WEEK 3 What Children Will Learn this Week

3–5 Years

Language/ Literacy

Understanding Sounds and Words

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- Listening to and identifying the sequence of two single sounds (Day 2)
- Following requests that use prepositions and relational words (Day 4)

Mathematics

Counting Things

- Verbal counting of up to five items (Day 1)
- How to identify and form groups of five or fewer items with and without counting (Days 1–5)
- How to connect number words to quantities and understand which group has more (Days 3–5)

Self-Regulation

Using Self-Control

- Listening helps us to learn things and to know what to do (Day 1)
- Raising our hand quietly is a way for everyone to talk and be heard in a group (Day 2)

Social-Emotional

Getting Along with Others

- How to share an item such as play dough (Day 3)
  - split the item
  - play with it together
  - take turns with it

Social Studies

Respecting Our Differences

- How we are the same and different from the main character in a book (Day 4)
- How to identify and represent through drawing something special about the main character in a book (Day 5)

Science

Being a Scientist

- How to observe, describe, and record information about ice (Days 1–3)
- Investigating how ice changes using water, sun, and shade (Days 2–3)

Physical/ Health

Staying Healthy and Safe

- Rules and routines that help keep us safe (Day 4)
- Practicing what to do during an emergency (Day 5)

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WEEK 3

DAY 1

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

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 consecutive 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

Skill and Goal

Oral language

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

Key Concepts

New: 1–2 words (see Be Prepared)

Review: Character

Materials Needed

Book of your choice for this week's repeated reading

Chart paper

Marker

Also Promotes

Self-Regulation

BEGIN: Let's all get ready to listen to a book.

[*Display cover of book.*]

This is the cover of our book. What do you think our book might be about?

[*Follow-up prompt, if needed: "What do you see on the cover of the book?"*]

EXPLAIN: We know that reading a book is a good way to learn new words. Books use some words we may not know. We will talk about some words each time we read our book this week.

ACT: I will write the words we learn on our chart. Remember, the title of our chart is: Words We Understand.

[*Point to each word as you say it.*]

The title of this book is _____.

[*Point to words as you say them. If the book title includes one of today's novel words, provide a definition now. Example: "Our book today is about a very small seed. It is a tiny seed. Tiny means very small or little."*

Point to and say the names of the author and illustrator.]

EXPLAIN: Today let's talk about two words that are in our book. One word is _____. The word _____ means _____. Another word in our book is _____. The word _____ means _____.

ACT: I will write these two words on our chart.

[*Point to and say each word as you write it.*]

Now we will read our book. We will begin reading right here.

[*Point to first text word.*

Read the book without inviting talk until you have finished reading. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text.]

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WEEK 3
DAY 1

Understanding Words *continued*

Language/ Literacy

ASK: [*Focus discussion of the book on recall and novel words introduced earlier in the session.*]

- What is our book about?
- Who were the main characters in our book? Remember, a character is a person or an animal (or creature) in a book.
- What happened first? What happened next?

[*Point to and read each word on your chart.*]

- What does the word _____ mean? What does _____ mean?

[*Promote children's understanding of novel words introduced today by elaborating on children's comments about a word's meaning or again defining the word. Reread the book's sentence with the novel word. Example: "We learned about the word 'department.' Remember, a department is a section of a large store. Corduroy once lived in the toy department." Point to and describe any pictures in the book directly related to the novel word.*]

RECAP: Today we read a book about _____. We talked about the words _____ and _____.

Scaffolding Tips

Extra support ■ Remind children that when we understand something, we know what something means or how something works. ■ When you show where to begin reading the book, remind children that words tell us things and there are lines of words in our book. Use a left-to-right motion to show the direction in which we read the lines of words. ■ You may wish to remind children of some circle time rules (discussed Week 2, Day 2, Self-Regulation) that help children participate in a book reading session, including what it means to listen. ■ If a novel word pertains to an object or picture available in your classroom or center, display the object or picture as an additional source of help to children in understanding a word.

Enrichment ■ Invite a volunteer child to point to the place on the page where you begin reading (rather than you pointing to the place). Invite another volunteer child to show with a hand and arm motion which direction we use to read a line of words (rather than you showing the left-to-right motion). ■ Ask children (while pointing) where you should write a new word on your chart (at the bottom or under the title of the chart?).

Center Activity

Provide the book used in today's reading plus any figures or manipulatives related to the book that children could use as props in retelling the book. Ask children what they remember about the book or to describe how they are using items related to the book.

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WEEK 3

DAY 1

Understanding Words *continued*

Language/ Literacy

Family Child Care

Younger children in your setting will enjoy having you read an age-appropriate book with them. Invite preschool-age children to help you describe pictures in the book. Provide age-appropriate books for younger children in your setting to look at while preschool-age children pursue the center activity.

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WEEK 3

DAY 1

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will identify groups of five or fewer items.

Key Concepts

New: Group of three

Review: Group of two

Materials Needed

Five Little Monkeys Jumping on the Bed by Eileen Christelow

Also Promotes

Language/Literacy

BEGIN: [*Lead children in counting together the number of fingers on one of their hands, holding up one finger for each number said together.*]

EXPLAIN: We are learning how to make groups of two. We will practice counting and finding groups today.

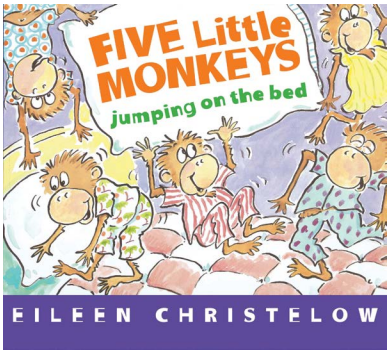
ACT: Let's all hold up two fingers.

Now let's hold up three fingers and count our fingers to make sure we have the correct amount.

We know what groups of two and three look like. Let's find a group of two in our classroom. (two chairs, two pencils, two children, etc.) We know that a group of two has two things.

Let's find a group of three things in our classroom. (three books, three crayons, three toys, etc.) A **group of three** has three things.

EXPLAIN: We will read a fun book about counting. Our book is called *Five Little Monkeys Jumping on the Bed*. We will practice counting the monkeys while we read the book. We know how to count five things!



- [*Introduce the book by pointing to the title of the book as you read it. Introduce the author and explain that the author is also the illustrator.*
- *Count the monkeys on the front cover. Point to each monkey as you count.*
- *Point to the text as you read.*
- *Pause on each page to discuss the picture and count the monkeys in the picture. After you count the monkeys on each page say the final number aloud. Example: On the page with the five monkeys lying in*

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Counting Things *continued*

the bed say, "There are five monkeys! Let's count them. 1, 2, 3, 4, 5! See, there are five monkeys! Do you want to count them again?" Encourage children to count along with you.]

RECAP: Today we read a fun counting book called *Five Little Monkeys*. We practiced counting out loud the monkeys on each page. Let's hold up five fingers on our hand. Now let's hold up a group of three fingers. Let's hold up a group of two fingers.

Scaffolding Tips

Extra support ■ If children have difficulty finding groups of three in the classroom, continue to practice groups of two.

Enrichment ■ Invite children to count backwards from 5–0 as is done in the book. Encourage them to use their fingers to help. ■ Read the book again as children act out the events. As each monkey falls off of the bed, invite one child to sit down. Continue asking for five volunteers and rereading the story until all children have had a chance to be a monkey.

123 Center Activity

Draw one balloon on each of three index cards. On each balloon, make 1, 2, or 3 circles. Invite children to use pom-poms to match the number of circles on each balloon. As children work, ask if they know how many circles are on each balloon.

Family Child Care

Invite children to act out the story with stuffed animals/dolls. As you read, preschool-aged children can pretend an animal/doll has fallen off the bed! Continue to count the remaining stuffed animals/dolls each time. School-age children will enjoy acting out the more advanced book *Ten Little Monkeys Jumping on the Bed* by Annie Kubler.

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WEEK 3

DAY 1

Using Self-Control

Self-Regulation

3–5 YEARS

Large Group

Skill and Goal

Self-control

Children will understand why it is important to listen.

Key Concepts

Review: Author
Illustrator

Materials Needed

Listen and Learn by Cheri J. Meiners

*1 picture as shown

Also Promotes

Language/Literacy

*Printables provided

BEGIN: We are working hard to remember our circle time and classroom rules. One of our rules is to listen.

ASK:
- What part of our body helps us listen? (ears)
- How might our eyes help us listen? (we usually look at who is speaking or what is being described)

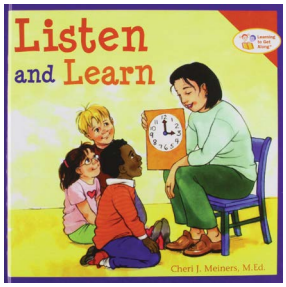
EXPLAIN: Let's use our eyes and ears to practice listening. I am going to hold up a picture. Please look at the picture and listen carefully for the sound of the item in the picture.

The item in this picture sometimes makes a sound in our classroom. Quietly raise your hand when you hear the sound of the item in the picture. We will need to be very quiet so we can hear the sound of the item.

ACT: [*Display picture of a door as another adult in the room opens and then closes a door.*]

- Did you hear the door?
- How did you use your eyes? (to look at the picture)
- How did you use your ears? (to listen for the door)

EXPLAIN: [*Display book cover.*]



Today we are going to read a book called *Listen and Learn*. The author of the book is Cheri Meiners. Remember, the author of a book writes the words. The illustrator is Meredith Johnson.

ASK: Do you remember what an illustrator does? (draws or paints the pictures)

EXPLAIN: Our book will help us to learn more about listening.

ACT: [*While reading the book, use questions such as those suggested below to engage children in the book's content. You may wish to encourage children to raise their hand to respond so everyone gets a chance to speak and be heard.*]

- pp. 4–5: What body parts do we use when we listen? (eyes, ears) When our body is quiet, it is not moving. This helps everyone to listen better.
- p. 11: What can we do if we don't understand something someone says? (ask questions)

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Using Self-Control *continued*

- pp. 14–15: What should we do when an adult in our classroom tells us something? (look and listen carefully) Why? (to know what to do, to learn something)
- p. 23: Do you like it when someone listens to you? Why?
- p. 29: Who are these children listening to? (teacher) Why are they listening to her? (she is telling them what to do next, she is talking about their field trip)

RECAP: Today we read a book about listening. Why is it important to listen? (to learn, to know what to do) Show us how you listen!

Scaffolding Tips

Extra support ■ Describe illustrations in the book if children seem unclear about the ideas offered in the book text.

Enrichment ■ Ask children "What would happen if a teacher described the rules to a new game and someone didn't listen?" (the person wouldn't know how to play) ■ Ask children why it is sometimes hard to listen. (there may be other things to see and hear, we may want to talk too) Have you ever tried to listen to a story or tell your own story when someone was making noise? What happened?

Center Activity

Supply craft tubes for pairs of children for a listening game. Invite children to take turns saying words to each other through a craft tube. The child who is listening should repeat what he/she heard the other child say. Encourage children to take turns being the listener. As children talk to one another, point out how important it is to listen. Do they know what the other person said if they do not listen?

Family Child Care

Play a listening game with all children in your setting. Invite children to sit in a circle. Whisper a three-word phrase into a child's ear and ask that child to whisper the same phrase in the next child's ear. Continue until the whispered phrase has made it around the circle. Ask the last child to repeat what he/she heard. Was it different from what was originally whispered? Increase the complexity of the phrase as children become better listeners! Invite school-age children to begin the game by whispering a three-word phrase of their choice. School-age children may also enjoy playing the game with longer phrases.

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WEEK 3

DAY 1

Being a Scientist

Science

3–5 YEARS

Large Group

Skill and Goal

Inquiry skills

Children will understand how to learn about something by observing, describing, and recording.

Key Concepts

New: Observe
Record
Describe
Scientist

Materials Needed

Ice cubes for each child (see Be Prepared)
Small bowls—1 per child
Chart paper
Marker

Also Promotes

Language/Literacy

Optional Reading

What Is a Scientist? by Barbara Lehn

Scientists Ask Questions by Ginger Garrett

Be Prepared: Ice cubes are used in today's activity. Ensure the size of cubes are not a choking hazard. Write the following title at the top of the chart paper: What Are Ice Cubes Like?

BEGIN: Today we are going to be scientists with ice cubes.

- When does your family use ice cubes?
- Why do people use ice cubes? (to keep things cold)

EXPLAIN: [*Give each child a small bowl with several ice cubes.*]

Let's all look at our ice cubes. We can learn about something by looking at it. Looking at something is called observing. When we **observe** something, we look carefully at it. We are going to observe our ice cubes. Sometimes we also touch and move what we are observing.

ACT: [*Encourage children to touch, hold, and stir their ice cubes.*]

ASK: Who would like to tell us about their ice cubes? (cold, hard, wet, slick)

EXPLAIN: I am going to record some of the things we say about our ice cubes on this chart paper. We **record** something when we write it down.

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

The title of our chart asks a question: What Are Ice Cubes Like?

What Are Ice Cubes Like?

ACT: [*Record children's single word descriptions on chart paper. Say each word as you write it.*]

EXPLAIN: We just told about our ice cubes. Telling about something is also called describing something. We **describe** something when we tell about it. We can describe what we see. We can describe what something feels like when we touch it. We also can describe what happens when we move what we are observing.

I wrote on our chart what we described about our ice cubes. Remember, we record something when we write it down. Our chart helps us remember what we observed.

We may be able to record some more things that we observe about our ice cubes.

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Being a Scientist *continued*

ACT: Let's look at our ice cubes again. I will record on our chart what we describe.

- What is happening to our ice cubes?
- Are any of the ice cubes changing?
- How are they changing? (melting, becoming water)

[*Record children's additional single word descriptions on chart paper. Say each word as you write it.*]

EXPLAIN: We are answering a question when we observe and describe our ice cubes. We are answering the question, "What are ice cubes like?" Our answers are recorded on our chart paper.

[*Point to chart paper and read some of the words as examples of how children answered the question, "What are ice cubes like?"*]

We are doing what scientists do. Everyone can be a scientist. A **scientist** tries to understand things by asking a question and then answering the question by describing what was observed. Sometimes scientists try to change something so they can better understand it. Let's together say the word scientist: sci-en-tist. Let's say it again slowly so we hear all of the parts of the word: sci-en-tist.

ASK:

- What was the first thing we did to learn what ice cubes are like? (observed)

  [*Remind children that when we observe something, we look closely at it.*]
- What was the next thing we did to learn about ice cubes? (described)

  [*Remind children that when we describe something, we tell about something.*]
- We used our chart paper to record what we described. What does it mean to record something? (write it down)

RECAP: We learned about ice cubes by being scientists today. We answered the question, "What are ice cubes like?" We observed and described our ice cubes. I recorded what we described on our chart paper so we can remember what we learned about ice cubes. We will learn more about ice cubes this week. We will be scientists!

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Being a Scientist *continued*

Scaffolding Tips

Extra support ■ Ask questions to encourage children's descriptions of ice cubes. Examples: "What do they look like?" "How do they feel?" "What happens when you move your ice cubes or hold your ice cubes?" ■ Emphasize a child's description of his/her ice cubes as a model for others to follow. Example: "Jake just described his ice cubes by telling us that his ice cubes were cold and wet."

Enrichment ■ Ask children if they have ever seen ice cubes change at home or in a restaurant. How did they change? Was the change the same kind of change we saw in our ice cubes today?

Center Activity

Fill a tub with ice cubes. Provide spoons and cups for children to use while exploring the ice cubes. Encourage children to talk about their play with the ice cubes. Examples: "What do the ice cubes feel like?" "What happens to ice cubes when you hold them?"

Family Child Care

Invite preschool-age and school-age children to learn more about ice cubes by doing some ice cube painting. Fill an ice cube tray with water. Add one teaspoon of powdered tempera paint to each section of water and mix well. Cover the ice cube tray with plastic wrap. Poke a hole over each cube section and insert a craft stick. Place ice tray in the freezer until cubes are frozen. Encourage children to use their ice cube "paint brushes" to paint on a large piece of paper. As children create, ask them to describe what is happening to the ice cubes as they begin to melt.

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WEEK 3

DAY 2

Understanding Sounds

Language/ Literacy

3–5 YEARS

Small Group

Skill and Goal

Phonological awareness

Children will listen to and identify a sequence of two similar single sounds.

Key Concepts

Review: Listen

Materials Needed

Chart paper

Marker

Items for making sounds (see Be Prepared)

Small box with lid

Also Promotes

Self-Regulation

Be Prepared: Today's listening game emphasizes the sequence of two similar single sounds, including some sounds not offered in prior versions of this game. Again, use a box with a lid to hide items used for making a sound. See Week 2, Day 2 for sound possibilities. Additional sound possibilities include:

drumming	clearing a throat	writing on a whiteboard
bouncing ball	puzzle pieces in a box	marker lid clicking on a marker
clock ticking	toy cash register	

BEGIN: Today we will play another listening game. We will listen for two sounds just like we did last week. Remember, we pay close attention to what we are hearing when we listen.

EXPLAIN: We will first keep our eyes open while we listen to the sounds. Then we will close our eyes and take turns guessing the sounds we hear. I will ask one person to guess the two sounds and which sound came first after we open our eyes. This way we can make sure everyone gets a turn to guess the sounds. Please do not say the name of the sounds out loud if it is not your turn.

ASK: Are you ready to use your listening ears again? Okay!

ACT: [*Make two single and similar sounds with children's eyes open. Say the name of each sound. Examples of similar sounds include:*

ringing a bell and a phone ringing	turning pages of a book and crumpling paper
drumming and bouncing a ball	hammering and knocking on a door
clearing a throat and coughing	snapping fingers and clapping

Invite children to close their eyes. Make each of the two sounds again in the opposite order. Invite children to open their eyes. Then invite one child to describe the sounds (first question below) and another child to tell the order of sounds (second and third questions below).]

ASK:

- What were the two sounds?
- Which sound came first?
- Which sound came second? That's right! First we heard a _____, and then we heard a _____.

EXPLAIN: I am going to write the names of the sounds we heard on our chart just like we did last week.

[*Point to chart.*]

Sounds We Heard

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Understanding Sounds *continued*

The words at the top of the chart say Sounds We Heard. I will write the words _____ and _____ next to each other on our chart.

[*After you write both words on the chart, point to each word and read it aloud.*]

We worked hard to listen for two sounds and to remember the two sounds. Let's listen to two more sounds.

ACT: [*Introduce three sounds that sound similar. Introduce the sounds to children with eyes open and then ask children to close their eyes as you make two of the sounds again. Invite one child to guess the sounds and a different child to say which sound came first. Then review the sounds. Example: "There were two sounds. First we heard a _____, and then we heard a _____." Write the name of both sounds next to each other on the chart. Point to both words and read them aloud. Make sure each child gets a turn.*]

RECAP: Today we played another listening game. We listened to two different sounds. Then we each guessed the two sounds and wrote them on a chart. Let's look at our chart to remember all of the sounds we guessed during our listening game. Our chart says Sounds We Heard.

[*Point to each word on the chart as you say it. Point to and say the name of each sound on the chart.*]

Scaffolding Tips

Extra support ■ If a child does not respond with the correct sounds when asked, ask everyone to close their eyes again, repeat the sounds and then ask again. If this is insufficient, then provide both sounds with children's eyes open, ask children to close their eyes, and make one of the sounds. Then ask which sound the child heard. If there is still an incorrect response, say "the sound we heard was ___; this is the sound it makes" while again making the sound (children's eyes are open). ■ As children describe how the sounds were alike, give hints if necessary. Examples: "What sound did the tongue make when it was clicking?" "What sound did the marker make when the lid was put on?" "Was one sound louder than the other?" "Was one sound quieter than the other?"

Enrichment ■ Encourage children to think of two similar sounds that have not been introduced. ■ Introduce four single and similar sounds to children with eyes open. Then, with eyes closed, make two of the four sounds introduced. Encourage children to describe how the sounds were different.

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WEEK 3

DAY 2

Understanding Sounds *continued*

Language/ Literacy

Center Activity

Invite children to draw a picture of the two sounds they guessed during the activity. Some will be easier to draw (for example, a ball) than others (clearing a throat). Example: If a child heard drumming and a bouncing ball, he/she would draw a picture of a drum and a ball. Provide sound-making items used during the activity.

Family Child Care

Try a new game of two sounds with preschool-age children in your setting: Make two sounds and ask children to guess both sounds. Then, make only one of the sounds. Ask children to identify which sound is missing. School-age children may enjoy being "sound detectives." Provide clipboards and pencils. Invite school-age children to explore your setting or outdoor environment and write down the sounds they hear.

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

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WEEK 3

DAY 2

Counting Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will identify groups of 2–3 items with and without counting.

Key Concepts

Review: Group of two
Group of three

Materials Needed

Five Little Monkeys Jumping on the Bed by Eileen Christelow

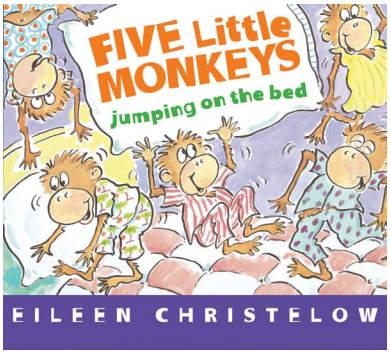
3 identical counters

3 different-colored counters (same type)

Also Promotes

Language/Literacy

BEGIN: Yesterday we read a book about five monkeys. Let's hold up five fingers. We also practiced finding groups of two and three items in our classroom. Let's look again at the book and see if we can find groups of 2–3 monkeys.



[*Go through some pages in the book to find groups of 2–3. Then, go through pages in backward fashion, beginning with the page with five monkeys. With each page, ask: "Are there two or three monkeys on this page? (no, until we get to the page with two or three) Let's keep looking."*]

Today we will use circles (counters) to find groups of 1, 2, and 3.

EXPLAIN: I will put a group of circles in front of me.

[*Place a group of 1, 2, or 3 counters in front of you, depending on your understanding of most children's skill in quickly identifying the number of items in a small group without counting.*]

ASK:

- How many circles do I have?
- How do you know I have a group of ___?
- Did you count them, or did you just know when you looked at them?

[*Repeat this activity several times, using the same number of counters or up to three counters, depending on whether most children can quickly indicate how many counters are in the group.*]

EXPLAIN: Now we are going to try this activity with circles that are different colors.

[*Place a group of 1–3 different-colored counters in front of you. Use the same type of counter, but in different colors. Begin with a group of 1–2.*]

ASK:

- How many circles do I have?
- How do you know I have a group of ___ circles?

[*As children show mastery of these smaller groups, move to a group of three. Ask children to tell how many as soon as they know.*]

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WEEK 3
DAY 2

Counting Things *continued*

123 Mathematics

ACT: [*Put three red counters in a group. Put three counters of different colors in a second group.*]

ASK: We have three red circles in a group. Is it the same as having three circles that are different colors in a group?

EXPLAIN: Each group of three is a group of three no matter what color the circles are in the group. In this activity, we pay attention to the number of circles. We do not pay attention to the color of the circles.

RECAP: Today we practiced looking at groups of 1–3 items and tried to decide how many were in each group. Sometimes we can look at a small group of items and know how many without counting!

Scaffolding Tips

Extra support ■ For children who need additional experience in determining if equal groups of different-colored counters have the same amount, encourage them to count the number of counters in each group, pointing to each one as they count. ■ If children are unable to identify groups of three, continue to work on groups of 1–2.

Enrichment ■ Invite children to work in pairs to make their own groups. One child can make a group, and the other child can identify how many. Encourage children to take turns.

123 Center Activity

Provide three plastic cups. On each cup, place 1–3 dots so that there is one cup for each amount. Invite children to place the correct group of counters into each cup. Observe children as they determine the number in each group on the cup. Do they count the dots or can children determine the size of the group by just looking?

Family Child Care

Encourage all children in your setting to determine if groups of items have the same amount. Give preschool-age children a group of 1–3 items of the same kind (1–3 craft sticks, 1–3 blocks, etc.). Give them another group of items of the same amount as the first group but with items of different kinds (different kinds of stuffed animals, different kinds of play food). Ask children if both groups are equal. School-age children will enjoy matching a group of items with the same number of items in a second group. Example: Child places six different types of cars on a table and then makes another group of six different items.

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WEEK 3

DAY 2

Using Self-Control

Self-Regulation

3–5 YEARS

Large Group

Skill and Goal

Self-control

Children will understand why it is important to raise our hand in a group if we would like to speak.

Key Concepts

New: Raise our hand
Quietly
Patient

Materials Needed

None

Optional Reading

Waiting is Not Forever by Elizabeth Verdick

Waiting is Not Easy! by Mo Willems

Revised: 6/30/2023

BEGIN: Yesterday we learned about why it is important to listen. Who can tell us one reason it is important to listen in the classroom? (to learn things, to know what to do)

EXPLAIN: Today we will learn an important way to talk in a group. Sometimes we all have ideas we want to share. If we share them all at the same time, we will not be able to hear what each person says. Let me show you.

I will ask you a question. I want everyone to answer at the same time as soon as I ask it. Ready, here we go.

ASK: What is your favorite animal?

[*Encourage children to answer at the same time. If necessary, ask another question so children can understand that when they all talk at the same time, their answer cannot be heard.*]

EXPLAIN: When we all answered at the same time, it was noisy! We couldn't hear many of our answers.

We are going to learn a way for everyone to talk and be heard. It's called raising your hand.

[*Demonstrate raising your hand.*]

When we **raise our hand**, it lets us know you have something to say. The trick is to raise your hand quietly. We don't talk when we raise our hand **quietly**.

[*Demonstrate raising your hand and putting your pointing finger over your mouth.*]

When we raise our hands, we raise our hands gently, straight up in the air towards the sky. We don't swing our arms or wave them side to side because this might hurt the people sitting next to us.

[*Demonstrate raising your hand gently by slowly putting hand straight up in the air.*]

I will ask another question. Please raise your hand quietly if you would like to answer the question. Let's try it.

ACT: [*Have another adult sit among the children. Ask a question such as "What is your favorite color?" Have the adult among the children model how to raise his/her hand while sitting quietly.*]

I asked a question and now I am looking at children who are sitting quietly and raising their hand. See how _____ is sitting quietly and

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Using Self-Control *continued*

raising his/her hand? Now I am going to call his/her name so he/she can answer the question.

[*Call on the adult who is modeling raising his/her hand. After the adult has answered the question, ask if someone else would like to answer the question.*]

I am looking for quiet sitters with their hand up.

[*Praise children who are waiting quietly but only call on one child at a time, praising the other children in between turns. Call on children who are sitting quietly with their hand up. Example: "I am calling on Diane because she has her hand up and is waiting patiently." Young children may need an alternative to raising their hand as they gain an understanding of this expectation. Tapping an adult on the arm or shoulder may be easier for young children to understand and implement. Give several reminders that you are looking for a "quiet sitter with hand up" if necessary. Be sure to call on every child who is sitting quietly and raising his/her hand.*]

EXPLAIN: We are being patient when we quietly sit with our hand up. When we are **patient**, we wait our turn without getting upset and without complaining. Sometimes it can be hard to be patient.

ASK:
- Can you think of a time when you had to wait for something you really wanted? (vacation, snack, toy, etc.)
- Was it hard to wait?

EXPLAIN: Sometimes it is hard to raise our hand and wait until it is our turn to talk. But, when we are patient and raise our hand, everyone gets a chance to speak and be heard.

ASK: Who can think of something to do while we are patiently waiting our turn to speak? (listen to the speaker, think about what you want to say)

EXPLAIN: Let's practice raising our hands again. This time I want you to think of a question you would like to ask me. It can be about my favorite sport, or maybe what I had for breakfast. If you think of a question, raise your hand and I will call on you one at a time to tell me your question.

ACT: [*Remind children that you are looking for "quiet sitters with their hand up" as you call on children. Be sure to verbally recognize by name each child who is showing appropriate behavior.*]

RECAP: Today we learned that we need to raise our hand when we want to speak in a group. Why should we raise our hand? (so people can hear us, so everyone can have a turn to speak and be heard)

[*Continue to practice this new skill. Remain consistent as you call only on "quiet sitters" with their hand raised. Continued reminders and consistency will help children understand what is expected of them.*]

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WEEK 3

DAY 2

Using Self-Control *continued*

Self-Regulation

Scaffolding Tips

Extra support ■ Patience and turn taking are difficult skills for some children to master. If children continue to speak out, wave their hand vigorously, or get upset because they haven't been called yet, remind them of how to be patient. ■ Provide a consistent reminder of what children should do if they want to speak. ■ Reinforce desired behaviors by noticing when children are doing them and telling them that they are being patient.

Enrichment ■ Ask children how they would feel if they raised their hand to answer a question and someone else yelled out an answer. Why would they feel that way?

Center Activity

Children will enjoy practicing their listening skills while playing a "do as I do" game. Invite one child to be the leader of the game. Encourage the child to raise his/her hand as he/she states what the other children should do. Example: "Clap your hands just like me!" Raising his/her hand will reinforce that he/she has something to say. Encourage children to take turns leading the game.

Family Child Care

Invite children to practice their listening skills by playing a game such as *Simon Says*. Children will need to listen carefully to the speaker to know what to do in the game. Invite school-age children to be "Simon" as preschool-age children listen carefully for what to do. Encourage "Simon" to raise his/her hand each time he/she says something. This will reinforce that he/she has something to say.

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WEEK 3

DAY 2

Being a Scientist

Science

3–5 YEARS

Large Group

Skill and Goal

Inquiry skills

Children will understand how to learn about something by trying to change it.

Key Concepts

New: Frozen
Melts
Compare

Review: Observe
Describe
Record

Materials Needed

Ice cubes for each child
Small bowls—2 per child
Chart from Day 1
2 pitchers
Warm and cold water

Also Promotes

Language/Literacy

Optional Reading

Melting and Freezing by Lisa Greathouse

BEGIN: Yesterday we answered the question, "What are ice cubes like?" We were scientists with our ice cubes.

- The first thing we did was look at our ice cubes. What word did we learn that means to look at something? (observe)
- The next thing we did was tell about our ice cubes. What word did we learn that means to tell about something? (describe)
- Then I recorded what we learned about our ice cubes. What does it mean to record something? (write something down)

EXPLAIN: [*Display Day 1 chart.*]

Let's look again at our chart about ice cubes. Our chart helps us remember what we learned about ice cubes. I am going to read how we described our ice cubes.

[*Point to and read each word on the chart.*]

Today we will do something different with our ice cubes.

ASK: Have you ever observed what happens when water is poured on an ice cube?

[*Encourage children to describe what they know about putting water on an ice cube.*]

EXPLAIN: We are going to observe what happens when we pour water on some ice cubes.

Each of us will get two bowls of ice. I will pour water in only one bowl.

ACT: [*Give each child two bowls with several ice cubes in each bowl. Carefully pour water over the ice cubes in one bowl.*]

- Are any of the ice cubes with water poured on them changing?
- How are they changing?
- Are the ice cubes changing in your bowl that has no water?

EXPLAIN: Ice cubes are made of frozen water. When something is **frozen**, it turns to ice because it is very cold. Ice cubes change by melting when they get warm. When ice **melts** it turns back into water.

We are comparing what happens to our ice cubes when they have water poured on them and when they do not have water poured on them. When we **compare** things, we look for ways they are the same or different.

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WEEK 3
DAY 2

Being a Scientist *continued*

Science

ASK:
- How did our ice cubes change when we poured water on them? (melted, got smaller, turned into water)
- Why do you think our ice cubes in water melted faster than our ice cubes that were not in water? (water makes ice cubes melt faster)

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EXPLAIN: Today we learned about ice by trying to change our ice cubes.

ASK:
- What did we do to change some of our ice cubes? (poured water on them)
- We did several things after we poured water in one of our two bowls of ice. Who can tell us what we did? (observed, described, compared)
- What did we learn by pouring water into one bowl of ice cubes and comparing it to a bowl of ice cubes with no water? (ice cubes melt faster when water is poured on them)

RECAP: Today we learned something about ice by trying to change ice cubes. We poured water into one bowl of ice cubes and did not pour water on another bowl of ice cubes. We observed and described what happened to our two bowls of ice cubes. We compared our ice cubes in water to our ice cubes not in water. Are we doing what scientists do? (yes!)

Scaffolding Tips

Extra support ■ When you ask children if they have ever observed what happens when water is poured on an ice cube, it may be helpful to remind children that when we observe we look closely at something. ■ When you introduce the concept of compare, remind children that different means things are not the same. ■ As children describe what they see when their ice cubes are changing, help with vocabulary as needed.

Enrichment ■ Ask children to think of other things that melt when they get warm. (snow, ice cream) ■ Compare ice cubes in warm water to ice cubes in cold water. Are there differences in how quickly the ice cubes melt?

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WEEK 3

DAY 2

Being a Scientist *continued*

Science

Center Activity

Fill the water table or a tub with a small amount of water. Periodically, put ice cubes into the water and encourage children to play with them and watch them melt. Provide cups, spoons, and other materials for exploration. If the water gets too cold for children, add some warmer water as they play.

Family Child Care

Invite children to observe other things that are cold and frozen. Take a look in a freezer, if available, and ask children to feel how cold other things are when they are frozen. Do the items feel as cold as ice cubes? School-age children may enjoy the challenge of comparing frozen items to items in the refrigerator. Point out that frozen and refrigerated items are both cold but they are different. How are they different? Ask children how we can make refrigerated items as cold as frozen items.

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WEEK 3

DAY 3

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Oral language

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

Key Concepts

New: 4–6 words (see Be Prepared)

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

Materials Needed

Book of your choice for this week's repeated reading

Words We Understand chart from Day 1

Marker

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 book cover.*]

This is the book we read on Day 1. The title of our book is _____. Let's talk about what we remember about the book.

ASK:

- What is our book about?
- Who were the main characters in our book?
- What happened first? What happened next?

EXPLAIN: We are going to read our book again. We will stop to talk about what some of the words mean. We know that reading a book is a good way to learn new words. On Day 1 we talked about some words in our book. The words are written on our chart. Remember, the title of our chart is Words We Understand.

[*Point to chart and to each of the novel words defined on Day 1.*]

ASK: Does anyone remember one of the words we talked about on Day 1?

[*Remind children of the meaning of each novel word defined on Day 1.*]

ACT: [*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Pause during reading to briefly define 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.*
- *Then define the novel word and connect the definition to the book. Example: "We just heard the word 'wiggly.' Did everyone hear it? 'Earthworms are fat and wiggly like my fingers and toes.' The worms in our book wiggle. Wiggle means to move around a lot."*

If there is a text pattern in the book, invite children to fill in phrases or repeat a refrain or chant as part of the book reading.]

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WEEK 3
DAY 3

Understanding Words *continued*

Language/ Literacy

EXPLAIN: We learned ___ new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand or know about each word. When we understand something, we know what it means or how it works.

Words We Understand

[*Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:*

- *Ask children to describe a picture related to the word. Example: "We are learning what it means to be curious. Hedgie was curious. What is Hedgie doing in this picture that shows he is curious?" (poking nose inside stocking to look inside)*
- *Define a word without naming it and ask children to identify the word. Example: "What is the name of a worker who takes care of plants in a garden?" (gardener)*
- *Encourage children to think about a novel word in another context. Example: "In our book, the mitten stretched. It got a lot bigger. What other things might stretch? Can you stretch? Show us!"*]

ASK: Our book was about _____. Are there other ways you know about _____?

[*Facilitate discussion of book connections to children's experiences. 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."*]

RECAP: We learned more words today when we read _____. Let's look at our chart to remember the words we are learning to understand.

[*Say and point to each word on the chart. Invite children to say one thing they know about the word.*]

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WEEK 3

DAY 3

Understanding Words *continued*

Language/ Literacy

Scaffolding Tips

Extra support ■ If a novel word pertains to an object or picture available in your classroom or center, display the object or picture as an additional source of help to children in understanding a word. Example: Squeeze a tube of toothpaste as part of discussing the word squeeze.

Enrichment ■ Select several pictures in the book related to a novel word or a key part of the book. Invite children to describe how the picture tells us something about the book.

Center Activity

In the library center, provide additional books by the author of today's book. Invite children to look at and enjoy the books.

Family Child Care

Encourage school-age children to help you read an age-appropriate book to preschool-age children in your setting. Ask preschool-age children to describe some pictures in the book, point to items in pictures as they are mentioned in the book, and point to the place where you begin reading.

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WEEK 3

DAY 3

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will understand how to make groups of 1–4 items while connecting number words to the quantities they represent. Children also will understand the concept of more.

Key Concepts

New: Group of four
More

Review: Group of two
Group of three

Materials Needed

Identical counters—4 per child

5 identical counters for adult

Paper (for Extra support tip)

Writing tool (for Extra support tip)

BEGIN: Today we will practice looking at groups of 1, 2, 3, and 4 and telling how many circles (counters) are in each group. A **group of four** has four things.

[*Place two identical counters in front of you.*]

ASK:
- How many circles are in this group? (two)
- Did you count them, or did you just know when you looked at them?

[*Repeat this activity using 1–4 counters in each group. Do this several times as children tell how many are in each group. After children have identified the number of items in each group, remind children that a group of ___ has ___ things.*]

EXPLAIN: Now we are going to try something new with groups of 1, 2, 3, and 4.

[*Give each child four identical counters.*]

I will make a group of 1, 2, 3, or 4 again. This time, let's imagine our circles are a child's cookies. Let's pretend that once upon a time there was a child who had two cookies.

I will make a group of two cookies.

ASK:
- How many cookies are in my group?
- How do you know? (counted them, knew when I looked at them)

EXPLAIN: Pretend you are the child with two cookies and you make a group of two cookies.

ASK: How many cookies are in our groups? (two)

ACT: Now let's pretend there once was a child who had three cookies. I am going to make a group of three cookies.

Pretend you are the child with three cookies and you make a group of three cookies.

Let's pretend one more time about our cookies. There once was a child who had four cookies. I am going to make a group of four cookies.

Now you pretend you are the child with four cookies and you make a group of four cookies.

How many cookies are in our groups? (four)

[*Form two groups of counters in front of you. Put one counter in the first group and put four counters in the second group. Point to each group as you reference it.*]

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Counting Things *continued*

Here is a group of one pretend cookie.

Here is a group of four pretend cookies.

Which group has more cookies?

EXPLAIN: When something has **more**, it has a larger or bigger number of something. The group of four has more cookies than the group of one.

ACT: [*Form another two groups of counters in front of you. Put two counters in the first group and put three counters in the second group. Point to each group as you reference it.*]

Here is a group of two pretend cookies.

Here is a group of three pretend cookies.

Which group has more cookies?

EXPLAIN: Our group of three pretend cookies is larger (or bigger) than the group of two pretend cookies. The group of three has more pretend cookies than the group of two.

RECAP: Today we practiced making groups of 1, 2, 3, and 4. You made groups of cookies like the groups of cookies I made.

[*Hold up four fingers.*]

How many fingers are in our group? (four)

Scaffolding Tips

Extra support ■ If children have difficulty matching your group of 2, 3, or 4, count while you point to each pretend cookie in your group and/or form a group with one fewer pretend cookie. ■ Here is another option for supporting children who have difficulty making their own groups of 1–4: Each time you say a group number, draw that many dots on a paper and invite children to put a counter on each dot.

Enrichment ■ If children have mastered making groups of 1–4, ask them to make larger groups up to six.

123 Center Activity

Provide cards with 1–3 dots drawn on each. There should be one card for each amount. Invite children to place the corresponding number of clothespins on the card. As children work, cover the dots on a card and uncover them for a couple of seconds before covering them again. Can children remember the amount on the card without counting?

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Counting Things *continued*

Family Child Care

School-age children will enjoy making up a story similar to the child with pretend cookies using common identical household items such as beads or beans (a collection that is the same color, size, and kind). Encourage preschool-age children to determine how many items are in each group and which group has more.

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WEEK 3

DAY 3

Getting Along With Others

Social-Emotional

3–5 YEARS

Large Group

Skill and Goal

Relationship skills

Children will understand different ways to share an item.

Key Concepts

New: Take turns

Review: Share

Materials Needed

Handful of play dough

Puzzle

10 blocks

Doll

Optional Reading

Share and Take Turns by Cheri J. Meiners

BEGIN: What does it mean to share? (use or enjoy something with others)

[*Follow-up prompts if needed: Have you ever shared something? How did it work?*]

EXPLAIN: Last week we talked about asking others to play. Sometimes we share something when we play with others, like a toy or a book.

There are different ways to share something. We might split up the item we want to share. We might also play with it together. Another way we can share is to take turns with something. Each person does something one at a time when we **take turns**.

Let's pretend we are playing with a big ball of play dough and someone asks to play with the play dough too.

ASK: How could we share the play dough with someone else? (split it up, play with it together, take turns with it)

EXPLAIN: Let's practice different ways of sharing something with someone.

ACT: [*Invite a volunteer to help you illustrate how to share by splitting an item. Pretend you are sitting next to a friend (volunteer child) and you would like to use some of the friend's play dough. Demonstrate an appropriate way to ask to play with some of the item. Example: "Can I use some of your play dough? If we split it in half, we can share the play dough."*]

- When we split up an item, we can play with part of it while someone plays with another part of it.

[*Demonstrate how to split the play dough in half. Play with half as the volunteer plays with the other half. Continue for several seconds and then invite a different volunteer to help you illustrate another way to share.*

Ask the volunteer to pretend to play with a puzzle. Approach the volunteer playing with the puzzle and ask to share the puzzle. Example: "May I play with your puzzle, too? I really like this puzzle. We can play with it together."]

- When we play with something together, we both play with it at the same time.

[*Demonstrate how to play with the puzzle together. Continue for several seconds and then invite a different volunteer to help you illustrate playing together with a different item.*]

- We can take turns when we play with something together. We could take turns putting pieces in a puzzle. We can take turns making something like a block tower.

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Getting Along With Others *continued*

Social-Emotional

[*With the volunteer child, demonstrate how to build a block tower by taking turns putting blocks on top of each stack. Describe the process for children. Example: "First (volunteer child) add a block. Then I add a block. Then (volunteer child) takes another turn adding a block. We are building a block tower by taking turns."*

Display doll.]

We each play with something one at a time when we take turns. We can share by taking turns with this doll. When we want to share something by taking turns, we can say to someone, "Can we take turns with the doll? We can share by each playing with it for a little bit. You could play with the doll for five minutes, then I could play with the doll for five minutes."

ASK: Who can think of ways we can share things in our classroom?

[*Encourage children to think of ways to share in the classroom. Discuss different ideas or situations children mention, and how they might share.*]

RECAP: Today we talked about different ways to share something. Who remembers some ways we can share something with someone else? (split the item, play with it together, take turns with it) How could we share a game? (play with it together, take turns) How could we share a group of toy animals? (split them up, play with them together, take turns)

Scaffolding Tips

Extra support ■ As children think of ways to share in the classroom, help with prompts if necessary. Example: "If you and a friend wanted to play with the same doll, how could you share?"

Enrichment ■ Help children understand it can be difficult to share an item with a larger number of children. After demonstrating how to split up play dough, give a tiny amount of play dough to each of a large number of children. Explain that sometimes things are hard to split up or not very much fun when each child gets a small amount.

Center Activity

Provide limited art supplies. Examples: paper, paint brush, pair of scissors, glue stick, marker, crayon, etc. Intentionally provide one or two less than what would be needed for each child to have one of each. Example: Provide 2–3 glue sticks for a group of four children. Ask children to create anything they'd like with the supplies given. As children create, observe and interact as they decide how to take turns with the items available. Help children think of ways to take turns with the supplies, if necessary. Examples: Ask if you can have a turn, take deep breaths while you wait, use a different item.

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WEEK 3

DAY 3

Getting Along With Others *continued*

Social-Emotional

Family Child Care

Practice sharing by making a snack together. Invite all children in your setting to take turns while working together. Pair school-age children and preschool-age children as they practice taking turns and splitting up tasks. Discuss the different ways they are sharing as they work together.

This activity is informed by the following source: Meiners, C. J. (2003). *Share and take turns*. Minneapolis, MN: Free Spirit Publishing Inc.

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WEEK 3

DAY 3

Being a Scientist

Science

3–5 YEARS

Large Group

Skill and Goal

Inquiry skills

Children will strengthen their understanding of how to learn about something by trying to change it.

Key Concepts

New: Experiment
Shade
Prediction

Review: Compare
Observe
Record
Describe

Materials Needed

Ice cubes

Prepared chart or paper

2 bowls

Lamp (if indoors)

Also Promotes

Language/Literacy

Be Prepared: Today's activity takes place outside and uses sunlight. If sun is not shining or inclement weather or other factors prevent you from going outside, adjust the activity for an indoor setting. Organize a simple, two-column chart as pictured on next page. Including a picture of sun (or a lamp) and a picture of something that provides shade will help children understand what is being compared in the two columns of the chart.

BEGIN: On Day 2 we learned about ice by trying to change our ice cubes.

- How did we try to change our ice cubes? (poured water on one bowl of ice)
- We compared the ice cubes in our two bowls after we poured water in one of our bowls. What does it mean to compare things? (figure out what is the same and what is different)
- Did the ice cubes in our two bowls do the same thing after we poured water in only one bowl? (no, the ice cubes in water melted faster than the ice cubes that were not in water)

EXPLAIN: We did an experiment when we poured water in one bowl of ice but did not pour water in our other bowl of ice. When we do an **experiment**, we try to change something so we can better understand it. Remember, scientists sometimes try to change something.

Today we are going to observe what happens when we put some ice cubes in the sun and some other ice cubes in the shade. We will do a different experiment with ice!

ASK: Who remembers what it means to observe something? (to look carefully at it)

EXPLAIN: **Shade** is a place that is covered from the sun or light. The sun does not shine directly on us when we are in the shade.

We will compare what happens to our ice cubes in the sun and our ice cubes in the shade. This is an experiment.

Let's think about what might happen to the ice cubes. When we think about what might happen we are making a **prediction**.

ASK:

- What do you think might happen to the ice cubes in the sun? (melt quickly, get warm)
- What do you think might happen to the ice cubes in the shade? (stay frozen longer)

ACT: [*Take children to an outdoor area that provides both sun and shade.*]

We are going to put one bowl of ice cubes in the sun, and put another bowl of ice cubes in the shade. Let's be scientists by observing what happens to the ice!

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Being a Scientist *continued*

[*Set a bowl with two ice cubes in a sunny area. Use a lamp if this activity is done indoors. Set another bowl with two ice cubes in a shaded area.*

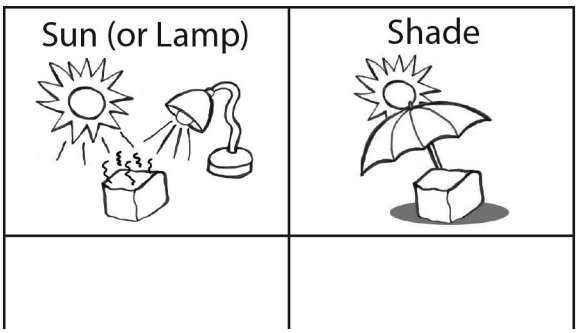
Invite children to stand in the sunny area and describe what it feels like. If a lamp is used indoors, invite children to place a hand under the lamp but only if this can be done safely. Adapt the following questions for an indoor activity.]

- What does it feel like in the sun? (warm, hot)
- Now, let's move to the shaded area. What does it feel like in this shaded area?

Now we will observe and describe what is happening to our ice cubes. I will record what we describe on a chart. Remember, when we record something we write it down.

[*Display chart and point to its key parts as you describe each.*]

Please look closely at our chart. One side of our chart has a picture of the sun (or a lamp). The other side of our chart has a picture of (item that provides shade). The (item that provides shade) stops the sun from shining on the ice.



[*After several minutes, ask children to observe and describe the ice cubes in the sun and then move to the shade. Use one- or two-word entries as you record their descriptions on the chart. Point to and read each word as you write it. If necessary, draw children's attention to the water in the bowl placed in the sun. Add the word "water" to the chart.*]

Let's describe what is happening to the ice cubes. Remember, when we describe we tell about something.

- What is happening to the ice cubes in the sun? Why?
- What is happening to the ice cubes in the shade? Why?
- Let's put both bowls side by side so we can compare the ice cubes in each bowl. Do the ice cubes in our two bowls look the same or different? Why?

EXPLAIN: Our ice cubes melted faster in the sun than in the shade because it is warmer in the sun. The shade stopped the sun from shining on the ice cubes.

ASK: What happened to the ice cubes in the sun when they started to melt? (turned to water)

RECAP: Today we did another experiment with ice cubes. We learned about ice by trying to change it. We put some ice in the sun (or under a lamp) and some ice in the shade. Our ice cubes in the sun melted faster than our ice cubes in the shade

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Being a Scientist *continued*

because ice is made of frozen water that melts when it is warm. The shade stopped the sun from shining on the ice.

[*If time permits, teach the following song sung to the tune of Mary Had a Little Lamb:*]

Ice Cube Song

(*Sing to the tune of Mary Had a Little Lamb*)

One little, two little, three ice cubes,
three ice cubes, three ice cubes
Four little, five little, six ice cubes,
When we get warm we will melt!

Scaffolding Tips

Extra support ■ If children seem confused about the idea of shade stopping the sun from shining on something, safely place your hand between the lamp (turned on) and ice that is beneath the lamp. Explain that your hand stops the lamp from shining directly on the ice. ■ Children may enjoy pretending to be an ice cube while singing the optional song. ■ Point out where shade can be found outside. Shade is a place where the sun is not shining on the playground.

Enrichment ■ Introduce the term "temperature" if children show interest in warmer and cooler differences. Temperature tells us how warm or how cold something is. ■ Ask children what they think would happen if they took the ice cubes outside on a cooler day? What about a warmer day?

Center Activity

Fill the water table or a tub with bowls of ice. Supply bowls of warm water and bowls of cold water as well. Encourage children to use spoons and cups to pour warm and cold water on the ice cubes. Periodically provide more ice and warm and cold water as needed.

Family Child Care

Encourage all children in your setting to think of ways to make ice cubes melt. Try out some of their ideas. Examples: wrapping them in a towel, an adult placing them in the oven, holding them in a warm hand. Encourage children to compare different ideas by how quickly the ice cubes melt. Take photos of each idea and use the photos to make a group book. Invite preschool-age children to draw additional illustrations of ice cubes in the book and invite school-age children to write about each idea.

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WEEK 3

DAY 4

Understanding Words

Language/ Literacy

3–5 YEARS

Be Prepared: Today's game focuses on listening to and following sequential requests that emphasize prepositions and relational words (in front of, behind, under, over, up, down). You may wish to use other or additional prepositions and relational words. Monitor children's actions during the game to determine how well they understand key words.

Large Group

Skill and Goal

Oral language

Children will listen to and try to follow a sequence of verbal requests that emphasize prepositions and relational words.

Key Concepts

Review: Listen

Materials Needed

*Action picture cards (see Extra support tip)

Also Promotes

Physical/Health

Self-Regulation

*Printables provided

BEGIN: Today we are going to play another listening game. We will use our listening ears so we know what to do. Our game is called *Simon Says*.

ASK:

- Have you ever played *Simon Says* before?
- How does it work?

EXPLAIN: We will do what Simon asks us to do. We need to listen carefully so we can remember what Simon asks us to do.

(Adult helper) and I will show you how to play the game. I will be Simon. (Adult helper) will do what Simon says.

[*Invite (adult helper) to stand next to you in front of children. Direct your requests to the adult helper.*]

Simon says please touch your head and then clap your hands in front of your body.

[*Ask children to watch as the adult helper does the two sets of actions in the correct order.*]

Great job listening! You touched your head and then clapped your hands in front of your body. Let's all do that together!

ACT: [*Lead children in touching their head and then clapping their hands in front of their body.*]

(Adult helper) will try it again. Simon says please touch your head and then clap your hands behind your body.

[*Ask children to watch as the adult helper does the two sets of actions but instead of clapping his/her hands behind his/her body, he/she incorrectly claps hands in front of his/her body.*]

- Did (adult helper) do what Simon said?
- What did he/she do instead? (clapped hands in front of body instead of behind)

Simon said to touch your head and then clap your hands behind your body. Let's try it together.

[*Lead children in touching their head and then clapping their hands behind their body.*]

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WEEK 3
DAY 4

Understanding Words *continued*

Language/ Literacy

Continue to provide two-action requests and lead children in acting out each request:]

Simon says please stand up and clap your hands in front of your body. Simon says please stand up, clap your hands in back of your body, and then sit down.

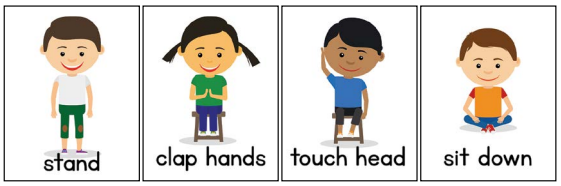
Simon says please put your hands over your head and then put your hands under your chin.

Simon says please put one hand under your chin and then put the same hand over your head.

Simon says please put one hand under your chin and then put a different hand over your head.

RECAP: Today we played *Simon Says*. We used our listening ears to find out what Simon wanted us to do. We listened, remembered, and then did what Simon asked us to do. Simon used the words up, down, in front of, behind, over, under, same, and different.

Scaffolding Tips



Extra support ■ Younger children may benefit from the use of *action picture cards in addition to verbal requests as you introduce the game. ■ If children are unfamiliar with prepositional and relational words used during *Simon Says*, model the action. Repeat the words as you show what they mean. ■ If children do actions in the wrong order, repeat what Simon asked and invite children to do the actions again. Remember, children are learning new words and practicing use of motor skills. ■ Use one-action (vs. two-action) requests if children find it difficult to follow the order. ■ Emphasize the meaning of a preposition or relational word used in a request.

Enrichment ■ Increase the challenge of the game by adding one or more actions. Example: "Simon says stand next to your neighbor, jump three times, put your hand on top of your head, and then sit down."

Center Activity

Encourage children to continue playing *Simon Says*. Invite children to take turns playing Simon.

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WEEK 3

DAY 4

Understanding Words *continued*

Language/ Literacy

Family Child Care

Play *Mother May I?* with all children in your setting. Stand facing children. Choose a child and announce a request using a preposition. Example: "Brian, you may stand next to Ellen." The child should respond with "Mother may I?" You will then state "Yes" or "No," and invite the child to act accordingly. If the child forgets to say "Mother may I?" he/she goes back to his/her original position. Use simple prepositions such as behind, in back of, in front of, and next to.

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

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WEEK 3

DAY 4

Counting Things

123 Mathematics

3–5 YEARS

Small Group

Skill and Goal

Number knowledge

Children will strengthen their understanding of more. They also will strengthen their understanding of how to connect number words to the quantities they represent.

Key Concepts

Review: More
Group of two
Group of three
Group of four

Materials Needed

Chart paper

Marker

Monster heads—1 per child

*Monster head features for each child (see Be Prepared)

Glue

Also Promotes

Creative Expression

*Printables provided

Be Prepared: Prepare the following for each child: one paper with a simple monster head outline drawn on it, four paper eyes, four paper noses, and four paper mouths (see picture below for an example).

BEGIN: We are learning how to make groups of 1–4 items. We also are learning what it means for a group to have more of something. Remember, when something has more, it has a larger or bigger number of something.

[*Hold up two fingers on one hand and four fingers on your other hand.*]

ASK: Which of my hands has more fingers in the air?

EXPLAIN: Today we will make groups of 1–4 with a monster head! Each of us will make our own monster. Each of our monsters will be different. We can make our own monster look any way we want it to look.

ACT: Let's begin by practicing how to make a monster head. I will draw a monster head shape on a chart paper. Together, we will give the monster a face.

[*Draw a simple "monster head" shape on a chart paper.*]

I have pieces of paper for four eyes, four noses, and four mouths.

[*Glue the eyes, noses, and mouths to the monster after asking how many of each the monster should have. Children may suggest using 1–4 of each facial feature. Use the number of each facial feature chosen by the majority of children. It isn't necessary to use all four of each feature. Ask the following questions when choosing the number of facial features:*]

- I have four eyes that we could put on our monster if we want to.

  [*Hold up each eye as you count each.*]
- How many eyes do you think we should put on our monster head? Remember, a group of ___ has ___ things. I will glue that number of eyes on the monster.

  [*Glue the number of eyes chosen by the class to the monster head.*]
- How many eyes does our monster have?
- How do you know?
- Let's count them together.
- I have four noses that we could put on our monster if we want to.

  [*Repeat above process for noses and mouths. Remind children that groups of 2, 3, or 4 items have 2, 3, or 4 things.*]

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Counting Things *continued*

Now, each of you can make your own monster! You will get a paper with a monster head shape on it. You will also get four eyes, four noses, and four mouths. You need to decide how many of each your monster will have. We will have lots of different looking monsters!

[*As children glue the features on their monster's face, observe and ask how many of each feature they have.*]

RECAP: Today each of us made a monster face. We practiced making groups of 1, 2, 3, or 4 while making the face. Many of our monsters are different. Some have four eyes, noses, and mouths, and some have one, two, or three!

[*Invite children to describe their monster. As each child shares, ask how many of each feature their monster has. Encourage children to point to and count each type of feature.*]

Scaffolding Tips

Extra support ■ Invite children who need additional experience in making groups of 1–4 to say the number of each feature they would like to glue on their monster before gluing. Then, encourage them to count out the number of facial features before gluing. Example: "How many eyes would you like on your monster? Let's make a group of eyes before we begin gluing."

Enrichment ■ In the opening finger activity, invite children to hold up a different number of fingers on each of their hands. Remind children that different means things are not the same. Ask children to tell which of their hands has more fingers in the air. Also ask children to say the number of fingers they are holding up on each hand. ■ Ask children to count the number of noses and mouths separately. Which has more? Continue comparing facial features and asking children which has more.

123 Center Activity

Provide a set of dominoes. Include only the dominoes with groups of 0–4. Encourage children to match dominoes with the same amount of dots. Ask children to compare groups of dots. Which group has more dots?

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Counting Things *continued*

Family Child Care

Encourage all children in your setting to make an alien head using an alien head cutout and drawing tools. Invite preschool-age children to draw groups of 1–4 facial features on their alien head. School-age children will enjoy drawing larger groups of facial features on their alien heads in addition to groups of arms and legs. After children have completed their aliens, read a fun alien counting book such as *Aliens Love Underpants* by Claire Freedman. Encourage children of all ages to count the number of underpants on each page. Children may also enjoy counting alien eyes, arms, and legs in the book.

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WEEK 3

DAY 4

Respecting Our Differences

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Individual differences

Children will broaden their understanding that each person is unique.

Key Concepts

New: Wheelchair
Rude
Limbs

Review: Unique

Materials Needed

When Charley Met Emma by Amy Webb

Also Promotes

Social-Emotional
Language/Literacy
Physical/Health

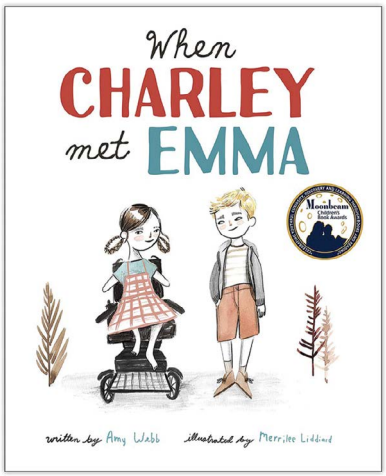
Revised: 12/1/2025

BEGIN: We are learning how we are the same and different. This week we will talk about more ways that people are unique. Remember, unique means that there is no other person just like you.

EXPLAIN: Today we will read a book called *When Charley Met Emma*. This book was written by Amy Webb. The drawings in our book were done by Merrilee Liddiard.

ASK: [*Display book cover. Point to images of Emma and Charley when you mention each.*]

Here is Emma. Here is Charley. What do you notice about this picture of Emma and Charley?



[*Confirm or point out that Emma is in a wheelchair. Confirm that Emma does not have hands if a child(ren) mentions this.*]

EXPLAIN: Emma gets around in a wheelchair. A **wheelchair** helps people move from place to place. Wheelchairs help people who cannot use their legs to get around.

ACT: [*Read the book text and use your own words to describe pictures and expand on the book text, such as the following:*

Charley likes to draw. He likes to be quiet when he draws. Charley thinks this makes him different than other children.

*The word **rude** means someone has said or done something that can make someone else feel bad. Charley's mom said it was rude for Charley to say that Emma looked weird. Look at Emma's face. She felt sad when Charley said she looked weird.*

*Emma said she has "limb differences." Our arms and legs are **limbs**. Emma's limbs are different. How are Emma's legs different? (cannot walk) How are Emma's arms different? (no hands)*

Charley's stomach hurt after he realized he made Emma feel sad by saying she looked weird.

Emma said she feels bad when other people point or stare or laugh at her or whisper about her.

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Respecting Our Differences *continued*

Social Studies

Charley and Emma like to do some of the same things on the playground: swing, play tag.]

ASK: [*Use the following types of questions to help children talk about the story:*]

- Charley and Emma are unique children. What makes Charley different than some other children? (likes to draw quietly) What makes Emma different than some other children? (uses a wheelchair, has no hands)
- Charley and Emma like to do some of the same things. How does Emma draw things? (with her foot) How does Emma play tag? (makes her wheelchair move by herself)

[*Show illustrations of Charley saying "Why does she look so weird, mommy?" and Charley leaving the park with his mom at the end of the book when you describe each.*]

- Charley thought Emma looked weird the first time he saw her. Here is a picture of Charley leaving the park with his mom. Charley no longer thinks Emma is weird. He says Emma is different and being different is great! What happened at the park that helped Charley become friends with Emma? (they talked, Emma told what makes her feel bad, they had fun doing things they both like to do)

RECAP: We are learning that each person is unique. There are ways we are the same and there are ways we are different. In our story today, Charley learned that it is okay to be different.

Scaffolding Tips

Extra Support ■ When you tell how Charley likes to draw quietly, remind children that we are learning to raise our hands quietly (Self-Regulation Week 3, Day 2). ■ Explain that aliens from outer space are creatures that live in space. Example: "way, way up in the sky, not where we live." ■ Explain what it means that Charley used a "not so quiet voice" to say that Emma looked weird. Example: His voice was not quiet. Emma heard him talking. ■ Point to and describe the specific illustrations of individuals using sign language, an oxygen machine, and a walking stick. ■ Explain that some wheelchairs (like Emma's) have a small motor that moves the wheelchair from place to place. Point to and describe the control for making the motor work.

Enrichment ■ Point to and repeat the word "Roar!" on the page that describes how Charley sometimes likes to be loud and wild. ■ Why did Charley's stomach hurt after he said Emma looked weird? (he realized his rude word made Emma feel sad) ■ Draw attention to two children standing near the back of the illustration that shows Charley drawing quietly. What are the children doing? What might the children be thinking? ■ Explain that Emma has something called a disability. A person with a **disability** may learn or do things in different or special ways.

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WEEK 3

DAY 4

Respecting Our Differences *continued*

Social Studies

Center Activity

Place the book used in today's activity on a low table or in a prominent spot in your room's library. Invite children to retell the story as they look at the pictures.

Family Child Care

Discuss how animals with disabilities can get around. Example: a dog with two working legs can use a dog walker. Children in your setting will enjoy looking at pictures of animals with physical disabilities with your help on the Internet. Discuss how each animal does things differently.

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WEEK 3

DAY 4

Staying Healthy and Safe

Physical/ Health

3–5 YEARS

Large Group

Skill and Goal

Good health practices

Children will strengthen their understanding of rules that help keep us safe.

Key Concepts

New: Safe

Review: Rule
Routine

Materials Needed

None

Also Promotes

Self-Regulation

Optional Reading

How Do Dinosaurs Stay Safe? by Jane Yolen

Be Prepared: The activity described below is an opportunity to strengthen children's understanding of reasons for some of your classroom's rules related to safety. Children are more likely to behave as expected when they understand the reason for an expectation. Add to today's activity the classroom expectations you wish to emphasize regarding children staying safe.

BEGIN: We do many things in our classroom and at home that help us to be safe. Who would like to remind us what it means to stay safe?

[*Encourage children to describe their ideas.*]

EXPLAIN: Staying **safe** means we do not get hurt or sick or get into danger.

Let's talk about some of our rules that help us to stay safe. Remember, a rule tells us how to behave.

Some rules are like a routine. We know that a routine is the order in which we do things. Washing our hands before we eat is a routine.

Some routines have several steps that need to go in the right order.

ASK:

- Should we cover our mouth and nose with tissue before or after we sneeze? (before!)
- Why? (to prevent germs from spreading in the air)

EXPLAIN: Putting tissue to our mouth and nose before we sneeze is part of a routine. Putting our used tissue in the trash is another part of the routine. Washing our hands after we throw away our used tissue is the last part of the routine.

ASK: Let's think about a girl named Trisha. She feels like she is going to sneeze.

- What should Trisha do first? (get a tissue and hold it to her mouth and nose)
- What should Trisha do if she cannot find a tissue? (sneeze into her arm)
- What should Trisha do with the tissue after she sneezes? (put in trash)
- What should Trisha do next? (wash her hands)

EXPLAIN: We described a routine to follow for sneezing. This routine can help us stay healthy and help people around us to stay healthy.

Let's talk about a rule we are expected to follow in many places. The rule is to use our walking feet. We should use our walking feet in our classroom and center, in stores, in restaurants, and at a friend's house.

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WEEK 3
DAY 4

Staying Healthy and Safe *continued*

Physical/ Health

ASK: Who would like to remind us why we should use walking feet? (so we do not run into people and hurt them)

[*Add questions about reasons for other safety rules or routines you wish to review. Examples: "If we spill water on the floor, why should we wipe it up?" "Why do we wear a helmet when we ride a tricycle on the playground?"*]

EXPLAIN: Sometimes it is hard to do what we are expected to do. We should use our walking feet. But we may want to get somewhere fast. We may want to be the first child who gets to the block center or to the art center. We want to run, not walk.

ASK:
- Did you ever run somewhere when you were supposed to walk?
- Why did you run instead of walk?

EXPLAIN: It can be hard to do what we are supposed to do when we really want to do something else. But it may be dangerous to do what we want to do. If we run when we are supposed to walk, we could knock someone over or bump into someone. We could get hurt. Other people could get hurt.

RECAP: There are rules and routines that help us stay safe. Staying safe means we do not get hurt or sick or get into danger. Sometimes it is hard to follow a rule or routine. We may want to run when we are supposed to use our walking feet. Doing what we are supposed to do can keep us from getting hurt or from hurting others.

Scaffolding Tips

Extra support ■ Children may benefit from more discussion of the meaning of a rule (see Self-Regulation Week 2, Day 1). ■ Explain that **dangerous** means that something could cause an accident or hurt someone.

Enrichment ■ Encourage children to talk about ways they could remind themselves and others to use their walking feet. Example: "What could we do to help us remember to use our walking feet?"

Center Activity

Provide puzzles with a safety theme. Encourage children to work on the puzzles and describe the safety topic shown in the puzzle.

Family Child Care

Invite all children in your setting to walk around the home with you to look at and talk about places where safety rules and routines are especially important.

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WEEK 3

DAY 5

Understanding Words

Language/ Literacy

3–5 YEARS

Large Group

Skill and Goal

Oral language

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

Key Concepts

New: 2–3 words (see Be Prepared)

Review: All words introduced on Days 1 and 3

Materials Needed

Book of your choice for this week's repeated reading

Words We Understand chart from Days 1 and 3

Marker

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

BEGIN: [*Display book cover.*]

We have read our book two times this week. Each time we read the book we learn something new. The title of our book is _____. Let's talk about what we remember about the book.

ASK:

- What is our book about?
- Who were the main characters in our book?
- What happened first? What happened next?

EXPLAIN: We are going to read our book again. We will stop during our reading to talk about what some of the words mean. We know that reading a book is a good way to learn new words. Our chart reminds us of the words we are learning to understand.

Words We Understand

[*Point to the chart.*]

ACT: The author of our book is _____. The illustrator of our book is _____.

[*Point to each name as you identify the author and illustrator.*

Point to where to begin to read on the first text page of the book.]

We are going to begin reading here. This is the first word inside our book.

[*Read the book from the beginning. Pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means.*

Pause to briefly 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.*
- *Then define the novel word and connect the definition to the book. Example: "I just read the word 'useful.' Did everyone hear it? The inchworm says, 'I am useful.' The word 'useful' means to be helpful or to help others. The inchworm was useful (or helpful) to others by measuring them."*

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Understanding Words *continued*

If there is a text pattern in the book, invite children to fill in phrases or repeat a refrain or chant as part of the book reading.]

EXPLAIN: We learned ___ new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand or know about each word.

[*Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:*

- *Ask children to describe a picture related to the word. Example: "Look at this picture of Corduroy looking at the floor. What is he doing?" (searching for a button—searching is the novel word)*
- *Define a word without naming it and ask children to identify the word. Example: "The inchworm did a smart thing to save itself from being eaten. What's another word for smart?" (clever)*
- *Encourage children to think about a novel word or phrase in another context. Example: "In our book today, the clouds moved out of sight. We cannot see something that moves out of sight. Have you ever watched something move out of your sight?"*]

ASK: Different types of things happened in our book. Let's talk about why some things may have happened.

[*Facilitate 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. Sometimes it is helpful to introduce topics by first describing (or asking) what happened and then asking 'why' questions about what happened. Examples:*

- *"What happened to the mitten that Nicki lost? Why did the animals want to get inside it? How do you think they all managed to get in?"*
- *"What do you think the animals did after the bear sneezed and they were all blown out of the mitten? How do you think Nicki felt when he saw his lost mitten floating through the air?"*
- *"At the end of our book there is a picture of Nicki's grandmother looking at the mittens she had made for him. One mitten is much larger than the other. What do you think Nicki's grandmother is thinking?"*]

RECAP: We learned more about our book today by talking about why some things happened in our book. We also learned more words today when we read _____. Let's look at our chart to remember all of the words we are learning to understand. Each of these words helps us understand the information in our book.

[*Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word's use in the book if children cannot recall.*]

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Understanding Words *continued*

Scaffolding Tips

Extra support ■ Remind children of the title of the chart (Words We Understand) and the meaning of "understand" (to know what something means or how something works). ■ If a novel word pertains to an object or picture available in your classroom or center, display the object or picture as an additional source of help to children in understanding a word. ■ If children find it difficult to respond to an interpretation question, reread or describe the situation directly related to your question. Example: Reread or tell about the bear sneezing. Showing a picture from the book focused on your question also may be helpful to children.

Enrichment ■ Ask children if some things that happened in the book were a surprise to them (they did not expect to happen). Why?

Center Activity

Provide a flannel board story for children to enjoy. Encourage children to tell a story related to the book read today as they manipulate the flannel board characters. Another option is to encourage children to "read" the book together. Invite a pair of children to take turns "reading" each page of today's repeated reading book.

Family Child Care

Encourage preschool-age children in your setting to "read" this week's book to younger children by telling the story or book content, using the book's pictures as a guide. Invite school-age children to read other books to children in your setting as they practice their emerging reading skills.

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WEEK 3

DAY 5

Counting Things

123 Mathematics

3–5 YEARS

Large Group

Skill and Goal

Number knowledge

Children will strengthen their ability to identify and create groups of up to four items, and compare groups of items to determine which group has more.

Key Concepts

Review: More

Materials Needed

3 different-colored counters

BEGIN: Let's count and march up to number five. Let me show you how.

[*March in place as you count each footstep; 1, 2, 3, 4, 5. Repeat. Do not count beyond number five.*]

EXPLAIN: This week we are learning to count groups of 1, 2, 3, and 4 items. We read a book called *Five Little Monkeys*. We counted the monkeys on each page.

ASK: How many monkeys were on the bed at the end of the story? (none)

EXPLAIN: We also looked at groups of circles (counters) and decided how many I had. You made a group just like the one I made. Let's try it with different-colored circles.

[*Place three different-colored counters in front of you.*]

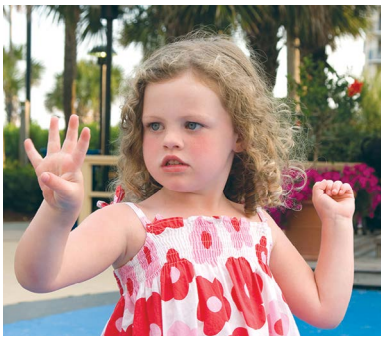
ASK:

- How many circles are in front of me?
- If they were all red, would there still be three? (yes)

EXPLAIN: A group of three circles that are different colors is the same as a group of three circles that are the same color. They are different colors but they are the same number.

We pretended some of the circles were cookies! Each of us made a group of cookies just like mine. Let's practice making groups again with our fingers. I will hold up a group of fingers and we make a group of the same number of fingers on our own hand.

[*Hold up a group of four fingers. Encourage children to hold up the same number of fingers.*]



ASK: How many fingers are in our group?

EXPLAIN: Now, I will make a group of fingers on one hand and a group of fingers on the other hand. You tell us which group has more. Remember, when something has more, it has a larger or bigger number of something.

[*Make a group of two fingers on one hand and a group of four fingers on the other hand.*]

ASK:

- How many fingers are in each group?
- Which group has more?

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WEEK 3
DAY 5

Counting Things *continued*

123 Mathematics

EXPLAIN: Yesterday we made groups again. We used a head, eyes, noses, and mouths to make our own monsters!

ASK: How many eyes (or noses or mouths) did you put on your monster head?

EXPLAIN: Let's practice finding the group that has more again. Please hold up two fingers with one hand. Now hold up one finger on your other hand. Wave the hand that has more fingers!

RECAP: This week we practiced making groups of 1, 2, 3, and 4. We also learned what it means to have more of something.

Scaffolding Tips

Extra support: ■ For children who have difficulty making their own groups of 1–4: Each time you say a group number, hold up that number of fingers and encourage children to match your group. ■ Create two groups and point while counting to the number in each group.

Enrichment: ■ Invite children to identify something in the room that is more than a group of four.

123 Center Activity

Provide children with a variety of math manipulatives to explore and experience. Examples: Unifix® cubes, teddy bear counters, beads. Observe as they make groups, match, sort, and learn. As children explore the various manipulatives, encourage them to say what they are doing. Ask children to compare their groups with their neighbor's groups.

Family Child Care

Count during snack time and point out groups that are more than each other. Example: A group of four crackers is more than a group of two cookies. Take a walk with all children in your setting and find groups of items. Encourage preschool-age children to find groups of 1, 2, 3, or 4 items. Encourage school-age children to find groups of 10 or more items.

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WEEK 3

DAY 5

Respecting Our Differences

Social Studies

3–5 YEARS

Large Group

Skill and Goal

Individual differences

Children will draw a picture of their choice about what makes someone unique.

Key Concepts

Review: Unique
Quietly

Materials Needed

When Charley Met Emma by Amy Webb

Drawing paper

Colored pencils

Crayons

Also Promotes

Physical/Health

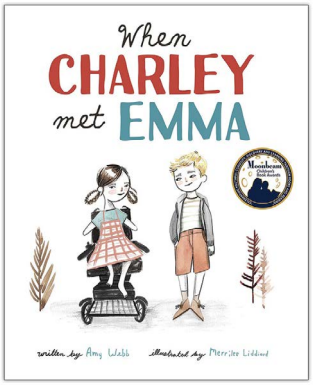
Self-Regulation

Language/Literacy

Revised: 12/1/2025

BEGIN: [*Display book cover.*]

Yesterday we read a book about Charley and Emma. Here is the cover of our book. What do you remember about the story?



[*Pause to encourage children to recall aspects of the story. Followup prompt if needed: "What happened when Charley saw Emma at the park?" (he said she looked weird)*

Turn to book illustrations connected to children's recollections. Children may not recall the story in the order in which things happened.

Elaborate on children's comments while also supporting their taking the lead in recalling aspects of the story. If necessary, show illustrations and ask related questions to help children's recall. Example: "Here is a picture of Charley and Emma playing tag. How did Emma play tag?"

Look for opportunities to reinforce concepts emphasized in the book, such as: wheelchair, differences in our limbs (arms, legs), how each person is different.]

EXPLAIN: Our story helped us remember that each of us is unique. Some things about us are the same and some things are different. Remember, Charley learned that it is okay to be different.

Today each of us can draw a picture about Charley or Emma. Each of us can remember something that is special about Charley or Emma. We can draw both Charley and Emma, if we wish. Our picture might be about something Charley and Emma had fun doing together. Or our picture might be about something that makes Charley or Emma unique. Each of us decides what we want to draw today.

In our story, Charley liked to draw quietly. Let's try drawing quietly today. We are learning how to do some things quietly. Remember, this week we talked about raising our hand quietly. Being quiet while we draw can help us focus on what we are drawing.

ACT: [*Give each child a piece of paper and access to writing tools. Anticipate and support differences in drawing. Some children may make a few marks, whereas others may draw a complex picture. Avoid providing a book illustration for children to copy.*]

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WEEK 3

DAY 5

Respecting Our Differences *continued*

Social Studies

RECAP: Today we talked about the story of Charley and Emma. Each of us drew a picture about something we remembered from the story. Emma and Charley are unique, just like us. There is no other person just like us!

Scaffolding Tips

Extra support ■ If a child seems uncertain about what to draw, suggest two concrete options for the child to consider. ■ As a child finishes his/her drawing, quietly offer to take some brief dictation at the bottom of the picture. Example: "Would you like me to add some words to your picture? What would you like to say?"

Enrichment ■ Offer quiet music while children draw.

Center Activity

Hang the drawings in your room for the remainder of the day. Encourage children to describe their picture, including how their picture is different from other pictures.

Family Child Care

Invite preschool-age children in your setting to use a puppet and related props to act out the story. School-age children may enjoy reading the book aloud and pausing after each page as preschool-age children act out the story.

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WEEK 3

DAY 5

Staying Healthy and Safe

Physical/ Health

Be Prepared: Today's activity is an opportunity to strengthen children's understanding of your center or classroom emergency procedures such as fire, tornado, or earthquake drills.

3–5 YEARS

Large Group

Skill and Goal

Good health practices

Children will strengthen their understanding of classroom emergency procedures.

Key Concepts

New: Emergency

Review: Safe
Practice

Materials Needed

None

Also Promotes

Self-Regulation

BEGIN: We are learning about rules and routines that help us stay safe. We know that staying safe means we do not get hurt or sick or into danger.

EXPLAIN: Let's talk today about emergencies.

Emergency is a big word. Let's say together the word emergency: e-mer-gen-cy.

ASK: What is an emergency?

[*Encourage children to offer their ideas.*]

EXPLAIN: An **emergency** is a dangerous situation that needs action right away. An emergency happens quickly and is a big surprise. A bad accident that hurts someone is an emergency. Hospitals have places called emergency rooms that help people who are hurt in an accident or become very sick.

Some emergencies put a lot of people into danger. A fire in a building where people work or go to school or live is an emergency. A tornado or an earthquake is an emergency.

We practice what to do if there is an emergency in our classroom or center. Remember, practice means to do something many times so we can get better at it. We practice what to do if there is a fire in our building.

[*Add other examples of emergency practices conducted in your center.*]

ASK: What do we do when we have a fire drill (or your center's terminology) in our center?

ACT: [*Review and practice your classroom or center emergency procedures. Remind children of bells or sirens that signal an emergency procedure.*]

EXPLAIN: It is very important to use our listening ears when there is an emergency. We do not talk when we use our listening ears. We listen to what an adult tells us to do. The adult will tell us what to do so we are safe.

RECAP: No one likes emergencies. But sometimes bad things happen that put people in a dangerous situation. We practice what to do if an emergency occurs so we can be safe. We listen carefully to what an adult tells us to do.

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WEEK 3

DAY 5

Staying Healthy and Safe *continued*

Physical/ Health

Scaffolding Tips

Extra support ■ Help children understand that some accidents are not emergencies. Spilling paint at an easel or milk at a lunch table is an accident, but it is not an emergency because no one is hurt or in danger.

Enrichment ■ Engage children in a discussion of ways to remain calm during an emergency procedure.

Center Activity

Provide people figures or stuffed toys that children may use for a pretend emergency procedure in a designated space such as the housekeeping area.

Family Child Care

Invite parents of all children in your setting to participate in a fire drill during pick-up time or listen to their child describe the emergency procedures in your setting. Be sure to provide plenty of notice to families so they can arrange to remain several additional minutes for an evacuation practice or description.

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