



## Language/ Literacy

### Understanding Words and Sounds

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words and identifying rhyming words (Days 1, 3, 5)
- Matching two picture cards that rhyme (Day 2)
- How to identify two of three words (picture cards) that rhyme and which word does not rhyme (Day 4)

123

## Mathematics

### Working with Shapes

- How to identify and describe a rectangle and triangle (Days 1–2)
- How to represent shapes using straws, fingers, and drawing (Days 2–3)
- How to describe attributes of different shapes (Days 4–5)
- Making shapes with our bodies (Day 5)



## Self- Regulation

### Using Self-Control

- Self-control helps us do the right thing (Day 1)
- We think before we do something and we remind ourselves to do the right thing (Day 2)



## Social- Emotional

### Getting Along with Others

- Four steps in solving a problem (Day 3)
  - What is the problem?
  - What are some solutions?
  - Are the solutions safe and fair?
  - Give it a try!



## Social Studies

### Appreciating Our Families

- Families are not exactly alike (Day 4)
- Activities we do with our family or someone in our family (Day 5)



## Creative Expression

### Creating Art

- An artist is a person who creates art, music, drama, or dance (Day 1)
- Different types of art including painting, drawing, weaving, sculpting, and photography (Day 2)
- We can be artists (Day 3)



## Physical/ Health

### Moving Our Bodies

- Paying attention to how our body moves when we walk and march (Days 4–5)



## 3-5 YEARS

## Large Group



## Skill and Goal

## Oral language

## Phonological awareness

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



## Key Concepts

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

**Review:** Rhyme  
Understand



## Materials Needed

\*Humpty Dumpty poster  
(from Week 4)

Book of your choice for  
this week's repeated  
reading

Chart paper

Marker

\*Printables provided

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

Words We Understand

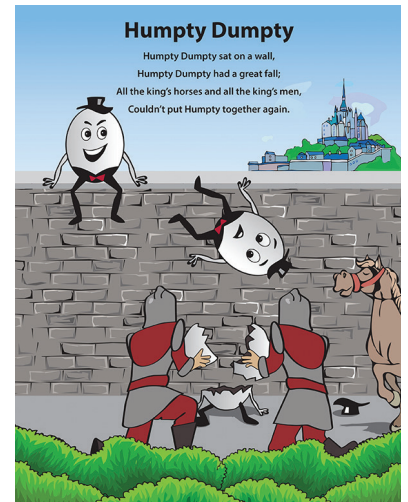
**BEGIN:** Let's say the "Humpty Dumpty" nursery rhyme together. Nursery rhymes help us learn about rhyming words.

*[Lead children in reciting "Humpty Dumpty" in unison as you display the Humpty Dumpty poster. Emphasize the rhyming words.]*

**EXPLAIN:** Now let's read a book!

*[See Week 3, Day 1 of Language/Literacy for a description and examples of how to approach today's book reading. Key aspects are summarized below:]*

- *Display book cover and encourage children to discuss what the book might be about.*
- *Explain that reading a book is a good way to learn new words. We will talk about some words each time we read the book this week. Remind children of the Words We Understand chart.*
- *Read title of book as you point to each word. Point to and say the names of the author and illustrator.*
- *Introduce and provide child-friendly descriptions of two novel words included in today's book. Write words on the chart as you point to and say each again.*
- *Point to the first text word and explain this is where we begin reading the book. Read the book verbatim. Pause to discuss words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to book text.*
- *After reading the book, engage children in recalling main parts of the book and novel words emphasized today:*
  - *What is our book about?*
  - *Who were the main characters?*
  - *What happened first? What happened next?*



WEEK

5

DAY

1

# Understanding Words *continued*



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

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.

## 3-5 YEARS

## Large Group



## Skill and Goal

## Geometric and spatial knowledge

Children will find and describe a triangle and a rectangle.



## Key Concepts

**New:** Rectangle

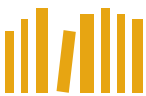
**Review:** Equal



## Materials Needed

\*Large square, triangle, and rectangle cutouts (1 each)

\*Printables provided



## Optional Reading

*Round is a Tortilla: A Book of Shapes* by Roseanne Greenfield Thong – Best if read *before* the activity.

**BEGIN:** We are learning about shapes. Last week we learned about circles and squares.

**ASK:** What did we learn about circles?

**EXPLAIN:** We know that a circle is round with a curved line. Let's make a circle with our finger in the air.

*[Use a large arm movement to lead children in making a circle in the air.]*

We also learned about squares.

**ASK:** What did we learn about squares?

**EXPLAIN:** We know that a square has four straight sides that are the same size. A square also has four corners. Let's make a square with our finger in the air.

*[Use a large arm movement to lead children in making a square in the air.]*

- ASK:**
- Where is a circle in our room?
  - How do we describe a circle? (curved line, round)
  - Where is a square in our room?
  - How do we describe a square? (four straight sides, four corners, four equal sides)

**EXPLAIN:** *[Display triangle cutout.]*

This shape has three straight sides. It also has three corners.

**ASK:** Do you remember the name of this shape?

**EXPLAIN:** It is a triangle. Let's together say the word triangle: tri-an-gle.

Let's pass around the triangle so we can feel the outside edges.

*[Encourage children to describe the triangle (sides, corners) as they feel its outline.]*

**ACT:** Let's see if we can find a triangle in our room. Remember, a triangle has three sides and three corners. (Examples: play food pizza slice, block, triangles in pattern blocks collection)

**EXPLAIN:** Our new shape for today has four straight sides and four corners.

*[Display rectangle cutout.]*



**ASK:** Does anyone know the name of this shape?

**EXPLAIN:** This shape is called a rectangle. A **rectangle** has four straight sides and four corners. Let's together say the word rectangle: rec-tan-gle.

**ACT:** Let's pass around the rectangle so we can feel its outside edges.

*[Encourage children to describe the rectangle (sides, corners) as they feel its outline.]*

*[Display rectangle and square cutouts. Point to features of each as you describe them.]*

**EXPLAIN:** Last week we learned about squares. Squares and rectangles both have four straight sides and four corners. A square is a special rectangle because all four sides are equal! Remember, equal means they are the same.

If a shape has four sides and four corners like this rectangle, then we call it a rectangle. If a shape has four sides and four corners and the sides are equal, then we call it a square.

**ASK:** Let's look at our classroom door.

- What shape is it?
- How do we know?

**EXPLAIN:** Our door is a rectangle. It has four straight sides and four corners.

*[Point to the sides of the door and the corners as you describe them.]*

**ASK:**

- How do we know our door is not a square? (the sides are not equal)
- Where is another rectangle in our room?

**ACT:** Let's use our finger to make a rectangle in the air.

*[Use a large arm movement to lead children in making a rectangle in the air.]*

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

*[Use a large arm movement to lead children in making a triangle in the air.]*

**RECAP:** *[Display rectangle and triangle cutouts.]*

Today we learned that a rectangle has four straight sides and four corners. We also learned that a square is a special kind of rectangle that has four equal sides. Which shape has three straight sides and three corners? (triangle) Are either of these shapes curved like a circle? (no)



### Scaffolding Tips

**Extra support** ■ When children are looking for a shape in the room, hold up the cutout next to the item they find to help children compare the shapes.

**Enrichment** ■ Show children two rectangles of different sizes. Ask children if they are both rectangles. How do they know?

### 123 Center Activity

Provide a sheet of paper with circles and squares drawn on it. Invite children to match shapes (pattern blocks) to the outlines of each shape. As children match the shapes, ask how they know the shapes are a match.



### Family Child Care

Invite children in your setting to learn about shapes while playing outdoors with chalk. On a flat surface, such as a sidewalk or driveway, draw triangles, squares, rectangles, diamonds, and octagons of different sizes. Invite preschool-age children to jump from shape to shape as they name and describe triangles, squares, and rectangles. School-age children will enjoy jumping from shape to shape while naming other shapes, such as diamonds and octagons.



## 3-5 YEARS

## Large Group



## Skill and Goal

## Self-control

Children will understand the concept of self-control.



## Key Concepts

**New:** Self-control



## Materials Needed

\*3 pictures as shown

\*Printables provided

**BEGIN:** *[Display picture of Katie.]*

I want to tell you a story about a little girl named Katie. This is a picture of Katie. She loves to play with friends and things in her classroom.

**EXPLAIN:** Sometimes Katie does things that upset her friends and get her in trouble. Katie does not want to upset other children or get in trouble. But sometimes she forgets to do what is right.

*[Display picture of Chen with block tower.]*

One day Katie was playing in the block center. Her friend Chen was building the biggest block tower Katie had ever seen! Katie liked Chen's block tower a lot. She wanted to hear the sound of all of the blocks falling to the floor.

Katie walked up to Chen's block tower and knocked it over. Katie smiled when all of the blocks fell to the floor. Chen was sad that his block tower fell down. He told Katie that he did not want to play with her.

Katie was sorry that Chen was upset. She did not want him to feel sad. Katie did not do the right thing when she knocked over Chen's tall tower of blocks.

- ASK:**
- What should Katie have done instead of knock down Chen's tower? (played in another center, built her own tower to knock down, asked Chen if she could help him knock down his tower when he was ready)
  - What was Katie thinking before she knocked over Chen's tall tower? (how much she liked to hear the sound of blocks falling down)
  - Did Katie think about what Chen might feel if she knocked over his tower? (no)

**EXPLAIN:** Katie forgot to use self-control. **Self-control** helps us do the right things. When we use self-control, we think about things before we do anything. Self-control helps us make good choices so that we don't hurt or upset others. We use self-control when we wait for our turn. We use self-control when we do not interrupt others who are talking. We use self-control when we walk but really want to use our running feet. Using self-control helps us do what is right.



# Using Self-Control *continued*



[Continue if time permits.]

I want to tell you what happened when it was time for Katie and other children to leave their classroom for the day. Everyone was getting their backpacks out of their cubbies. Katie was excited about what was happening next. She was going to go swimming with children who live in her neighborhood. Katie loved to swim.

Katie started dancing with her backpack. She swung her backpack in circles above her head and sang, "It's time to swim, it's time to swim!" She thought about splashing in the water while swimming. Suddenly, Katie's backpack hit Najla in the head.



[Display picture of Najla.]

Najla said, "Ouch! Your backpack hit me hard."

Katie felt bad inside. She did not mean for her backpack to hit Najla.

- ASK:**
- What was Katie thinking about while she spun her backpack around her head? (going swimming, splashing in the water)
  - Did Katie think about the children around her while she danced and moved her backpack in circles? (no)
  - What would be a better way for Katie to show she is excited about going swimming? (talk or sing about swimming, put backpack on her back or carry to her side)

**RECAP:** Katie upset or hurt her friends by doing what she wanted to do. She did not stop to think about what Chen would feel if she knocked down his tall tower. She did not stop to think about whether other children might be hurt while she danced and spun her backpack over her head. We talked about ways Katie could use self-control. What is the first thing we need to do when we use self-control? (stop and think)



## Scaffolding Tips

**Extra support** ■ In the discussion of self-control examples (waiting for turn, not interrupting), remind children we use self-control in many of our classroom or circle time rules (Week 2, Day 2).

**Enrichment** ■ Invite children to describe times they have used (or watched other children use) self-control. Example: "Do you remember a time when you used self-control (or forgot to use self-control)?" Follow-up question: "Was your choice to use self-control (or not) a good thing for others?"





## Center Activity

Provide the game *Feed the Woozle*® to help children practice self-control. This game encourages children to use self-control as they feed the woozle with a spoon.



## Family Child Care

Play the *Elephant Stampede* game with all children in your setting to help practice self-control. Gather children in a group and play the game as follows:

- Put a hand to your ear and say, "What's that I hear?" Children should respond by saying "Elephant stampede!"
- Say "Where are the elephants? I can barely hear them!" Children should respond by saying "Far away!" Encourage children to begin quietly stomping their feet on the floor to mimic the sound of elephants in the distance.
- Repeat the lines, adjusting for how close the elephants are, until the herd arrives.
- Once you've indicated that the herd has arrived, invite children to make a trumpet sound like an elephant and stamp their feet as hard as they can until you begin to quiet them down by saying "Oh good, they're going away!" Children should respond by stomping their feet more softly, and continue to respond to your directions until the elephant herd has left.

## 3-5 YEARS

## Large Group



## Skill and Goal

## Knowledge of creative processes

Children will understand what it means to be an artist.



## Key Concepts

**New:** Artist

**Review:** Creative



## Materials Needed

*To Be an Artist* by Maya Ajmera & John D. Ivanko



## Also Promotes

Language/Literacy

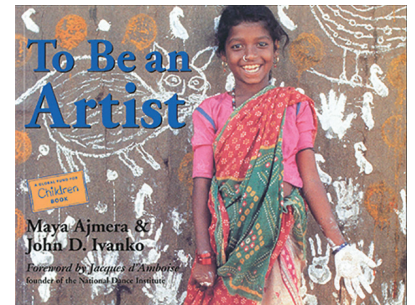
**Be Prepared:** Please use your own words to communicate highlights of today's book text and to describe book illustrations.

**BEGIN:** We are learning ways we can be creative. Remember, when we are creative we use an idea to make or do something new. One way we can be creative is to draw or paint a picture. Who can tell us another way we can be creative? (music, drama, dance) Today we are going to learn about what it means to be an artist.

**EXPLAIN:** An **artist** is a person who creates art, music, drama, or dance. There are many ways to be an artist.

[Display book. Point to words in title as you say them.]

This book will tell us what it means to be an artist. The book is called, *To Be an Artist*. It was written by Maya Ajmera and John Ivanko.



**ACT:** [After reading the book, use questions, such as the following, to encourage children to reflect on what an artist does:]

- How were the artists in the book being creative with music? (danced, played instruments, sang)
- What other creative things did the artists in the book do? (draw, color, paint)

Let's pretend we are artists like the people described in our book!

[Invite children to stand. Encourage children to briefly pretend being creative in different ways. Show pertinent book pictures as a reference:]

- Let's pretend we are an artist painting a picture.
- Let's pretend we are an artist playing a musical instrument.
- Let's pretend we are an artist singing a song.
- Let's pretend we are an artist dancing.
- Let's pretend we are an artist using clay to make something with our hands.

**RECAP:** Our book today helped us learn what it means to be an artist. Artists can be creative in many different ways. Artists can be creative with music, dance, drama, and different objects. All of us can be artists!



### Scaffolding Tips

**Extra support** ■ In the opening question, it may be helpful to elaborate on the meaning of “another way” to be creative. Options: “a different way” to be creative, or “one other way” to be creative. ■ In addition to showing pertinent book pictures when children pretend to be different types of artists, you may wish to demonstrate some of the creative efforts, such as pretending to use a paint brush.

**Enrichment** ■ Encourage children to describe what they are doing during the “pretend you are an artist” segment of the activity. ■ To strengthen children’s understanding of creative efforts, consider showing and describing a piece of your own art. Example: If you like to quilt, bring in a sample of your quilting. Talk with children about how you do quilting and how you decided the focus of your quilt (a “tree quilt” may represent your love of trees).



### Center Activity

Introduce the art center to the children as one place where they can be artists and create whatever they want with materials that are in the center. Encourage children to experiment with the different materials in creating their own art. Regularly encourage children to use their creativity when using art materials.



### Family Child Care

Invite children in your setting to pretend to be different kinds of artists. Provide materials to encourage children to pretend to be an artist, writer, musician, and dancer. Invite children to share their creations and perform for each other.

# Understanding Sounds



## 3-5 YEARS

### Small Group



#### Skill and Goal

##### Phonological awareness

Children will identify rhyming words.



#### Key Concepts

**Review:** Rhyme



#### Materials Needed

\*Picture cards (see Be Prepared)

Flannel board

\*Printables provided

**Be Prepared:** Select the picture cards listed below. For easier use of the cards with children, glue a piece of Velcro® or felt to the back of each for placing on a flannel board. Use the following sets of picture cards:

bear-pear	car-star	dog-log
cat-hat	hop-mop	pig-wig
fan-pan	tree-bee	rug-bug
snake-cake	bell-shell	goat-boat

**BEGIN:** Let's say the "Humpty Dumpty" nursery rhyme together!

*[Lead children in reciting "Humpty Dumpty" in unison. Emphasize the rhyming words.]*

**EXPLAIN:** We know words that rhyme sound alike at the end. Today we are going to look at some pictures of words and decide which words rhyme with each other. Let me show you.

**ACT:** *[Display rhyming picture cards cat and hat. Enunciate each word clearly.]*

This is a cat. This is a hat. Cat, hat.

- Do these words rhyme?
- How do we know? (they sound the same at the end)



We are using our listening ears to listen for rhyming words!

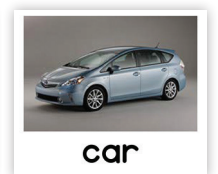
*[Display the cat and hat cards next to each other on the flannel board. Make sure the cat and hat cards are completely separate from the next two cards to be placed on the board.]*

I will put the two rhyming cards next to each other. Let's try two more cards.

*[Display picture cards pig and car. Enunciate each word clearly.]*

This is a pig. This is a car. Pig, car.

- Do these words rhyme?
- How do we know? (they do not sound the same at the end)



*[Remove the picture card car from the board.]*

Let's try another card with our pig card.

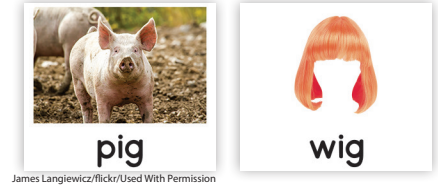
# Understanding Sounds *continued*



[Display rhyming picture cards pig and wig next to each other on the board. Enunciate each word clearly.]

This is a pig. This is a wig. Pig, wig.

- Do these words rhyme?
- How do we know? (they sound the same at the end)



James Langiewicz/flickr/Used With Permission

[Display the pig and wig cards next to each other on the flannel board but separate from the cat and hat cards.]

Continue displaying two picture cards at a time. Remember to enunciate each word clearly. Alternate between displaying two cards that rhyme and two cards that do not rhyme. When children determine that two picture cards do not rhyme, pair one with its rhyming picture and ask again if the two pictures rhyme. Place all rhyming pairs next to each other on the flannel board in clearly separate pairs so children can readily see what rhymes. Offer as many word comparisons as time and children's interest permit.]

**EXPLAIN:** Each of our picture cards is now matched with its rhyming partner on our flannel board. Let's say each pair of rhyming words together.

**ACT:** [Lead children in saying the words for each pair of cards in unison. Enunciate each word clearly.]

**RECAP:** Today we looked at picture cards and decided which cards rhymed. We paired them with their rhyming partner on our flannel board.



## Scaffolding Tips

**Extra support** ■ If children have difficulty determining whether two picture cards rhyme, ask them to repeat the words while emphasizing the ending sound of each word. Point out that when words rhyme, the ending sounds are the same.

**Enrichment** ■ Ask children to think of a word that does not rhyme with a pair of words on their picture cards. Example: "Can you think of a word that does not rhyme with cat and hat?"



## Center Activity

Provide \*picture cards used in today's activity and a flannel board. Encourage children to match cards that rhyme.

\*Printables provided



## Family Child Care

Play *Rhyme Challenge* with preschool-age children. Challenge each child to say as many rhyming words as they can for a given word. Example: "Say as many rhyming words as you can for the word 'hop.'"

School-age children will enjoy a game of *Rhyme Go Fish!* Place picture cards of things that rhyme in the middle of the group. This will be the "pond." Invite each child to choose five cards. Encourage children to first check to see if they have any rhyming cards in their hands. If so, they may place the rhyming cards on the floor in front of them. The first player looks at his/her cards to see which rhymes he/she needs. The player then asks the person to his/her left "Do you have a card that rhymes with \_\_\_\_\_?" If the second player does have a card that rhymes with the named card, he/she hands the card to the first player and the first player places the pair of rhyming cards on the floor in front of him/her. If the second player does not have a card that rhymes with the named card, the first player is instructed to "Go Fish!" and pick a card from the "pond." Play continues until a player has no cards in his/her hands.

This activity is informed by the following source: Notari-Syverson, A., O'Connor, R. E., & Vadasy, P. F. (1998). *Ladders to literacy: A preschool activity book*. Baltimore, Maryland: Paul H. Brookes.

The *Rhyme Challenge* and *Rhyme, Go Fish* games are described in the following source: Mascott, A. (2016, July 18). The 3 best rhyme games for kids [Web log post]. Retrieved from <http://www.scholastic.com/parents/blogs/scholastic-parents-raise-reader/3-best-rhyme-games-kids>



## 3-5 YEARS

## Small Group



## Skill and Goal

## Geometric and spatial knowledge

Children will understand characteristics of corners in rectangles and triangles.



## Key Concepts

**Review:** Rectangle



## Materials Needed

\*Large rectangle, triangle, and diamond cutouts

\*2 different-sized rectangles and 3 different types of triangles (see Be Prepared)

2 blocks

Straws (some short, some longer)

\*Printables provided

**Be Prepared:** The two different-sized rectangles should include the following: (1) a rectangle with a small base and tall sides and (2) a rectangle that is laying on its side and is long and skinny. The three different types of triangles should include the following: (1) a triangle with a small base and tall sides, (2) a triangle with a wide base and short sides, and (3) a triangle with equal sides and corners. See illustrations in the activity plan. Also, a diamond cutout is included in the activity for comparison purposes only. This activity does not introduce the name or characteristics of a diamond.

**BEGIN:** Today we will look at rectangles and triangles again. What do we know about triangles? (three straight sides, three corners) What do we know about rectangles? (four straight sides, four corners)

**EXPLAIN:** Let's look carefully at the corners of a rectangle.

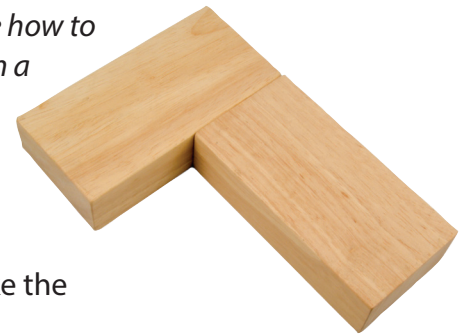
*[Display large rectangle cutout. Point to its corners.]*

The corners of a rectangle are all the same.

All rectangles have four corners that look the same. Squares also have four corners that look the same.

We can make the same kinds of corners with two blocks. Watch as I make a corner with these two blocks.

*[Use two large blocks to demonstrate how to make a corner that would be found in a rectangle. Use your finger to outline the corner as you compare it to the corner of a rectangle cutout.]*



**ACT:** Let's look at our door. Let's find the corners of our door that look like the corners in a rectangle.

*[Point to the corners of the door. Hold up the rectangle cutout next to each corner of the door to show how they are the same kinds of corners.]*

*Display a diamond-shaped cutout.]*

Is this a rectangle?

Why not? (corners do not look like the corners found in a door)

This shape does not have any corners that look like the corners found in a door. This shape (diamond) is not a rectangle.

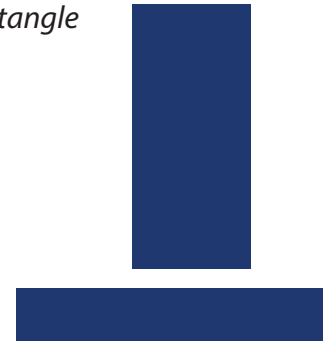
**EXPLAIN:** *[Display a rectangle with a small base but tall sides, and a rectangle that is laying on its side and is long and skinny.]*

Some rectangles are tall.

*[Point to rectangle with small base and tall sides.]*

Some rectangles are long.

*[Point to rectangle that is laying on its side and is long and skinny.]*



Some rectangles are small and some rectangles are big! All rectangles have four straight sides and four corners that look like the corners of a door.

*[Display a triangle.]*

Now let's look at a triangle. I am going to point to the corners of a triangle. Here is one corner. Here is a second corner. Here is a third corner.

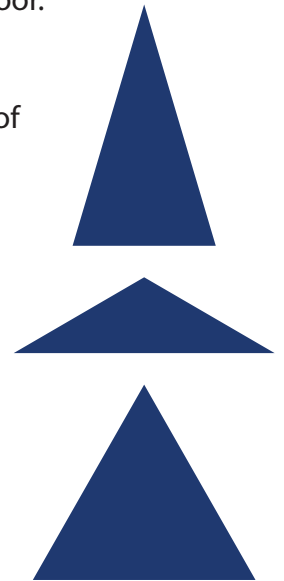
*[Display three different types of triangles. Point to each corner.]*

Triangles can have different types of corners. A triangle always has three straight sides and three corners.

*[Point to the sides and corners of each triangle.]*

The corners can be different sizes. Look at how the corners of these three triangles are different.

*[Point to and describe one corner on each of the three triangles. Compare the triangle corners as you place them next to each other.]*



Let's look at a triangle and rectangle together.

*[Hold up the rectangle cutout next to a triangle cutout to compare corners.]*

**ASK:** How are the corners of these two shapes different? (rectangle corners are like the corners of a door, triangle corners can be different sizes)

**EXPLAIN:** Corners in a triangle can be different sizes. Let's look more at some triangles and see how they are different.

**ACT:** *[Encourage children to look at, feel, and describe the sides and corners of three different types of triangles. Discuss how different types of triangles have different-sized sides and different corners.]*

Let's make some rectangles and triangles with straws. Watch as I show how to do this.

*[Demonstrate how to make a rectangle and then a triangle with the straws. Provide children with straws and invite them to make rectangles and triangles. Make sure some of the straws are shorter and some are longer. As children make the shapes, ask them to describe their shape and tell whether it is a rectangle or a triangle.]*

**RECAP:** Today we looked at rectangles and triangles and talked about their different corners. We know that rectangles have corners that are the same and look like the corners in a door. Triangles can have corners that are different sizes.



### Scaffolding Tips

**Extra support** ■ Some children may benefit from having a rectangle cutout and a triangle cutout on the table where they work with straws.

**Enrichment** ■ Ask children, “Does a circle have corners?” “How do you know?” ■ Share with children that another word for corner is “angle.”

### 123 Center Activity

Provide a drawn design or premade pattern mat that contains a design using rectangles and triangles. Invite children to match shapes (pattern blocks) to the outlines of each drawn shape on the mat. As children match the shapes, ask them to describe each shape. What are the corners like? Are the corners of the shape all the same size?



### Family Child Care

Invite preschool-age children to look around your setting for corners that look like the corners found in a door. Invite school-age children to check the corners with the corner of a piece of paper.

# Using Self-Control



## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Self-control

Children will understand how to use self-control.



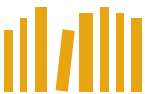
#### Key Concepts

**Review:** Self-control  
Concentrate



#### Materials Needed

Container of bubbles and wand  
2-3 musical instruments  
(see Be Prepared)



#### Optional Reading

*No, David!* by David Shannon

**Be Prepared:** This plan offers two activities (bubbles, musical instruments) for helping children understand and practice self-control. If time is limited, you may wish to omit the game using musical instruments, or offer this game at a different time. For the musical instruments activity, choose 2-3 instruments that don't easily make noise when you touch them. Examples: drum, castanets, triangle, rhythm sticks, sand blocks.

**BEGIN:** Yesterday we learned that self-control helps us to do the right thing. We listened to a story about a girl named Katie. Katie needed to learn to use self-control.

**EXPLAIN:** Today we are going to practice using self-control. When we practice using self-control, we think before we do something and remind ourselves to do the right thing.

Please raise your hand if you like to play with bubbles! Bubbles can be a lot of fun. When I see bubbles, I like to pop them!

**ASK:** Do you like to pop bubbles?

**EXPLAIN:** Today we are going to play a game with bubbles. I am going to blow some bubbles. Let's sit with our hands in our lap while I blow the bubbles.

**ACT:** *[Invite children to practice sitting with their hands in their lap.]*

When I blow the bubbles, we will use self-control and keep our hands in our lap. You will see the bubbles floating around you. Please pay attention to the size of the bubbles and maybe the color that you see in the bubbles. Let's try real hard to not pop any of the bubbles. I will let everyone know when it is time to pop the bubbles. Then we can stay seated and pop them!



*[Gently blow bubbles around all of the children. Remind children to use self-control as they sit still. After you've blown bubbles around all of the children, and the children have been sitting still for at least one minute, blow more bubbles and invite children to pop the bubbles while seated.]*

**ASK:**

- Was it hard to use self-control when I started blowing bubbles?
- Why?

**EXPLAIN:** *[If time permits.]*

Let's practice using self-control again. This time we are going to play a game using musical instruments. We will sit in a circle and pass around

# Using Self-Control *continued*



the musical instruments without making any noise! This will be hard, but we can do it if we are careful and use self-control.

**ACT:** Please get in a circle and I will show you how to pass the instruments without making noise.

*[Arrange children in a circle. Demonstrate how to pass an instrument very carefully without making noise. Discuss how you need to move slowly in order to keep the instrument quiet.]*

Now we are going to use our self-control and pass the instruments around the circle without making noise. After we've passed them around quietly, we will get to play the instruments!

*[Begin passing 2–3 instruments around the circle. As the instruments are passed, discuss how we need to remind ourselves to use self-control even though we may want to make noise with the instruments. When children have passed them around successfully, invite them to make noise with the instruments!]*

**RECAP:** Today we practiced using self-control. Using self-control can be hard, but we can do it if we think about what we should do instead of what we sometimes want to do. Self-control involves concentration. When we concentrate on something we pay close attention to it. What would happen in our classroom if we didn't use self-control? (we wouldn't do the right thing, we wouldn't make good choices)



## Scaffolding Tips

**Extra support** ■ If a child happens to make a noise with an instrument being passed around, supportively remind him/her to be careful as the instruments are being handled. Encourage children to concentrate on passing the instrument carefully so it does not make a noise.

**Enrichment** ■ Ask children how they could practice self-control when waiting their turn for something. (do something else, sing a song, go to another area, etc.)



## Center Activity

Provide a small container of bubbles and wand. Invite children to take turns blowing bubbles. Encourage other children to pop the bubbles in front of them while sitting. Children will practice self-control as they wait to have bubbles blown in their direction.

WEEK

5

DAY

2

# Using Self-Control *continued*



Self-  
Regulation



## Family Child Care

Practice self-control by playing *Peanut Butter and Jelly*. Invite children to sit on the floor in a large circle. The game is played with two balls. One ball will be the “peanut butter” and the other ball will be the “jelly.” The object of the game is to always toss the “peanut butter” ball and roll the “jelly” ball. To begin, the child holding the “peanut butter” ball gently tosses it to anyone in the circle and the child holding the “jelly” ball gently rolls it to anyone in the circle. Whoever receives the “peanut butter” ball must continue to gently toss it to someone else while the “jelly” ball should always be rolled. School-age children may enjoy adding challenge to the game as you add another ball to be passed from child to child or switch actions for the “peanut butter” and “jelly” balls.

The *Peanut Butter and Jelly* game is described in the following source: Your Therapy Source. (n.d.). Peanut butter and jelly [Online Forum]. Retrieved from <https://www.yourtherapysource.com/freepbj.html>



## 3-5 YEARS

## Large Group



## Skill and Goal

## Knowledge of creative processes

Children will understand different types of art.



## Key Concepts

Review: Artist  
Art



## Materials Needed

\*5 pictures as shown

\*Printables provided

**BEGIN:** We are learning there are different ways to be an artist. Artists can create art, music, drama, or dance.

**EXPLAIN:** Today we are going to talk about different ways to create art. Remember, drawing or painting a picture is one way we can make art. Let's talk about some pictures that show different types of art.

**ACT:** [Display and discuss each of the five pictures in the following order: painting, drawing, taking a photograph, weaving, sculpting. Use the following format for each picture, providing new words and descriptions as necessary (see Extra Support tips):]

- What type of art is the artist creating?
- Have you ever watched someone create art in this way?
- How is the artist creating the art?

**RECAP:** Today we learned more about what artists do. We talked about paintings, drawings, photographs, weavings, and sculptures. A lot of us (or many of us) have created some of the types of art we talked about.




### Scaffolding Tips

**Extra support** ■ Provide examples of different types of art discussed in the activity. ■ In the discussion of weaving, show and describe the picture of a loom in the *To Be an Artist* book read yesterday. Remind children that weaving is a way to create a colorful cloth. Weaving is also a way to make a basket. ■ In the discussion of sculpture, remind children that using play dough or clay is one way to do sculpture.

■ Encourage children to look around the classroom for examples of art, including paintings or drawings done by children in your classroom.

**Enrichment** ■ Invite a family member or center staff member who creates art to show and describe his/her work.

WEEK

5

DAY

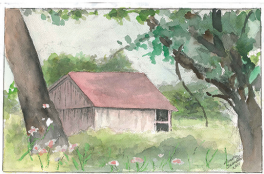
2

# Creating Art *Continued*



## Center Activity

Provide \*pictures of different types of art for children to explore. Encourage children to look closely at the pictures and think about how each piece might have been made. Example: "What do you think was used to make this sculpture?"



\*Printables provided



## Family Child Care

Invite families of both school-age and preschool-age children in your setting to share artwork from their home. Encourage children or family members to talk about the art. Some art may represent a family's cultural background. Example: A child brings in a wooden plate that was carved in Poland. Talk with children about where Poland is located on a globe or map.

# Understanding Words



## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Oral language

##### Phonological awareness

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



#### Key Concepts

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

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



#### Materials Needed

\*Twinkle, Twinkle, Little Star poster (from Week 4)

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

\*Printables provided

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

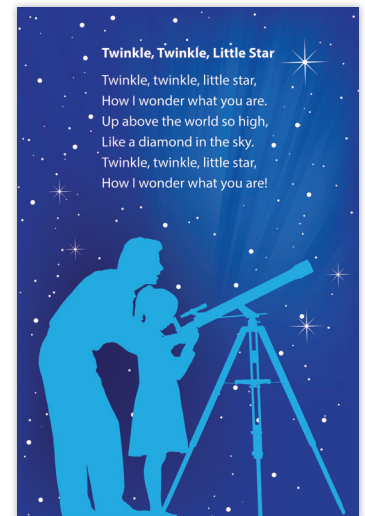
**BEGIN:** [Display the *Twinkle, Twinkle, Little Star* poster as you recite the "Twinkle, Twinkle, Little Star" nursery rhyme for children. Clap for each rhyming word: *star, are, high, sky*. Then invite children to join you in reciting the rhyme.]

Let's say the "Twinkle, Twinkle, Little Star" nursery rhyme together and clap once for each rhyming word.

**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.



# Understanding Words *continued*



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

## 3-5 YEARS

## Large Group



## Skill and Goal

## Geometric and spatial knowledge

Children will represent different types of triangles.



## Key Concepts

**Review:** Rectangle



## Materials Needed

- \*Large rectangle cutout
- \*3 different types of triangle shape cutouts (used in Day 2)
- White paper—1 per child
- Pencils—1 per child
- \*Printables provided

**BEGIN:** Today we will look at rectangles and triangles again. Remember, a rectangle has four straight sides and four corners, and all of the corners look like the corners in a door.

[Display a large rectangle cutout and compare the corners of the rectangle to the corners of a door. Describe how the corners of a door are similar to the corners of the rectangle.]

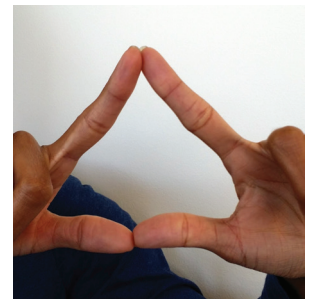
**EXPLAIN:** Now let's look at a triangle.

[Display a large triangle cutout. Trace the sides with your finger.]

**ASK:** How many straight sides does a triangle have? (three)

**EXPLAIN:** Triangles always have three straight sides and three corners. Let's make a triangle with our hands.

[Demonstrate by connecting two thumbs on the bottom with pointer fingers forming the other two sides. See picture.]



We know that the corners of a triangle can be different sizes.

[Hold up the three different types of triangles used yesterday, one at a time. Compare the corners of the triangles to the corners children have made with their hands. Demonstrate how the corners of a triangle are different by comparing a corner that looks like the corner of a door to the corner of a triangle. With your finger, trace and describe the corners of the three different types of triangles to show the differences.]

Today we will practice drawing triangles. Let's practice drawing a triangle with our fingers in the air.

[Encourage children to use their finger to draw a triangle in the air. Demonstrate with large hand/finger motion.]

I will put three different types of triangles on the board where we can see them. When we draw triangles, we need to remember how many sides they have and how many corners. Remember, the corners of a triangle can be different sizes.





**ACT:** *[Give each child a white piece of paper and pencil. Invite him/her to practice making different types of triangles. Observe and help as needed. Ask children to describe their triangles when they have finished.]*

**RECAP:** Today we practiced drawing different types of triangles with our fingers and on paper. We know that a triangle has three sides and three corners. Let's hold up three fingers!



### Scaffolding Tips

**Extra support** ■ Some children may benefit from having copies of several different types of triangles on the table where they draw their own triangle. ■ As children draw their triangles, guide their hands as they draw, if necessary. Use hand-over-hand to help, as appropriate.

**Enrichment** ■ Invite children to draw rectangles and squares in addition to triangles.

### 123 Center Activity

Provide a drawn design or pre-made pattern mat that includes circles, squares, rectangles, and triangles. Invite children to match shapes (pattern blocks) to the outlines of each shape. As children match the shapes, ask them to name the shapes.



### Family Child Care

Give children additional experience with different kinds of triangles by inviting children to sort different triangle cutouts. Provide preschool-age children with cutouts of the three different kinds of triangles used in the activity and encourage them to sort the triangles into groups that are the same. Invite school-age children to explore triangles while making a simple paper airplane. Encourage children to point out the different-sized triangles as they fold the paper into an airplane.





## 3-5 YEARS

## Large Group



## Skill and Goal

## Relationship skills

Children will understand steps to take in solving a problem.



## Key Concepts

**New:** Problem  
Solution  
Fair

**Review:** Self-control



## Materials Needed

\*Solving a Problem poster



## Also Promotes

Self-Regulation

\*Printables provided



## Optional Reading

*Talk and Work It Out* by  
Cheri J. Meiners

**BEGIN:** Let's talk about problems we might have.

We can have problems with most anything. I could have a problem if I wanted to play with a toy that someone else was playing with. I might have a problem if I worked really hard on a picture, and then someone put big marks on it. I might have a problem if I made a tall tower with blocks and someone knocked it over.

**ASK:** Have you ever had a problem? What was your problem about?

**EXPLAIN:** A **problem** is something that we are having difficulty with or having a hard time with. There are many kinds of problems.

[Display provided Solving a Problem poster. Point to text and pictures as you describe them.]

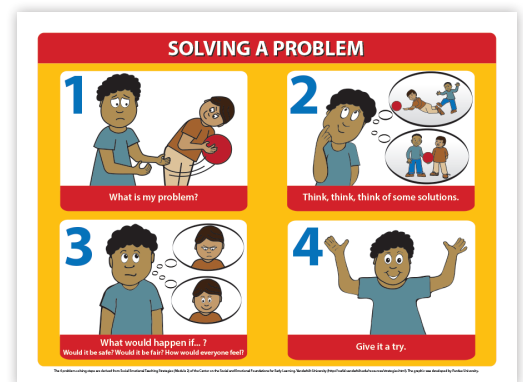
We can do things to solve a problem. Our poster will help us think about some ways to solve a problem.

First we have to decide what our problem is. Our poster says, "What is my problem?" Look at the child on the poster.

**ASK:** [Point to first box on the poster.]

- What is the child's problem? (someone took toy away)
- Let's pretend someone took your toy. What is your problem? (your toy is gone)

**EXPLAIN:** The next thing we do is think about some solutions.



Our poster says, "Think, think, think of some solutions." Something that helps us solve a problem is called a **solution**.

Let's look at the solutions the child on the poster is thinking about. Remember, the child shown on our poster has a problem because someone took the ball the child was playing with.

**ASK:** [Point to each solution in second box as it is discussed.]

- What solution do you think the child is thinking about in this picture? (getting angry)
- What solution do you think the child is thinking about in this picture? (sharing)

# Getting Along With Others *continued*



**EXPLAIN:** The child on our poster is thinking about two different ways to solve a problem. The child needs to decide which solution is best. Our poster asks, “What would happen if. . .”

We can think about whether a solution would be safe. A solution should not hurt anyone or anything we play with.

We can think about whether a solution would be fair. **Fair** means everyone gets a chance to do something. It was not fair for someone to take the toy the child was playing with in our poster. The child did not have a chance to play with the ball when it was taken away.

**ASK:** Would it be fair for the child in our poster to never let anyone else play with the ball? (no) Why not? (everyone should have a chance to play with the ball)

**EXPLAIN:** The child in our poster is thinking about getting angry. Let’s talk about what might happen if the child got angry.

**ASK:** [*Point to each picture as it is discussed.*]

Do you think it would be safe for the child to get angry at the child who took away the ball? (no) Why not? (someone might get hurt or feel bad)

**EXPLAIN:** The child in our poster is also thinking about sharing the ball that was taken from him.

**ASK:** Do you think it would be fair for the children to share the ball? (yes) Why would it be fair to share the ball? (everyone gets a chance to play with the ball)

**EXPLAIN:** Earlier this week we learned how self-control helps us do the right thing. Remember, when we have self-control we think about things before we do anything. We are using self-control when we think about what might happen if we use our solutions.

The last thing we do in solving a problem is to try out our solution. Our poster says, “Give it a try!” The children shown in our poster can try sharing the ball.

**RECAP:** Today we learned that a problem is something we are having difficulty or a hard time with. There are many kinds of problems. We learned some things to do that can help us solve a problem.

[*Briefly review the steps on the poster.*]



### Scaffolding Tips

**Extra support** ■ As children discuss solutions that would be fair and safe, help by demonstrating the solution, if necessary. Example: Children may want to solve the problem by taking back the toy. Demonstrate this solution with another adult and ask the other adult how he/she feels after the toy was taken from him/her.

**Enrichment** ■ After describing the two solutions the child in the poster is considering, ask children if there are other solutions the child could think about. ■ Ask children to describe problems they've previously had and how they solved them.



### Center Activity

Invite several children to use people figures to act out the scenario described in the main activity. Provide the \*Solving a Problem poster as a reminder to children about the sequence of what happened.

\*Printables provided



### Family Child Care

Encourage children in your setting to use dolls or people figures to practice the steps on the \*Solving a Problem poster. Invite school-age children to read through each step on the poster as preschool-age children show what to do with the dolls or people figures.

\*Printables provided

WEEK

5

# Creating Art

DAY

3



3-5 YEARS

Large Group



## Skill and Goal

Skills that support creative expression

Children will understand that they can be artists who create art.



## Key Concepts

Review: Artist



## Materials Needed

- The Dot* by Peter H. Reynolds
- Paper
- Paintbrushes
- Paint



## Also Promotes

- Language/Literacy
- Physical/Health

**Be Prepared:** Today's activity involves a book reading followed by children using paint and paintbrushes to make dots as art. If time and/or paint supplies are limited, offer the painting segment at a different time and/or form smaller groups of children for taking turns with the painting.

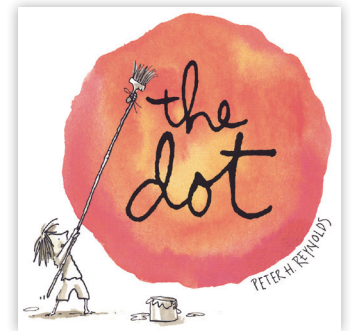
**BEGIN:** We are learning about different types of art. Today we are going to learn how we can create art. We can be artists! Remember, an artist is a person who creates art, music, drama, or dance.

[Display book cover.]

Let's look at the cover of this book.

**ASK:** What do you think this book might be about?

**EXPLAIN:** Our book is called *The Dot*. The author and illustrator of our book is Peter Reynolds. This story happens in a classroom that has an art class. We have a time for art in our classroom, too.



**ACT:** [Read the book text and use your own words to describe illustrations.]

At the conclusion of the book reading, use questions, such as the following, to help children recall some information:

- At the beginning of our book, Vashti told her teacher that she cannot draw. What did her teacher do? (asked Vashti to make a mark on a piece of paper and then sign the paper)
- What did the teacher do with Vashti's art? (put a frame around it and placed it on the wall)
- Vashti came to art class and saw her picture hanging on the wall in a golden frame. What did Vashti start to do next? (she created a lot of art with dots)
- What happened to all of the art work that Vashti created? (was hung in the school art show)]

Now let's be artists and create art with dots just like Vashti!

[Provide paper, paintbrushes, and paint. You may also wish to provide cotton swabs and/or bingo markers for children to use in creating a painting with dots.]

Draw attention to differences in children's paintings. Example: "Pau is creating a painting with lots of little dots. Gavin is painting one big dot with lots of colors!"

WEEK

5

DAY

3

# Creating Art *continued*



**RECAP:** We learned today that we can be an artist who creates art. Vashti used simple dots to make her art. We made art with dots, too! Each of our pictures of dots looked different. Artists can create whatever they want to create.



## Scaffolding Tips

**Extra support** ■ Some children may be unfamiliar with the word “gazing” (used in the book). Explain that “gazing” means looking. ■ Offer comments and questions that help children understand they can be artists. Examples: “Did Vashti need a lot of practice to put a dot on the paper?” “Did you have a lot of practice in putting a dot on a paper?” “Is Vashti an artist?” “Are you an artist?”

**Enrichment** ■ Encourage children to describe their work. Example: “What can you tell me about the dots in your painting, Kadrick?”



## Center Activity

Extend the dot-making activity to the art center so children have more opportunity to create art. Encourage children to look at and describe differences in dot paintings and in children’s paintings posted in your classroom.



## Family Child Care

Encourage both preschool-age and school-age children in your setting to create an art show based on their paintings and drawings. Invite families to the art show.



## 3-5 YEARS

## Small Group



## Skill and Goal

## Phonological awareness

Children will identify rhyming and non-rhyming words.



## Key Concepts

**Review:** Rhyme



## Materials Needed

\*Picture cards (see Be Prepared)

Flannel board

\*Printables provided

**Be Prepared:** Select the picture cards listed below. For easier use of the cards with children, glue a piece of Velcro® or felt to the back of each for placing on a flannel board. Use the following sets of picture cards:

book-hook	bow-snow	duck-truck
hand-sand	jet-pet	lake-rake
mouse-house	rain-train	sad-mad
sun-run	ring-swing	pool-school

**BEGIN:** Let's say our nursery rhyme "Twinkle, Twinkle, Little Star" together. This time let's say the rhyming words louder than the other words.

*[Lead children in reciting "Twinkle, Twinkle, Little Star" in unison, encouraging children to use a louder voice for rhyming words.]*

We are learning about words that rhyme. What do we know about words that rhyme? (they sound alike at the end)

**EXPLAIN:** *[Display flannel board.]*

Today we are going to find words that rhyme. We will place our rhyming picture cards on our flannel board.

**ACT:** *[Place the cards "book," "hook," and "mouse" on the flannel board.]*



book



hook



mouse

We have the words "book," "hook," and "mouse" on our flannel board. Let's say those words together as I point to them.

*[Lead children in saying the three words aloud. Enunciate each word clearly.]*

- Which two words rhyme?
- How do we know?
- Which word does not rhyme?
- Why does the word not rhyme?

I will put our "book" and "hook" cards next to each other on our flannel board. The words "book" and "hook" rhyme. I will put the "mouse" card at the bottom of our flannel board. The word "mouse" does not rhyme with "book" and "hook."

Now let's say together our rhyming words as I point to them.





Let's try another set of cards.

*[Remove the "mouse," "book," and "hook" cards from the flannel board. Place the cards "jet," "hand," and "pet" on the flannel board.]*

We have the words "jet," "hand," and "pet" on our flannel board. Let's say those words together as I point to them.

*[Lead children in saying the three words aloud. Enunciate each word clearly.]*

- Which two words rhyme?
- How do we know?
- Which word does not rhyme?
- Why does it not rhyme?

I will put our "jet" and "pet" cards next to each other on our flannel board. The words "jet" and "pet" rhyme. I will put the "hand" card at the bottom of our flannel board. The word "hand" does not rhyme with "jet" and "pet."

Now let's say together our rhyming words as I point to them.

*[Remove the "hand," "jet," and "pet" cards from the flannel board. Continue placing sets of two rhyming words with an additional word that does not rhyme on the flannel board. Use the following sets of cards together as long as time and children's interest allow:]*

*sun-run-lake                      pool-bow-school*  
*swing-rain-train                duck-truck-house*

*Encourage children to determine which two words rhyme and which word does not rhyme.]*

**RECAP:** Today we looked at three words and decided which words rhymed and which word did not rhyme. How do we know if words rhyme with each other? (they sound alike at the end)



jet

Airman Magazine/flickr/(CC BY-NC 2.0)



hand

eltpics/flickr/(CC BY-NC 2.0)



pet

LBJ Library/flickr/Public Domain Mark 1.0



## Scaffolding Tips

**Extra support** ■ Display the Twinkle, Twinkle, Little Star poster if it seems children would benefit from a visual reminder of the nursery rhyme. ■ Offer a demonstration when you ask children to say the rhyming words in “Twinkle, Twinkle, Little Star” louder than the words.

**Enrichment** ■ Ask children to think of another word that rhymes with a pair of words on the chart.

■ Ask children to think of another word that does not rhyme with a pair of words in the chart.

Example: “We have jet and pet on our chart. They rhyme. Can you think of another word that does not rhyme with jet and pet?”



## Center Activity

Provide \*picture cards from today’s activity and flannel board. Encourage children to match cards that rhyme.

\*Printables provided



## Family Child Care

Prepare a rhyming lunch or snack. Include food items that rhyme. Examples: cheese and peas, chip and dip, potato and tomato, bean and tangerine, rice and ice (in drink), baloney and macaroni, cherry and berry, ravioli and guacamole, ham and yam, enchilada and tostada. Emphasize the rhymes as you serve the food and children enjoy their lunch or snack.

The rhyming activity is described in the following source: Classroom Links to Sounds and Words Project, Department of Human Development and Family Studies, Purdue University, West Lafayette, Indiana. Douglas Powell, Principal Investigator; Karen Diamond, Co-Principal Investigator.

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

## 3-5 YEARS

## Small Group



## Skill and Goal

## Geometric and spatial knowledge

Children will describe attributes of rectangles, triangles, circles, and squares.



## Key Concepts

**Review:** Rectangle



## Materials Needed

\*Medium shape cutouts  
(3 circles, 3 squares,  
3 triangles, and 3  
rectangles)  
12 paper bags

\*Printables provided

■ **Be Prepared:** Place one shape in each of 12 paper bags.

**BEGIN:** We are learning about rectangles and triangles.

We know that rectangles have four straight sides and their corners always look like the corners of a door. We also know that triangles have three straight sides and can have corners that are different sizes. How many corners do triangles have? (three)

**EXPLAIN:** Today we will do a shape activity. I have several paper bags. Each bag contains a different shape. The shape may be a triangle, rectangle, circle, or square.

*[Display and point to each of the four shapes as you say its name.]*

Each of us will have a chance to feel the shape in one of the bags and describe what we feel.

When you describe the shape, tell us about its sides and corners. You can tell us how many sides it has and if the sides are straight or curved. You can also tell us how many corners it has and if the corners are like the corners of a door.

I will do the first one to show you how.

**ACT:** *[Demonstrate by placing your hand inside a bag that contains a rectangle. Describe the rectangle as you feel it. Do not take the shape out of the bag until after children attempt to identify it.]*

This shape has four corners that feel like the corners of a door and four straight sides. Two of the sides are long and two of the sides are short.

What shape is in the bag? How do you know?

Now we will take turns describing a shape in one of the bags!

*[Begin the activity by inviting children, one at a time, to describe the shape in one of the bags. Begin with several different types of rectangles and triangles. Invite other children to guess the shape being described. As you continue, introduce bags that contain circles and squares. Continue as long as time allows, making sure each child gets at least one turn to describe a shape.]*

**RECAP:** Today each of us described a shape in a bag and the rest of the group tried to guess the shape in the bag. We described triangles, rectangles, circles, and squares.





### Scaffolding Tips

**Extra support** ■ As children describe each shape, help by giving hints if necessary. Examples: “How many sides does it have?” “How many corners does it have?” ■ If children seem unfamiliar with different shape characteristics, simplify the game by inviting children to take the shape out of the bag and to describe it while holding and feeling it. An additional option is to limit the number of shapes explored by children.

**Enrichment** ■ Encourage children to describe more difficult shapes, such as an oval or rhombus.

### 123 Center Activity

Provide children with books about shapes and encourage them to find different shapes in the books. As children find shapes, ask them to describe each shape.



### Family Child Care

Encourage all children in your setting to learn more about shapes by playing *Simon Says* with shapes. Provide a set of shape cutouts for each child; circle, square, triangle, and rectangle. Invite children to place their set of four shapes in front of them. Play *Simon Says* as you ask children to pick up a shape that has certain characteristics. Example: “Simon says pick up the shape with three straight sides and wave it in the air.” Then, encourage children to name the shape. Invite school-age children to help describe which shapes preschool-age children should pick up.

WEEK

5

# Appreciating Our Families



Social  
Studies

DAY

4

## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Family diversity

Children will understand the concept of family.



#### Key Concepts

**New:** Family

**Review:** Unique



#### Materials Needed

*Families, Families, Families!* by Suzanne Lang & Max Lang



#### Also Promotes

Language/Literacy

**Be Prepared:** Children may describe a range of diverse family forms and lifestyles. It is important for staff to react in nonjudgmental and supportive ways to each child's family description. Please take extra care to monitor nonverbal as well as verbal responses if a child describes a family situation that seems challenging.

**BEGIN:** We learned a lot about ourselves in the last three weeks. We know each of us is unique. This week we will learn about how our families are also unique. Do you remember what unique means? (there is no other person just like you)

**EXPLAIN:** Each of our families is unique. Some of us have brothers and sisters, and some of us do not. We may live with our parents, grandparents, or someone else in our family. A **family** is a group of people. Some of our family members may live far away and some may live near us or with us.

**ASK:** Who are some people in your family?

**EXPLAIN:** Let's pretend we are popcorn when I describe some people who may be in your family. Remember, popcorn pops when it is being made. We can pretend we are popcorn by popping up (standing up) when I ask about people who may be in your family.

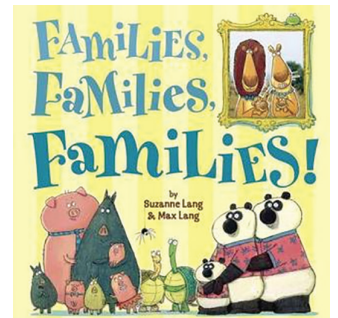
**ACT:** [Invite children to pop up after you name the following family members that may be in their family. Ask children to sit down after you have commented on the number of children who have each kind of family member in their family.]

- Pop up if you have a brother or sister.
- Pop up if there is a baby in your family.
- Pop up if your grandma lives with you or comes to visit.

**EXPLAIN:** Our families are the same and different too. No two families are alike.

We are going to read a book about families. It is called *Families, Families, Families!* The book tells us about the many different people who can be in a family. The authors of this book are Suzanne and Max Lang.

**ACT:** [Describe illustrations as you read the book. Pause to talk about pages that seem confusing to children.]



WEEK

5

DAY

4

# Appreciating Our Families *continued*



**RECAP:** Today we talked about our families. Some of our family members live with us and some live near or far away. We also read a book about families. Our families can be the same and different but no two families are exactly alike!



## Scaffolding Tips

**Extra support** ■ If pop up is not an easy and enjoyable activity for children, use an alternative way for children to respond to your question (such as hold up hand). ■ As children share information about families, remind the other children of how to be a good listener. (look at person talking, listen quietly, waiting your turn)

**Enrichment** ■ Ask children to name the people in their family.



## Center Activity

Provide the book used in today's activity. Encourage children to discuss how the families in the book are the same and different. As children share how the families are the same and different, ask them how the families in the book are the same or different from their own families.



## Family Child Care

Encourage children in your setting to share more about their families by playing a game. Arrange preschool-age and school-age children in a circle. Invite each child, one at a time, to finish the sentence "My family is \_\_\_\_." After each child has finished the sentence, encourage children to go around the circle again and finish a different sentence. Examples: "My family likes \_\_\_\_." "My family has \_\_\_\_." "My family wears \_\_\_\_." School-age children may enjoy acting out some of the family descriptions. Example: If a child finishes the sentence "My family likes \_\_\_\_" with "to go fishing" invite the child to pretend to go fishing with his/her family.



WEEK

5

# Moving Our Bodies



Physical/Health

DAY

4

3-5 YEARS

Large/Small Group



### Skill and Goal

#### Motor development

Children will strengthen their locomotor skills for walking and marching.



### Key Concepts

**New:** Forward  
Backward



### Materials Needed

Masking tape or similar tape



### Also Promotes

Self-Regulation  
Mathematics

**Be Prepared:** Tape two lines on the floor in the activity space: one straight line and one line that is in a curve (approximately a half circle; see picture). Arrange for another adult (or select a volunteer child) to lead the activity so you can monitor and guide children. It is not necessary for children to walk or march in unison. Consider offering this activity outdoors, weather permitting, if inside space is limited. Omit the curve and/or walking backwards if you anticipate one or both of these aspects of the activity will be too challenging for children.



**BEGIN:** [*March in place.*]

**ASK:** What am I doing? (marching)

**EXPLAIN:** Last week we practiced walking and marching. We paid attention to how our bodies move when we walk and march. Today we are going to walk and march in different directions.

Please look at the lines taped to the floor in our activity space. We will use the lines for walking and marching today.

**ASK:** How are the lines on the floor today different than the lines we used last week for walking and marching? (one line is not straight)

**EXPLAIN:** [*Point to lines as you describe each.*]

One line is straight, just like last week's line. One line is a curve. The curve is like part of a circle.

Let's practice walking on the straight line and then on the line that has a curve.

Last week we focused on how our bodies move when we walk and march. Today let's also focus on following the lines on the floor. We will follow a leader. We will not use our "start" and "stop" signals today because each of us will be starting and stopping at a different time.

**ACT:** [*Demonstrate and describe the path. Start walking on the straight line and then walk on the curved line. Designate an area for children to gather after they finish walking on the curved line. Encourage children to walk directly from the straight line to the curved line (not stop).*]

*Invite a volunteer child with solid walking and marching skills to be the leader or arrange for an adult to be the leader, so you can monitor and guide children in the activity.*

*Invite children to start walking on the straight line in follow-the-leader fashion. Provide guidance as necessary. Remind children to pay attention to the line and to how their bodies are moving, and to keep a safe distance from the person in front of them.*

# Moving Our Bodies *continued*



**EXPLAIN:** Now let's do our walking differently. This time we will start walking on the curved line and then walk on the straight line.

**ACT:** *[Demonstrate and describe the reverse path. Then invite children to start walking on the curved line in follow-the-leader fashion. Provide guidance as necessary. Remind children to pay attention to the line and to how their bodies are moving, and to keep a safe distance from the person in front of them.]*

**ASK:** We need to pay attention to a line when we walk on it.

- Was it harder to focus on the straight line or on the curved line?
- Why?

**EXPLAIN:** Let's move on our lines again. This time we will march. First we will start marching on the straight line and move to the curved line. Then we will start marching on the curved line and move to the straight line.

**ACT:** *[Demonstrate marching as a reminder, if necessary. Invite children to start marching, using a follow-the-leader arrangement. Provide guidance as necessary. Designate an area for children to gather when they complete the curved line. Children may need to wait there briefly (maybe marching in place) until the curved line is empty.]*

**ASK:**

- Was it easier to follow the lines when you walked or when you marched?
- Why?
- What might happen if we do not pay attention to the person in front of us when we follow a line? (bump into the person)
- Think about the word "forward." How do we move our body if we want to walk forward?

**EXPLAIN:** We move toward what is in front of us when we walk **forward**.

*[Lead children in taking several steps forward.]*

**ASK:** Now think about the word "backward." How do we move our body if we want to walk backward?

**EXPLAIN:** We move toward what is behind us when we walk **backward**.

*[Lead children in taking several steps backward.]*

**ASK:**

- Is it easier to walk forward or to walk backward? (forward)
- Why? (because we can see where we are going; we are not used to walking backward)
- What would happen if we did not pay attention to what is behind us when we walk backward? (bump into someone)

**EXPLAIN:** We need to look over our shoulder when we walk backward.

WEEK

5

DAY

4

# Moving Our Bodies *continued*



[Demonstrate and then lead children in looking over their shoulder.]

**RECAP:** We practiced walking and marching on a straight line and a curved line. We are learning to pay close attention to a line and to the people around us when we follow a line. We also moved forward and backward. We are practicing different ways to move.



## Scaffolding Tips

**Extra support** ■ Describe “front” and “behind” if children seem uncertain about these concepts. ■ It may be helpful to hold the hand of a child who is having difficulty regulating his/her body while walking or marching. ■ A demonstration of putting one foot behind the other foot may be helpful in introducing backward movement.

**Enrichment** ■ As a follow-up activity, children may want to use slower or faster speeds in walking and marching along the lines.



## Center Activity

For outside play, encourage children to walk or march forward on safe, naturally occurring lines, such as lines on a sidewalk or the edge between grass and cushioned surface.



## Family Child Care

Invite a school-age child in your setting to be the leader of walking and marching activities.

# Understanding Words



## 3-5 YEARS

### Large Group



#### Skill and Goal

##### Oral language

##### Phonological awareness

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



#### Key Concepts

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

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



#### Materials Needed

Items that rhyme (see Be Prepared)

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

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

**BEGIN:** I am going to hold up two items and say each item's name. Tell us if the names of these items rhyme.

*[Display the following pairs of items, one pair at a time: a bell and shell, hat and pear, and car and jar. Engage children in a brief discussion (reminder) of why the word pairs rhyme or do not rhyme.]*

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

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

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

WEEK

5

DAY

5

# Understanding Words *continued*



Language/  
Literacy

- *Explain that different types of things happened in our book. Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. See Week 3, Day 5 for examples.]*

## 3-5 YEARS

## Large Group



## Skill and Goal

## Geometric and spatial knowledge

Children will deepen their understanding of attributes of a circle, square, triangle, and rectangle.



## Key Concepts

**Review:** Rectangle



## Materials Needed

Blocks—2 per child  
Paper bag containing one shape cutout



## Optional Reading

*Shapes, Shapes, Shapes* by Tona Hoban—*This is a wordless picture book. Invite children to find the shapes in each picture. Ask: "How do you know it is a circle/square/triangle/rectangle?"*

**BEGIN:** This week we learned more about shapes. We learned that a rectangle has four straight sides and four corners that always look like the corners of a door.

- How many sides does a triangle have?
- How many corners does a triangle have?

**EXPLAIN:** This week we also learned about triangles and rectangles.

- ASK:**
- Where is there a triangle in our classroom?
  - How about a rectangle?

*[Allow time for children to find each shape in the room.]*

**EXPLAIN:** We are also learning about the corners in shapes.

**ASK:** Does a rectangle have corners that look like the corners in a door? (yes)

**ACT:** Let's make a corner that can be found in a square or rectangle with these blocks.

*[Provide each child with two blocks. Encourage children to make a corner that can be found in a square or rectangle. Demonstrate first, if necessary.]*

Now let's make a triangle with our hands. The corners in a triangle can be different sizes.

**ASK:** Does a circle have corners? (no)

**EXPLAIN:** Yesterday we described shapes that were in a bag. We described the sides and corners of the shapes. I have a shape in this bag and I am going to describe it. Let's see if we can guess the shape!

*[Describe the shape placed in the bag.]*

- ASK:**
- Which shape is in the bag?
  - How do you know?

**ACT:** Now we are going to have some fun making shapes with our bodies. We will get into groups of four to make our shapes.

Let's show a group of four on our fingers.

*[Divide children into groups of four. Demonstrate with a group before you begin. As you name a shape, encourage children to lie on the floor and make the shape. When*





*you ask the children to make a triangle, invite the fourth child to point to the triangle and say its name. Try this with all four shapes children have learned.*

*Take pictures of children as they complete each shape. Display pictures in the room with labels.]*

**RECAP:** Today we talked about what we are learning about shapes. We even made shapes with our bodies. Shapes are fun!



### Scaffolding Tips

**Extra support** ■ As children make the shapes with their bodies, hold up the shape mentioned for them to use as a reference.

**Enrichment** ■ Before children make each shape, ask how many children are needed to make the shape. Are four children needed to make a triangle? Why or why not?

### 123 Center Activity

Provide various lengths of yarn. Tape the outline of a circle, square, triangle, and rectangle to a table or the floor with masking tape. Invite children to use the yarn to “trace” the outline of each shape.



### Family Child Care

Play a game of *Hide the Shapes* with all children in your setting. Invite school-age children to hide several cutouts of each of the four shapes. Then encourage preschool-age children to each find one shape and bring it back to a central location. Once all children have returned, invite them to name and describe their shape.

WEEK

5

# Appreciating Our Families



Social Studies

DAY

5

## 3-5 YEARS

### Small Group



#### Skill and Goal

##### Family diversity

Children will understand that they like to do unique things with their family or someone in their family.



#### Key Concepts

**Review:** Family



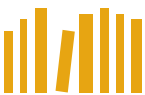
#### Materials Needed

Ball



#### Also Promotes

Self-Regulation



#### Optional Reading

*The Family Book* by Todd Parr

**Be Prepared:** Children's ideas about things they like to do with their families will be used again in Week 6. As children describe something they like to do with their family, take notes for use in Week 6.

**BEGIN:** We are learning that each family is unique. Remember, a family is a group of people. There is no other family like your family.

**EXPLAIN:** Being with our family can be fun.

I have a ball that we will use as we talk about something we like to do with our family. Playing with a ball is something that some people like to do with their family. We will each get a turn to say something we like to do with our family or someone in our family. Maybe you will say, "We like to go to the park!" or "I like to read a book with my grandpa."



Paul Hamilton/flickr/CC BY-SA 2.0

Let's find out if each of us has different things we like to do with our families or someone in our families.

**ACT:** [Encourage children to stand one at a time as they hold the ball and describe something they like to do with their family or a family member. It is okay if some children do not wish to share. You could say, "Maybe you'll want to tell us later about something you like to do with your family."]

**RECAP:** Today we held a ball as we described something we like to do with our family or someone in our family. Do we all like to do the same things? We do different things because we are unique and our families are unique.



### Scaffolding Tips

**Extra support** ■ As children think of something they like to do with their family, give hints if necessary. Example: “Is there something you like to do with your family on the weekend?”

■ Encourage children to offer one fun activity only by drawing attention to the number of children and time. Example: “Maybe there will be time later to learn about your other fun thing. Right now we have time to hear about one fun thing from each of us.” ■ If some children show reluctance to give up the ball, explain that everyone should have a chance to hold the ball and tell about his/her family. Also, indicate that balls will be available to play with during outdoor time.

**Enrichment** ■ If time permits, ask children if there is something they would like to do with their family or someone in their family that they haven’t been able to do.



### Center Activity

Provide puppets or toy people. Encourage children to act out (taking turns) the fun thing they like to do with their family that was shared during today’s activity.



### Family Child Care

Encourage preschool-age children to use puppets to act out a family adventure. Example: A child may wish to use puppets to act out a pretend or actual vacation to an amusement park. School-age children may enjoy working on a family tree. Ask parents to provide a picture of each family member and help children use the pictures to make a family tree.

WEEK

5

# Moving Our Bodies



Physical/Health

DAY

5

3-5 YEARS

Large/Small Group



## Skill and Goal

### Motor development

Children will strengthen their visual skills for walking and marching.



## Key Concepts

**New:** Next to



## Materials Needed

Masking tape or similar tape

Item for signals



## Also Promotes

Self-Regulation

**Be Prepared:** Tape lines on the floor of the activity space in the same manner used on Day 4 of this week. Consider offering this activity outdoors, weather permitting, if inside space is limited. Omit the curve if you anticipate this aspect of the activity will be too challenging for children. Also, omit walking in front and in back of someone if you anticipate this part of the activity will be too challenging.

**BEGIN:** We are learning how to pay attention to different things when we move our bodies. We pay attention to how we move our feet, legs, knees, and arms.

**ASK:**

- Do parts of our body move the same way when we walk and when we march? (no)  
[Children may wish to offer a demonstration as part of responding to the following questions:]

- How do our legs and arms move when we march?
- How do our legs and arms move when we walk?

**EXPLAIN:** There are other things we pay attention to when we move our bodies. We look over our shoulder if we are walking backwards. If we are following a line when we walk or march, we need to pay attention to where the line is going.

**ASK:** What do we need to pay attention to when we walk or march along a line with other people? (the person in front of us and other people around us, so we do not bump into others)

**EXPLAIN:** Today we will practice paying attention to other people when we walk and march. We will have a partner.

**ACT:** [Assign each child a partner. If there is an odd number of children in attendance, pair a child with an adult. Space out children on the perimeter of one side of your activity space so all children can watch the demonstrations described below.]

*Invite one pair of children to demonstrate standing side by side. Use their first names; Child A and Child B designations are for clarification purposes only.*

**EXPLAIN:** Let's talk about standing next to someone. Please look at (Child A) and (Child B).

One way to be **next to** someone is to be by his/her side. (Child A) and (Child B) are standing side by side.



# Moving Our Bodies *continued*



**ACT:** *[Help the volunteer pair to do a 180-degree turn while staying in approximately the same personal space.]*

**EXPLAIN:** We can turn around and still be next to someone. (Child A) and (Child B) just turned around. They are still next to each other.

Please stand by the side of your partner. We will walk around our activity space as partners.

We want to walk next to (side-by-side with) our partner. We want to pay attention to our partner while we walk. We do not want to get ahead of our partner. We do not want to get behind our partner.

We also want to pay attention to the people in front of us. We do not want to bump into the people in front of us while we walk.

There is a lot for us to watch! Let's try it. We will walk like we normally walk. We do not need to take steps or move our legs at the same time our partner does. But we want to try to stay beside our partner (not get ahead or get behind).

Listen carefully for our "start" signal. We will walk around our activity space until we hear the "stop" signal.

**ACT:** *[Offer a "start" signal and guide children in walking in pairs around the perimeter of your activity space. Provide a follow-the-leader pair if necessary. Encourage children to watch the pair in front of them and their own partner so they walk side by side.*

*At the point children seem accustomed to the arrangement, offer a "stop" signal. Ask children to turn around (180 degrees). Point out that children are still with a partner but now a different partner is on the outside and the other partner is on the inside. Offer a "start" signal for children to walk in the opposite direction with their partner. Offer a "stop" signal at the point children seem accustomed to the reverse arrangement.]*

**EXPLAIN:** We just practiced walking side by side with a partner. We are next to a partner.

**ASK:** Do you think we can march with a partner?

**ACT:** Let's try.

*[Repeat the above activity, including the reverse in direction, with children marching at a reasonable pace. Use "start" and "stop" signals. Encourage children to watch their partner, so they do not get ahead or behind, and to watch the people in front of them so they do not bump into others. It is not necessary for children to march in unison.]*

**ASK:** *[At the conclusion of marching, with children standing in their original pairs:]*

- Was it harder to walk next to someone or to march next to someone?
- Why?

# Moving Our Bodies *continued*



*[Encourage children to talk about the ease or difficulty of not getting ahead or behind their partner, and not walking too close to the pair in front of them.]*

**EXPLAIN:** Let's try something a little different. Let's use another way to walk next to someone.

**ACT:** *[Invite one pair of volunteer children to demonstrate the following:]*

Another way to be next to someone is for one person to be in front and the other person to be in back. Look, (Child A) is in front of (Child B). (Child B) is in back of (Child A).

*[Help the volunteer pair to do a 180-degree turn while staying in approximately the same space.]*

We can turn around and still be next to someone. (Child A) and (Child B) just turned around. They are still next to each other. But now (Child B) is in front of (Child A). (Child A) is in back of (Child B).

Let's walk around our activity space with our partner again. This time, one person will walk in front and the other person will walk in back. We need to watch the person in front of us so we do not get too close and bump into someone. Listen carefully for our signals.

*[Offer a "start" signal. As each pair starts walking, you may want to help create some distance between pairs so a long line does not form as children walk behind (in front of) their partner.]*

*At the point children seem accustomed to the arrangement, offer a "stop" signal. Ask children to turn around (180 degrees). Point out that children are still with a partner, but now a different partner is in front (and the other partner is in back). Offer a "start" signal for children to walk in the opposite direction with their partner. Offer a "stop" signal at the point children seem accustomed to the reverse arrangement.]*

- ASK:**
- Is it easier to walk side by side or with one person in front and the other person in back?
  - Why?

**EXPLAIN:** *[Offer the following variation if time and child interest permit:]*

Let's add one more thing to watch while walking with our partner. We will follow our lines while we walk with our partner. This time the line will be between you and your partner. Remember, yesterday we followed a line by trying to walk on the line. Today we will walk with our partner with the line between the two of us.

**ACT:** *[Invite a volunteer pair to stand with the line between each partner. Describe how the line is between the pair.]*



# Moving Our Bodies *continued*



**EXPLAIN:** We will walk our lines like we did yesterday. First we will follow the straight line. Then we will follow the curved line. Yesterday we walked alone. Today we will walk with a partner. We need to watch our partner to make sure we walk together. We also need to watch the line so we know where the line is going. Please work hard to keep the line between you and your partner, and not put your feet on the line as you walk. We will not use our “start” and “stop” signals because we will start and stop walking at different times.

**ACT:** *[Invite children to walk the straight line and then the curved line, using the Day 4 arrangement. If time permits and children remain engaged, invite children to reverse the direction of walking in pairs along the line.]*

**RECAP:** We practiced moving our bodies next to a partner. We moved around our activity space with a partner in different ways. We also followed our lines by walking with a partner. Following lines next to a partner is different than following a line by ourself. Which way is harder to do?



## Scaffolding Tips

**Extra support** ■ After children are in pairs, ask each child to say the name of his/her partner.

■ Children may benefit from a demonstration of getting ahead and getting behind a partner while walking side by side. ■ Encourage children to hold hands if walking next to someone is difficult. Some children may wish to participate independently. ■ If children experience difficulty working with a partner, ask a classroom adult to walk with the pair to provide guidance.

**Enrichment** ■ Add another dimension to movement with a partner by inviting children to walk (or march) slowly and then faster. Encourage children to carefully watch their partner to make sure they do not get ahead or behind. Again, walking or marching in unison is not necessary.



## Center Activity

For outside play, place additional lines (tape or chalk) in the activity area of the playground. Make the lines longer than the lines used in the classroom so children have experience moving with a partner for a longer distance.



## Family Child Care

Invite a school-age child in your setting to help place lines on the floor and serve as a leader with younger children.