before time is up.*
- *Ensure only one group works on the quilt at the same time (do not mingle groups) in order to support the experience of each group taking a turn.*
- *Encourage children to participate in another activity in a separate area of the room with other members of their small group while waiting for the group's turn in coloring quilt squares.*
- *Ensure each child colors only one (or two) squares.*
- *Encourage children to share crayons, markers, or colored pencils.*
- *Point out examples of cooperation: groups taking their turn, children sharing coloring tools, a child passing a coloring tool to another child, etc.*
- *After a group has finished coloring, invite children to look at books together or watch other children color the quilt or keep track of "open" squares on the quilt. Keep the "finished" groups within the vicinity of the quilt so it is easy to reassemble when all small groups are done.*]

WEEK 4

DAY 3

Getting Along With Others *continued*

Social-Emotional

RECAP: [*Invite all children to a large group discussion. Make sure all children can see the finished quilt. Below are some suggested areas to discuss:*]

- Let's talk about our work in making a quilt together.
- Each of us helped make our quilt. What if only one or two of us did all the coloring of squares in the quilt? Would we be cooperating as a group?
- We cooperated by taking turns to color the squares in our quilt. What would it have been like if all of us tried to color the quilt at the same time? What would it have been like if one or two children colored more squares than they were expected to color? (we would run out of squares for everyone to participate)
- Each of us added something special to the quilt by using different colors. What would our quilt look like if we all used the same color for our squares?
- How did we cooperate in sharing our crayons, markers, and colored pencils?
- Are there any squares on our quilt that have not been colored? Should we color in these squares? How could we work together to color the squares that do not have any color? (volunteers take turns, leave them for children who are absent today)

Scaffolding Tips

Extra support ■ As children work on the quilt, remind them to take their time to stay within their own squares. Explain that each person has his/her own square and that we cooperate by coloring within our own square and not on someone else's square. It is helpful for each child to be able to color an unused square. See the Be Prepared suggestion that some "extra" squares be available for use if needed.

Enrichment ■ Encourage children to think of other ways to cooperate when working on the quilt. Example: One person draws half of a flower on one square and another person draws the other half of the flower on the next square. Together, they are one flower.

Center Activity

Invite children to do a "partner painting." Pair children with one piece of paper and encourage them to cooperate in painting a picture together. If you anticipate that this approach to "partner painting" might be too challenging for some pairs of children, provide one sheet of paper with tape down the middle. Encourage children to paint on either side. This arrangement may lead to two different paintings on a divided piece of paper but it promotes cooperation in sharing a page and materials. Also, some children may benefit from your providing a simple picture of an item to paint such as a flower. Before children begin, encourage members of each pair to discuss what they would like to paint together. Encourage discussion of which parts of the painting each child will do.

WEEK 4

DAY 3

Getting Along With Others *continued*

Social-Emotional

Family Child Care

Invite preschool-age and school-age children in your setting to make an Family Child Care family quilt. Send larger squares of paper home with children and invite families to work together on their own family square. When each square has been completed, tape or glue them together to create a family quilt. Hang the quilt somewhere where families can see it.

This activity is informed by the following source: Stewart, D. J. (2010, August 12). We made quilts in preschool [Web log post]. Retrieved from http://www.teachpreschool.org/2010/08/we-made-quilts-in-preschool/

WEEK 4

DAY 3

Being a Scientist

Science

3–5 YEARS

Large Group

Skill and Goal

Inquiry skills

Children will strengthen their understanding of how to make a prediction.

Key Concepts

Review: Prediction

Materials Needed

4 different sizes of magnets

Magnetic board

Up to 10 pieces of paper

*1 picture as shown (see Enrichment tip)

*Printables provided

Be Prepared: Select up to four different types and/or sizes of magnets that will stay on a magnetic board placed in a vertical position (not flat). Providing at least two different types and/or sizes of magnets is necessary for children to compare the strengths of different magnets.

BEGIN: We are learning how to make predictions. We know a prediction is an idea of what might happen. On Day 2 we tried out our prediction that a magnet would attract things made of metal.

ASK:

- How did we try out our prediction? (put magnet next to some things in our classroom)
- Why did we predict that a magnet would attract things made of metal? (because our magnet attracted things made of metal on Day 1, we looked at two groups of things that the magnet attracted and did not attract)

EXPLAIN: [*Display magnets.*]

There are different kinds of magnets. Some magnets are very strong and some magnets are not very strong.

We know that magnets can hold paper or pictures on a refrigerator. Most magnets on a refrigerator can hold up 1–2 pieces of paper or pictures. Some magnets can hold up even more paper or pictures! A strong magnet can hold a lot of paper or pictures.

We have different types of magnets. Some (or one) of our magnets may be stronger than other magnets (or another magnet).

ASK: Do we know what type of magnet is the strongest? (no)

EXPLAIN: We can figure out how strong each of these magnets is by seeing how many pieces of paper each magnet can hold on the magnetic board. The strongest magnet will hold up the most pieces of paper.

ACT: [*Invite volunteer children to help place each magnet on increasing numbers of paper on the magnetic board.*]

ASK:

- Which magnet was the strongest?
- Does our strongest magnet look different than our other magnets?

Elm Early Learning Matters

WEEK 4

DAY 3

Being a Scientist *continued*

Science

EXPLAIN: We learned something about magnets by exploring how many pieces of paper each magnet can hold on our magnetic board. We can use what we learned to make a prediction about what a strong magnet looks like.

[*Use characteristics of the strongest magnet to discuss a specific prediction with children. Example: "Our strongest magnet is larger than our other magnet(s). We could predict that larger magnets are stronger than smaller magnets."*]

RECAP: Today we learned that some magnets are stronger than others. We found out which magnet was the strongest by seeing how many pieces of paper it would hold up on the magnetic board. Then we made a prediction about what the strongest magnet looks like.

Scaffolding Tips

Extra support ■ Explain that a magnetic board is made of metal. We know that magnets will attract most things made of metal. ■ Invite children to place a weak magnet on the magnetic board and then place a strong magnet on the magnetic board. Encourage children to pay attention to what the magnet feels like when it touches the board. Did one magnet attract the magnetic board more strongly that the other?

Enrichment ■ Ask children how strong they think a magnet can be. Show children a *picture of a magnet picking up very heavy items. Now that's a strong magnet! ■ Invite children to talk about ways to try out the prediction offered toward the end of the activity.

*Printable provided

Center Activity

Provide several plastic water bottles with various magnetic items in them. Invite children to use the magnets from today's activity to move the items in the bottles. Encourage children to think about which magnet is the strongest. How do they know? (it moves more items)

WEEK 4

DAY 3

Being a Scientist *continued*

Science

Family Child Care

Pair preschool-age children and school-age children to find the strength of different refrigerator magnets. Give each pair several pieces of paper and invite them to find the strongest refrigerator magnet. Ask children how they know it is the strongest. Also, invite all children in your setting to look for items outdoors that a magnet may attract. Encourage children to first make a prediction about the item and then try out their prediction. Invite school-age children to make a book about the items the magnet attracted. Place the book in your book area for all children to enjoy.

WEEK 4

DAY 4

Understanding Sounds

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Phonological awareness

Children will strengthen their understanding of rhyming words.

Key Concepts

New: Diamond

Review: Rhyme

Materials Needed

*Humpty Dumpty poster

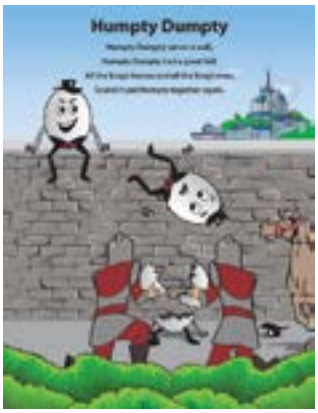
*Twinkle, Twinkle, Little Star poster

*Printables provided

BEGIN: We are learning about words that rhyme. On Day 2 we said together a nursery rhyme that had rhyming words. Who can tell us what it means when words rhyme? (they sound alike at the end)

Let's say the "Humpty Dumpty" nursery rhyme together.

ACT: [*Lead children in saying the nursery rhyme in unison 1–2 times. Emphasize the rhyming words when you say them. Display the provided nursery rhyme poster.*]



Now let's say the nursery rhyme a different way. This time, let's say "Humpty Dumpty" in a whisper. When we get to the rhyming words we will say them in a louder voice. Please listen to me first.

[*Say the nursery rhyme in a whisper as you say each rhyming word aloud: "Humpty Dumpty sat on a wall. Humpty Dumpty had a great fall. All the king's horses and all the king's men couldn't put Humpty together again."*]

Let's try it together!

[*Lead children in whispering the nursery rhyme in unison. Encourage children to say each rhyming word aloud.*]

EXPLAIN: Now we will learn a new rhyme that many of you may know. It is called "Twinkle, Twinkle, Little Star." Listen carefully as I read it.

[*Read the rhyme slowly and emphasize its rhyming words. Display and describe the provided poster.*]

Twinkle, twinkle, little star,

How I wonder what you are.

Up above the world so high,

Like a diamond in the sky.

In the nursery rhyme we learned that the star is like a diamond. A **diamond** is a type of shape. A diamond has four sides that are the same. A diamond is also the name of a stone that sparkles. You may have seen a ring with a diamond in it before.

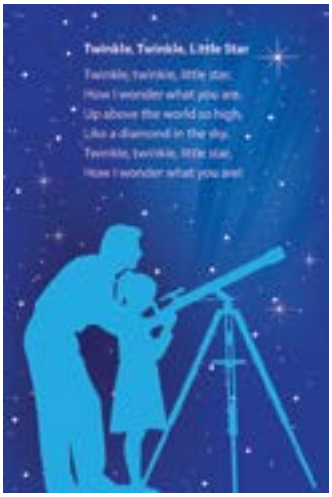
ASK: Did you hear the rhyming words? What rhyming words did you hear? (star, are; high, sky)

Elm Early Learning Matters

Understanding Sounds *continued*

EXPLAIN: I will read the first part of our nursery rhyme again. Listen carefully for the rhyming words.

[*Say the first two lines slowly and exaggerate the rhyming words: "Twinkle, twinkle, little star. How I wonder what you are."*]



ASK: What are the two rhyming words in what I just read? (star, are)

ACT: Let's say the words "star" and "are" together.

The words "star" and "are" sound the same. Both of these words end with "ar." Let's say "ar" together.

[*Emphasize that these words rhyme because the ends of the words sound the same.*]

Now let's say together the first part of the "Twinkle, Twinkle, Little Star" rhyme. I will read the first two lines, and you can repeat the lines after me. Let's say the rhyming words a little louder. Remember, our rhyming words are "star" and "are."

[*Say "Twinkle, twinkle, little star, how I wonder what you are" with a slightly louder voice for the words "star" and "are." Then encourage children to repeat the phrase. Finally, lead children in saying together both lines, again with emphasis on "star" and "are."*]

Now I will read the next part of our nursery rhyme again. Listen carefully for the rhyming words.

[*Say the second two lines slowly and exaggerate the rhyming words: "Up above the world so high, like a diamond in the sky."*]

What are the two rhyming words in what I just read? (high, sky)

Let's say the words "high" and "sky" together.

The words "high" and "sky" sound the same. Both of these words end with the sound "I." Let's say "I" together.

[*Emphasize that these words rhyme because the ends of the words sound the same.*]

Now let's say together the second part of the "Twinkle, Twinkle, Little Star" rhyme. I will read the second two lines. You can repeat the lines after me. Let's say the rhyming words a little louder. Remember, our rhyming words are "high" and "sky."

[*Say "Up above the world so high, like a diamond in the sky" with a slightly louder voice for the words "high" and "sky." Then encourage children to repeat the phrase.*]

Understanding Sounds *continued*

Language/ Literacy

Finally, lead children in saying together both lines, again with emphasis on "high" and "sky."]

RECAP: Today we said "Humpty Dumpty" together. How did we say the nursery rhyme in a different way? (said only the rhyming words aloud) We also learned a new rhyme and found the rhyming words. Let's say together again the "Twinkle, Twinkle, Little Star" nursery rhyme.

[*Lead children in reciting "Twinkle, Twinkle, Little Star," giving emphasis to the rhyming words.*]

Scaffolding Tips

Extra support ■ As children say "Humpty Dumpty" together, widen your eyes as you say the rhyming word in a regular voice. This may help children better understand which part of the rhyme to say differently.

Enrichment ■ As children master the new rhyme introduced, add another simple nursery rhyme such as "Little Boy Blue." Use the teaching strategies employed with "Humpty Dumpty" and "Twinkle, Twinkle, Little Star." ■ Invite children to say the rhyme as they whisper only the rhyming words.

Center Activity

Provide puppets for children to use as they recite the rhymes. Encourage children to say the rhyming words in a whisper or in a regular voice.

Family Child Care

Preschool-age children may enjoy saying the rhymes and describing the provided *nursery rhyme posters. Another option is to write each rhyme on a large chart paper. Point to the words as children recite each rhyme. School-age children may enjoy acting out each rhyme as it is recited.

*Printables provided

Source of Humpty Dumpty nursery rhyme: Elliott, J., Dalziel, G., Fraser, E., Green, E., Griset, T., Houghton, F., . . . Dalziel Brothers, engraver. (1898). *National nursery rhymes and nursery songs*. United Kingdom: Routledge.

Source of Twinkle, Twinkle Little Star nursery rhyme: Taylor, J., & Taylor, A. (1837). *Rhymes for the nursery*. New York: C. S. Francis and Company.

WEEK 4

DAY 4

Working with Shapes

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Geometric and spatial knowledge

Children will match a three-dimensional item to its correct shape (circle or square).

Key Concepts

New: Match

Materials Needed

Basket

*Large circle and large square shape cutouts

Classroom items in the shape of a circle or square (see Be Prepared)

*Printables provided

Optional Reading

Round is a Mooncake: A Book of Shapes by Roseanne Thong

Be Prepared: Gather and place in a basket different-sized classroom items that are in the shape of a circle or square. Examples: ball, plate, block, play food item, sticky notes.

BEGIN: Let's count the number of girls in our small group.

[*Point to each girl as you say the number. When you finish, say the final number again.*]

When we counted, we found out how many girls are in our small group. We have ___ girls in our small group today.

Now let's count the number of boys in our small group.

[*Point to each boy as you say the number. When you finish, say the final number again.*]

When we counted, we found out how many boys are in our small group. We have ___ boys in our small group today.

EXPLAIN: We are learning about circles and squares. On Day 3 we went on a shape hunt and found circles and squares all around us. Today we will practice matching circles and squares. When we **match** something we find another that is the same.

ACT: [*Display circle and square cutouts. Invite children to touch and feel each shape cutout. Lay circle and square cutouts on the table.*]

EXPLAIN: In our basket are lots of items from our classroom that are in the shape of a circle or a square. We will take turns picking out an item and matching it to the shape of a circle or a square. Remember, squares and circles come in different sizes.

ACT: [*Invite children to pick an item from the basket and match it to the circle or square on the table. Encourage children to do this one at a time so that the other children see and hear the reasoning for matching the item to a circle or square.*]

ASK:

- Can you describe the item's shape?
- How do you know the (item) is a circle (or square)? (because of its side(s)/corners)

EXPLAIN: Now let's put together some of our shapes.

Elm Early Learning Matters

Working with Shapes *continued*

[*Select three circle items of different sizes from the items used in the matching activity.*]

Let's place three circle items of different sizes on the table. Let's lay the largest on the bottom and the smallest on the top.

[*Point to and describe how the circles are organized from smaller to larger.*]

ASK:
- When we put our circles together like this, what might it look like? (snowperson)
- How can we arrange our shapes to make something new?

ACT: [*Encourage children to manipulate shape items to create something new. Example: A small square item, larger square item, and two small circular items can become a truck.*]

RECAP: Today we looked at some items and matched them to a circle or to a square. We described why we matched our items with a circle or a square. We also put shapes together to make something new.

Scaffolding Tips

Extra support ■ Guide children to feel the outline of the item while you describe it to help them determine its shape. Some children may benefit from more focused, sensory attention to shape attributes. ■ Use the wordless picture book suggested in Optional Reading to engage children in identifying and describing circles and squares.

Enrichment ■ Can children find more than one shape on an item? Example: A truck may have circle tires and a square body.

123 Center Activity

Tape cutouts of a circle and square to a table. Provide a basket of shaped items from the room and invite children to match the item with its corresponding shape. Examples: dishes, blocks, books, play food items. Encourage children to explain why they matched the items the way they did. Ask children to describe how some items do not match a circle or square.

Family Child Care

Encourage children in your setting to look for circles and squares. Encourage preschool-age children to find items with a basic shape outline, such as a square puzzle piece or a circle play food item. School-age children will enjoy looking for items that have both circles and squares. Examples: toy train car, square dollhouse with circle windows. Also, encourage school-age children to look for items in other shapes they know.

WEEK 4

DAY 4

Respecting Our Differences

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Individual differences

Children will understand how children may use a wheelchair, crutches, walker, or braces.

Key Concepts

Review: Wheelchair
Limbs

Materials Needed

When Charley Met Emma by Amy Webb

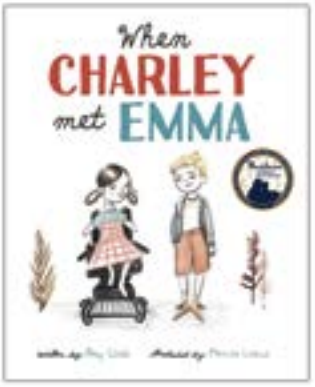
*6 pictures as shown

*Printables provided

Revised: 12/1/2025

Be Prepared: During this activity, children will explore ways to move with a wheelchair. If a wheelchair is unavailable, adapt the activity for use with a walker or crutches.

BEGIN: [*Display book cover. Point to illustration of Emma in her wheelchair when children tell how she got around.*]



Last week we read a book about Charley and Emma. Remember, Emma could not use her legs to move from place to place. How did Emma get around? (with a wheelchair)

We know that a wheelchair helps people who cannot walk or run move from place to place. Emma played tag with Charley by using her wheelchair!

ASK:
- Have you ever seen someone use a wheelchair to move around?
- How did the wheelchair help someone?

EXPLAIN: [*Display two pictures, one at a time, of children using wheelchairs.*]


EasyStand/flickr.com/(CC BY-NC-ND 2.0)


Eric Neltzel/flicker.com/(CC BY-NC-ND 2.0)

Here are two pictures of children using a wheelchair to do things.

ASK: What is happening in these pictures?

EXPLAIN: Some people use their hands and arms to move their wheelchair from place to place. Remember, our arms and legs are called limbs.

ASK: Emma could not use her hands and arms to move her wheelchair around. Why? (no hands)

EXPLAIN: [*Display book illustration of Emma playing tag with Charley.*]

Emma's wheelchair has a little motor that moves her chair from place to place. She uses her arm to move a small knob on her wheelchair to make the motor work. Here is Emma having fun playing tag with Charley.

[*Show again the provided picture of child using arm to move his wheelchair.*]

Elm Early Learning Matters

Respecting Our Differences *continued*

Social Studies

The way Emma uses her arm to move her wheelchair is different than the way the child in our other picture is using his arms to move his wheelchair.

EXPLAIN: Some people use crutches, a walker, or braces to help them move from place to place. Let's talk about some pictures of children using one of these ways to move around.

[*Display pictures of children using crutches, a walker, and braces, one at a time.*]

Larry Sillen/flickr/(CC BY-NC-ND 2.0)

Wendell Phillips/CIDA/flickr/(CC BY-NC 2.0)

Larry Sillen/flicker/(CC BY-NC-ND 2.0)

ASK: What is happening in these pictures?

ACT: Today we will find out what it's like to use a wheelchair. We can take turns sitting in a wheelchair and talking about how we could use the wheelchair to do things.

[*Use questions such as the following to extend children's discussion of wheelchair use:*]

- How could someone in a wheelchair play soccer? (throw the ball instead of kick)
- How could a child in a wheelchair play with Legos®? (play with Legos® at a table)

RECAP: Today we learned that some people may use a wheelchair, walker, crutches, or braces to move from place to place. There are many different ways to move around.

[*Please describe any available accommodations in your center for children with physical disabilities. Example: rails along the walls or in the bathrooms.*]

Scaffolding Tips

Extra support ■ Highlight differences in types of wheelchairs by displaying together the book illustration of Emma in her wheelchair and the provided picture of a child using his hand and arm to move his wheelchair. Point out the location of the knob (controller) on Emma's chair.

Enrichment ■ Remind children that Emma said she had "limb differences." Ask children to describe how her arms and legs were different. Emphasize how her wheelchair helped her do things she liked to do.

WEEK 4

DAY 4

Respecting Our Differences *continued*

Social Studies

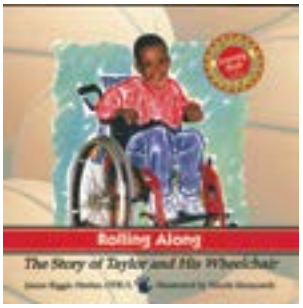
Center Activity

Borrow a set of child-size crutches, a walker, or an arm sling. Invite children to try the items while participating in other centers. As children play, ask them how they are doing things differently. Example: pretending to cook in housekeeping without the use of one arm, getting up and down off of the floor without the use of one leg.

Emphasize a positive image of accommodations for physical mobility. Focus on what children can do as they play. Example: "Malia, you did a great job of dressing the doll with your arm in a sling!"

Family Child Care

Provide books such as *Rolling Along: The Story of Taylor and His Wheelchair* by Jamee Riggio Heelan for school-age children to read. Encourage school-age children to talk about the book's pictures with preschool-age children.



WEEK 4

DAY 4

Moving Our Bodies

Physical/ Health

3–5 YEARS

Large Group

Skill and Goal

Motor development

Children will understand basic rules for movement activities.

Key Concepts

New: Movement
Personal space
Activity space
Signal

Review: Safe

Materials Needed

Item for signals (see Be Prepared)

Carpet squares if used for immediate space

Children's favorite dancing music

Also Promotes

Self-Regulation

Creative Expression

Be Prepared: There are two important tasks in setting the stage for safe and beneficial physical activities in your classroom:

(1) Identify an auditory signal you will use to communicate "stop" and "start" in physical activities throughout the year. Examples: whistle, bell. Use separate signals for "stop" and "start." Example: one whistle sound for "start" and two whistle sounds for "stop."

(2) Determine space boundaries. Considerations include personal space (examples: carpet square, "X" mark on floor made with masking tape, square on a patterned carpet) and the larger activity space in a classroom and outside (example: grassy area by the fence but not on the cushion surface by the swings).

BEGIN: [*Play children's favorite dance music and invite children to join you in dancing as they wish.*]

ASK: What did we just do with our bodies? (dance, move to music)

EXPLAIN: We moved our bodies. We will learn how to move our bodies in many different ways. We will do activities like marching, jumping, galloping, and running.

[*Demonstrate the movements as you describe each below.*]

Moving our body or part of our body from one place to another place is called a **movement**. Taking a step with our foot is a movement. Raising our arm from the side of our body to above our heads is a movement.

We want to move our bodies safely. Remember, we are safe when we do not get hurt or sick or get into danger.

ASK: What might happen if we moved our bodies real fast and bumped into another person? (someone could get hurt)

EXPLAIN: To help us stay safe, we need to stay in our personal space. **Personal space** is the area around our body that is empty and open for us to use. We need to stay in our own space when we do activities in the same spot. Let's try it. We can dance in our own space.

ACT: [*Play dancing music again and encourage children to stay in their space. Provide gentle reminders, if needed.*]

EXPLAIN: There is another type of space we need to know about. It is the larger space we use for our physical activities. Sometimes we will need bigger space for walking or marching or doing other types of movement. We can call this our activity space. The **activity space** is the area of our classroom and the outside area we can use for physical activities.

[*Describe and point to the activity space(s) in your classroom and outside.*]

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WEEK 4

DAY 4

Moving Our Bodies *continued*

Physical/ Health

Let's take a walk around our activity space. We'll play follow the leader. I will be the leader.

ACT: [*Describe the boundaries of the space as you walk the perimeter. Point out adjacent areas (such as the bathroom) that are not activity space.*]

EXPLAIN: One last thing that we need to learn is our signal. Our **signal** for physical activities is a sound that helps us know when to start doing something and when to stop doing something. We need to listen carefully for two different signals.

[*Provide the signals as you describe each.*]

When we hear _____, we will start our activity. When we hear _____, we will stop our activity.

Let's try it by gently moving our arms back and forth. Let's spread out so our arms do not bump into each other.

Start moving your arms back and forth when you hear _____. Stop moving your arms when you hear _____.

ACT: [*Demonstrate moving your arms back and forth. Offer another practice with the start and stop signals, if appropriate.*]

RECAP: Today we learned some ways to keep safe when we do physical activities in our classroom and outside. We learned about staying in our personal space. We walked around the activity space in our classroom and outside. We also learned the signals that tell us when to start and when to stop an activity.

Scaffolding Tips

Extra support ■ If a child has difficulty staying in his/her personal space, offer a verbal reminder and/or place the child closer to an adult for guidance or provide a little more space.

Enrichment ■ If time permits, engage children in another "follow the leader" walk around the perimeter of your activity space. Reverse the direction of the walk and use your start and stop signals several times during the walk.

Family Child Care

Walk children around activity space you use in other areas such as a park. School-age children may wish to help you in leading children on a walk around the activity space.

This activity was informed by: Sanders, Stephen W. (1992). *Designing preschool movement programs* (pp. 23-25). Champaign, IL: Human Kinetics.

WEEK 4

DAY 5

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

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

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

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.*]

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WEEK 4

DAY 5

Working with Shapes

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Geometric and spatial knowledge

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

Key Concepts

Review: Shape
Circle
Triangle
Square

Materials Needed

*Circle, triangle, and square shape cutouts (1 shape per child)

Several items used in the basket on Day 4

Pictures taken during Day 3 shape hunt

*Printables provided

BEGIN: This week we are learning about some shapes. We've looked for shapes, we've described shapes, and we've matched shapes.

EXPLAIN: We know that a shape is something that has a certain outline. A circle, a triangle, and a square are shapes.

[*Display each shape cutout as children describe them below.]*

ASK:
- Who can describe a circle for us? (curved edge, not straight, round)
- Who can describe a triangle? (three straight sides)
- Who can describe a square? (equal edges, four straight sides)

ACT: Let's draw a circle in the air with our finger.

[*Lead children in drawing a circle in the air. Use your arm so children can readily see your example.*]

Now let's draw a square in the air.

[*Lead children in drawing a square. Again, use your arm so children can readily see your example.*]

EXPLAIN: We went outside on a shape hunt. We found items that were the shape of a circle or a square.

[*Display pictures one at a time from hunt. For each picture, name the item and ask:*]

ASK:
- What shape is this?
- How do we know? (because of its side(s)/ corners)

EXPLAIN: Yesterday we matched items from our room to a circle and a square. Let's look at some of the items we matched.

[*Hold up several of the items that were in the basket on Day 4, one at a time.*]

ASK:
- What is the shape of this item?
- How do we know?

RECAP: This week we learned about circles, triangles, and squares. We found circles and squares in our room and outside. We matched shapes and

Elm Early Learning Matters

Working with Shapes *continued*

described them. Let's practice our shapes by playing *Shape Hokey Pokey.*

[*Give each child a different shape to hold. Children put their shape in the circle instead of a body part. You put your square in, you take your square out, etc.*]

Scaffolding Tips

Extra support ■ In the opening description of shapes, children may wish to feel the outline of the shape cutout you display. ■ As you play *Shape Hokey Pokey*, hold up the shape you are singing about to help children determine if they have the named shape.

Enrichment ■ Invite children to think of things at home in the shape of a circle or square. Examples: pillows, sofa cushions, table.

123 Center Activity

Supply play dough and invite children to create shapes. Encourage children to describe their shapes.

Family Child Care

Play *Shape Twister* to help all children in your setting learn more about shapes. Draw shapes on a large piece of butcher paper or a sheet. Choose shape cutouts from a basket as you encourage children to place hands and feet on the shape with the named characteristics. Example: After pulling a circle from the basket say, "Place your hand on a shape that is round." Describe shape characteristics as each shape is pulled from the basket. School-age children may enjoy pulling shapes from the basket and describing their characteristics for preschool-age children.

The *Shape Hokey Pokey* game is described in the following source: Dauksas, L., & White, J. (2014). Discovering shapes and space in preschool. *Teaching Young Children*, 7, 22-25.

WEEK 4

DAY 5

Respecting Our Differences

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Individual differences

Children will understand how a sense of touch helps people who are blind.

Key Concepts

New: Blind

Materials Needed

Bandanas—1 per child

Small item to hold—1 per child

Revised: 12/1/2025

BEGIN: Yesterday we learned there are different ways to move from one place to another place. Some people may use a wheelchair or crutches or a walker or braces to move around.

EXPLAIN: Today we will learn how someone who cannot see with their eyes can use their fingers and hands to find out what something is like.

Some people are not able to use their eyes to see things and what is happening. When someone is not able to see it is called **blind**.

People can learn about things in other ways when they are blind.

We are going to find out how someone can use their fingers and hands to learn about something.

Each of us can cover our eyes with a bandana. We will not be able to see when we cover our eyes. Then I will give each of us something to hold. We can learn about the item we are holding by touching it.

ACT: [*Invite one-half of the children to participate in a first round. Tie bandanas around each interested child's head to cover his/her eyes. Some children may not wish to wear a bandana. Give each child an item to hold and describe. Examples: "What does it feel like?" "What shape is it?" After the first group of children has a chance to feel and describe the item, take off their bandanas and do the same for the second half of the children. Use different items for the second round.*]

ASK:

- Was it hard to learn about something without using your eyes?
- What was it like to use your fingers and hands to learn about something?

RECAP: People who are blind cannot use their eyes to see things and what is happening. One way people who are blind can learn about things is to use their fingers and hands to feel something.

Elm Early Learning Matters

WEEK 4

DAY 5

Respecting Our Differences *continued*

Social Studies

Scaffolding Tips

Extra support ■ Display some pictures discussed on Day 4 if children need a visual reminder of the uses of wheelchairs, crutches, a walker, or braces. ■ As children learn more about an item using their sense of touch, ask questions to help them describe the item. Example: "Does the item feel hard or soft? How can you tell?" Focus on children's exploration of the item with their fingers and hands, not on correctly identifying or guessing the item.

Enrichment ■ Explain that people who are blind can also use their hearing (ears) to learn what is happening. Demonstrate by asking children to cover their eyes and then describe what happened when you close a door.

Center Activity

Invite children to place a sock on one hand and then use their hand with the sock to draw a picture. Encourage children to describe what it feels like to draw with a sock on their hand. How did they use the hand and fingers to hold the drawing tool? Did children use (or think of using) their other hand for drawing the picture?

Family Child Care

Pair school-age children and preschool-age children in your setting. Provide small blocks at a table and encourage children to try a cooperative activity where one child can see and their partner is blindfolded (cannot see). Encourage the child who can see to help guide the child who cannot see as he/she builds something with the blocks. After the first child has built something blindfolded, encourage children to switch.

WEEK 4

DAY 5

Moving Our Bodies

Physical/ Health

3–5 YEARS

Large/Small Group

Skill and Goal

Motor development

Children will pay attention to how their body moves when walking and marching.

Key Concepts

New: Marching

Materials Needed

Masking tape or similar tape

Item for signals

Also Promotes

Self-Regulation

Be Prepared: Tape straight lines in activity spaces in the classroom or on the playground. The lines will guide children's practice in walking and marching. The activity may work best if children are organized into smaller groups (with separate lines for each in different parts of your activity space). Focus children's attention on how their bodies move when walking and marching. Walking or marching in a straight line is not an activity goal.

BEGIN: Yesterday we talked about how to be safe when we do physical activities. We learned a signal that tells us when to start an activity and a signal that tells us when to stop an activity.

ASK: What is our signal for "start"? What is our signal for "stop"?

[*Demonstrate each signal as reminders.*]

EXPLAIN: Today we will do some walking and some marching. Let's do some walking first. We will walk around our activity space. I will be the leader, just like I was yesterday.

Please walk the way you normally walk. We will stay safe by paying attention to what is around us and by not bumping into other people.

ACT: [*Offer the "start" signal for children to start walking. After a short time, offer the "stop" signal. Praise children for listening carefully. Offer the "start" signal and then the "stop" signal when your group has returned to a gathering space.*]

EXPLAIN: Walking is something that we do every day. When we walk we use different parts of our body. Let's talk about what happens when we walk.

ASK: What parts of our body move when we walk? (feet, legs, knees)

EXPLAIN: Our whole body moves when we walk. Our feet and legs move the most. The knees of our legs move a lot. Let's all touch our knees.

ACT: [*Lead children in touching their knees.*]

EXPLAIN: Our arms may swing a little bit when we walk. Our shoulders may move a little bit, too.

Now let's do some marching! **Marching** is like walking but our knees are raised much higher and our arms swing back and forth.

[*Demonstrate and describe marching in place. Draw attention to how your legs, knees, feet, and arms are moving.*]

Let's try marching in our personal space. We will march where we are standing. We will not march around our activity space at this time.

Elm Early Learning Matters

WEEK 4
DAY 5

Moving Our Bodies *continued*

Physical/ Health

ACT: [*Offer the "start" signal for children to march. Continue to demonstrate marching as you lead children in marching in place. Describe your marching movements or several children's marching actions. Example: "Jorge is moving his arms back and forth. Allie is lifting her knees up high." Offer the "stop" signal.*]

EXPLAIN: We can march fast and we can march slowly. Let's try marching fast. We will march in place. We will not march around our activity space at this time.

ACT: [*Offer the "start" signal for children to march fast. Provide a clear demonstration of marching at a child-friendly fast pace (not too fast) while leading children in marching. After a brief period, offer the "stop" signal.*]

Now let's march slowly.

[*Offer the "start" signal for children to march slowly. Provide a clear demonstration of marching at a slow (but not too slow) pace while leading children in marching. After a brief period, offer the "stop" signal.*]

EXPLAIN: You may have noticed there are lines of tape on the floor of our activity space. We are going to practice walking and then marching on our lines. I will be the leader.

ACT: [*Use "start" and "stop" signals in a follow-the-leader arrangement that supports children in practicing walking and then marching. If time and child skill permit, include practice in marching slowly and in marching fast. You also may wish to reverse the direction of movement on the lines. Be sure to consistently use the "start" and "stop" signals.*]

RECAP: Today we paid attention to how our bodies move when we walk and when we march. How is marching different from walking?

Scaffolding Tips

Extra support ■ Review personal space and activity space descriptions from Day 4, if necessary. ■ Offer a demonstration of how your body (or a volunteer child's body) moves when walking. Draw attention to what is moving the most (feet, legs, knees) and what other parts may be moving a little (arms, shoulders, maybe head). ■ If children have difficulty balancing their bodies when marching fast, slow the pace and explain that we are not trying to march as fast as we can.

Enrichment ■ Consider varying the pace of marching by using a second "start" signal midway through marching practice that is a sign for children to switch (from fast to slow or from slow to fast). ■ Encourage children to walk like a favorite animal.

Family Child Care

School-age children in your setting may enjoy leading younger children in walking or marching.