

Language/
Literacy**Understanding Words**

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words and identifying rhyming words (Days 1, 3, 5)
- The alphabet is all the letters we use to write words (Day 2)
- How our names are the same and different (Day 2)
- Words are made of letters (Days 2, 4, 5)

123

Mathematics

Counting Things

- How to create groups of four or five items (Days 1, 5)
- How to identify quantities of up to five without counting (Days 2, 5)
- How to count groups of up to 10 items (Days 3, 5)
- How to identify which group of dots on dice has “more” or “fewer” (Days 4–5)

Self-
Regulation**Using Self-Control**

- Different ways to wait patiently (Day 1)
 - Sing or hum quietly
 - Say a rhyme to oneself
 - Play with a toy

Social-
Emotional**Getting Along with Others**

- Practicing different solutions for typical classroom problems (Days 2–3)
- Thinking about whether different solutions are safe and fair (Day 3)

Social
Studies**Appreciating Our Families**

- Things we like to do with our families at home or somewhere else (Day 4)
- Similarities and differences in the people and pets we have in our families (Day 5)

Creative
Expression**Creating Art**

- How artists use tools, such as a paintbrush, sponge, and straw to create art (Day 1)
- Different types of paper and canvas we can use to create art (Day 2)
- How to use a smock, easel, and stencil (Day 3)

Physical/
Health**Moving Our Bodies**

- How to gallop (Days 4–5)
 - *Gallop and Get* game (Day 5)



3-5 YEARS

Large Group



Skill and Goal

Oral language

Phonological awareness

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



Key Concepts

New: 1–2 words
(see Be Prepared)

Review: Rhyme
Understand



Materials Needed

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

Book of your choice for this week's repeated reading

Chart paper

Marker

*Printables Provided

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

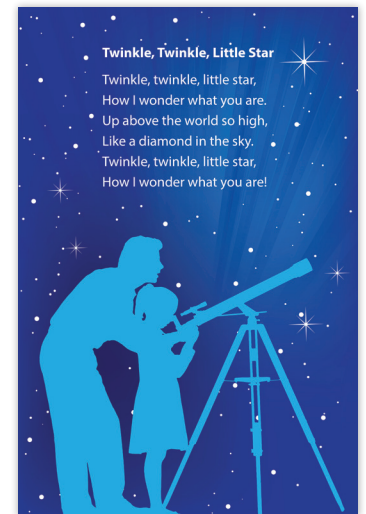
BEGIN: Let's say the "Twinkle, Twinkle, Little Star" nursery rhyme together. Remember, nursery rhymes help us learn about rhyming words. Let's raise one of our hands when we say a rhyming word.

[Lead children in reciting "Twinkle, Twinkle, Little Star" in unison as you display the poster. Lead children in raising a hand when they say a rhyming word.]

EXPLAIN: Now let's read a book!

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

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



WEEK

6

DAY

1

Understanding Words *continued*



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

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

3-5 YEARS

Small Group



Skill and Goal

Geometric and spatial knowledge

Number knowledge

Children will create groups of four or five items that match an illustrated sample.



Key Concepts

New: Group of five

Review: Group of four



Materials Needed

Paper plates—1 per child
Approximately 60 squares and 60 triangles (pattern blocks)



Optional Reading

One Big Building
by Michael Dahl

Be Prepared: Prepare one paper plate per child with 4–5 squares or triangles drawn on each. Each plate should contain one kind of shape. All children in each small group will be working from one pile of shapes (both squares and triangles). Place the pile of shapes in the middle of the group of children.

BEGIN: [*Sing the “Five Fingers Song” introduced on Day 1 of Week 1.*]

How many fingers do you have on your hand? How do you know?

EXPLAIN: Today we will make groups of four or five items. A **group of five** has five things.

ASK: How many things does a group of four have? (four)

ACT: Let’s show a group of three fingers on one of our hands. Now let’s show a group of two fingers on our other hand. Now let’s show a group of five fingers.

EXPLAIN: I will give each one of you a shape plate. On your shape plate there will be a group of four or five shapes. The shapes will be squares or triangles. Some of you may get a plate with four shapes, and some of you may get a plate with five shapes. We will have different kinds of plates. When you get your plate, please look at the shapes and tell us how many are in your group. Then we will find the same kind of shapes in our pile of shapes and match them to the shapes on our plates.

ACT: Let me show you first. I have a plate with four squares. I know this because when I look at four squares, I remember that it’s four. I could also count the squares to find out. Let’s count them together. 1, 2, 3, 4.

Now, I need to look through our pile of shapes to find a group of four shapes that match the shapes on my plate.

- I have four squares on my plate. What shape do I need to find in our pile of shapes? (squares)
- How many squares do I need? (four)

[*Look through the pile of shapes. As you look, describe for children the number of shapes you found and how many more shapes you need. Example: “I found two squares, but is that enough for my plate? No, I need four squares. I need to keep*



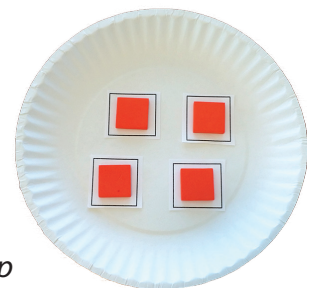
Five Fingers Song

(Sing to the tune of “The Wheels on the Bus”)

I have five fingers on my hand,
on my hand, on my hand,

I have five fingers on my hand,
I will show you when I count.

1,2,3,4,5 fingers, five fingers, five fingers,
1,2,3,4,5 fingers, five fingers on my hand.



looking. Here's another square! Now I have three. But that is still fewer than four. I need to look for another square. Here's one more square! Now do I have enough? Yes, I have four squares."]

After you've found your group, put the shapes on your plate. We will share when everyone is done.

[Give each child a plate. Ask each child to say how many are in the group of shapes on his/her plate. Also ask what shape is on his/her plate. Observe and assist children as they look for their groups. If time permits after all children have finished, invite each child to tell the shape on his/her plate and how many shapes he/she found.]

RECAP: Today we looked for groups of four and five shapes. We found the number of shapes that matched the group of shapes on our plate. We are learning a lot about numbers and shapes!



Scaffolding Tips

Extra support ■ Observe and help children as they make a group of five fingers, if needed. ■ If children have difficulty making groups up to five, give them a plate with a smaller number of shapes. ■ Another option is to use a plate that is divided into three sections. Ask children to put one shape in each of the three sections.

Enrichment ■ The activity can be made more challenging by providing plates with a mixed assortment of triangles and squares. Example: two triangles, three squares.

123 Center Activity

Provide *small dot cards 1–5. Place the cards in a basket. Ask children to pull out a card and determine the number of dots on the card. Ask children to clap or stomp as many times as the number they've chosen. Example: If a child chooses a card with five dots, the child would clap or stomp five times.

*Printables provided



Family Child Care

Invite children to pretend to visit the "Groups of four and five Restaurant." In the housekeeping area, encourage children to pretend to order food in groups of four and five. Example: "I would like four apples, please." Encourage children to take turns ordering and placing the orders on a plate. As preschool-age children take turns ordering and making groups of four and five, encourage school-age children to take turns ordering and making larger groups of food items.

WEEK

6

DAY

1

Using Self-Control



3-5 YEARS

Large Group



Skill and Goal

Self-control

Children will understand some different ways to wait patiently.



Key Concepts

Review: Patient



Materials Needed

Toy
2 dolls or stuffed animals



Optional Reading

Waiting Is Not Easy by Mo Willems

BEGIN: We are learning how to use self-control so we can make good choices. Today we will learn how to use self-control while we are waiting for something.

EXPLAIN: We do a lot of waiting in our classroom and with our families. We wait to take our turn to talk during circle time and in using things in our classroom. We wait while we are getting ready to go outside. We wait for our food to be ready at a restaurant.

ASK: It can be very hard to wait for something.

- Do you remember a time when it was hard to wait while taking a turn or waiting for something else?
- What was it like to wait?

EXPLAIN: It is important to be patient when we are waiting for something. Remember, when we are patient we wait our turn without getting upset and without complaining.

- ASK:**
- Would it be fair if we took a toy from someone instead of waiting our turn? How would the other person feel if we took away a toy?
 - Would it be fair if we didn't want to wait our turn at the computer station and made another person leave before his/her turn was over? How would the other person feel if we made him/her leave early?
 - Would it be fair for another person to start talking while we were talking during circle time?

EXPLAIN: None of these things would be fair. This is why we need to be patient while we wait. I want to tell you a story about someone who had a hard time waiting for something. Please raise your hand if you know about Cookie Monster.

ASK: What does Cookie Monster love to do? (eat cookies)

EXPLAIN: One time Cookie Monster had to wait for a cookie. It was very hard to wait because Cookie Monster loves cookies! Cookie Monster thought of some things that could help him wait.

ASK: Have you ever tried singing or humming while you are waiting your turn to play with a toy?

ACT: Cookie Monster found that singing or humming was a great thing to do while waiting for a cookie. Let's try it!

Using Self-Control *continued*



I am going to pretend that I really want to work at the computer station. Other children are working there and their time at the computer is not up. It's hard to wait. I will try singing to help me wait.

[Place dolls or stuffed animals in the chairs at the computer station to represent all computers are currently in use. Demonstrate singing as a way to help you wait. Sing a song that is familiar to children so they can hum or sing along if they wish. Or sing the "Wiggle Rhyme" that is used later in this activity.]

I sang the whole time I was waiting for my turn at the computer! I did not think about the computer station while I was singing. I was thinking about my song. I thought about the words of the song and I sang a song that I really like to sing. It was fun to sing. Singing or humming can be a great thing to do when waiting for something.

Another thing Cookie Monster did while he was waiting for the cookie was to play with a toy. Watch me while I play with a toy. I am going to play with a toy while I wait for my turn at the computer.

[Pretend that you are playing with a toy. Do not look at the computer station. Focus on the toy.]

Playing with a toy can be a great thing to do to help us wait!

Cookie Monster found that it is much easier to wait if we do something while we are waiting.

EXPLAIN: There are times when we wait in a line. We might be waiting to get a drink at the water fountain or waiting to use the restroom or waiting to go outside. When we are waiting in line we usually need to be quiet so we would not be able to sing like Cookie Monster did. It might be okay to sing in a whisper. We also would not have another toy to play with while we are in line.

ACT: *[If time permits:]*

We could quietly say a rhyme to ourselves while we are waiting in line. Let me show you.

[Demonstrate the adjacent rhyme while doing the motions:]

Let's practice together.

[Invite children to do the rhyme with you as you demonstrate the motions.]

Wiggle Rhyme

Hands on hips and hands on toes,
Hands on head and hands on nose

Wiggle, wiggle, 1, 2, 3. . . .

I can wiggle quietly.

Using Self-Control *continued*



RECAP: Waiting for something is part of what we do in our classroom and in our family. Today we learned how Cookie Monster waited for a cookie. Cookie Monster thought of some things to do while he waited for the cookie. Who can tell us about one of the things we learned to do while we wait? (singing, playing with another toy, saying a quiet rhyme) We can wait patiently, just like Cookie Monster!



Scaffolding Tips

Extra support ■ If children find it difficult to quietly do an activity while waiting, refer to the inside/outside voices chart used in Week 2, Day 1. Remind children of the different options while waiting if they are having difficulty coming up with something.

Enrichment ■ Ask children to think about a time when they've had to wait with their family in a restaurant. Why do they think they needed to wait? (other people are in line before them, it takes the food time to cook, etc.)



Center Activity

Invite children to play a board game, such as *Candy Land*® or *Chutes and Ladders*®. If time is limited, quicker games, such as *Connect Four*® or *Go Fish*® or *Memory*®, may be better options. Use a reduced deck of cards with *Go Fish*® or *Memory*®. Encourage patient waiting as children take turns.



Family Child Care

Play *Ready, Set, Go!* with preschool-age children to practice self-control. Invite children to line up next to each other. Say, "Ready, Set, _____." The last word may be "go" or another word that sounds like "go," such as "blow" or "grow." When children hear the word "go" they may move quickly to another area. If the last word said is not "go" they must remain at the line. Remind children to use their listening ears to listen carefully for the word "go." School-age children will enjoy playing another version of the game as they listen for different actions to perform. Example: "Ready, Set, Hop!"



3-5 YEARS

Small Group



Skill and Goal

Skills that support creative expression

Children will understand how artists use tools to create art.



Key Concepts

New: Tool
Paintbrush
Sponge
Straw



Materials Needed

Watercolor paints
Tempera paint
Paintbrushes (see Be Prepared)
Sponges (see Be Prepared)
Straws—1 per child and staff
Paper—1 per child and staff

Be Prepared: Today's activity is a demonstration and discussion of different tools for creating art. Secure several different types of paintbrushes, such as narrow, wide, fanned, and flat. Also secure several sponges with different textures that you cut into several shapes of your choice.

BEGIN: Today we will learn about some tools that people can use to create art. A **tool** is an item that helps us do something. There are many different kinds of tools. Today we will see how paintbrushes, sponges, and straws can be used as art tools.

EXPLAIN: Our first tool is a paintbrush. A **paintbrush** is used to put paint on something. Let's look at some different kinds of paintbrushes.

[Display different kinds of paintbrushes. Describe and point to some of the differences (small, big, wide, narrow, etc.).]

Some paintbrushes are wide and others are narrow. Some paintbrushes are more rounded and others are flat.

ASK: *[Display two paintbrushes of high contrast, such as narrow and wide. Point to each brush as you ask about it.]*

- I am going to put some paint on paper with each of these brushes. What do you think the paint will look like with this brush?
- What do you think the paint will look like with the other brush?

ACT: *[Use watercolor to demonstrate painting with each of the two brushes. Describe differences in how the paint looks (a lot of paint, not much paint). Emphasize how the brush characteristics make different kinds of art. Ask children if they are surprised at how the brushes do different things with paint.]*

EXPLAIN: *[Display several sponges.]*

Our next tool is a sponge. Usually we use a **sponge** to clean things or soak up something we might spill. A sponge can also be used as a tool to create art.

[Display the different sponges and pass them around for children to feel.]

An artist might dip the sponge into the paint and press it onto paper or cloth.

ACT: *[Demonstrate dipping the sponge in paint and pressing the sponge onto the paper. Show children how the shape of the sponge is now on the paper.]*

EXPLAIN: Our last tool is a straw. A **straw** is something we can drink with. We can also use a straw as an artist's tool. Instead of sucking in and getting

Creating Art *continued*



my drink through the straw, I am going to blow air through the straw. The air will move the paint on the paper.

We can blow paint with a straw and create art when we use it as an artist tool.

ACT: *[Place a small amount of thinned tempera paint on the paper and blow the paint to make a design on the paper.]*

I used the straw and blew the paint around on the paper to create art. Now we can all try it!

[Provide each child with a straw and piece of paper. Encourage children to use the straw to create art on the paper.]

RECAP: Today we learned about some tools artists may use to create art. Remember, a tool is something that helps us do something.



Scaffolding Tips

Extra support ■ In the discussion of the straw, encourage children to put a hand in front of their mouth and blow out. Explain that air from the mouth is what pushes the paint.

Enrichment ■ Encourage children to share times when they have used some of the different tools that you are demonstrating. ■ Ask children to think about how their fingers can be tools when creating art. (finger painting, making sculptures, etc.)



Center Activity

Provide paintbrushes and sponges demonstrated today in the art center. Encourage children to engage with as many tools as they would like to create their art.



Family Child Care

Collect a variety of materials, such as feathers, marbles, and old plastic lids, for children to use in painting and creating art.

Understanding Words



3-5 YEARS

Small Group



Skill and Goal

Print knowledge

Letter knowledge

Children will understand the concepts of alphabet and letter.



Key Concepts

New: Letter
Fewer
Alphabet
Spell
Order
Uppercase
Lowercase

Review: Share
Cooperate



Materials Needed

Child names (see Be Prepared)

Small cups—1 per child

*Small letter tiles (see Be Prepared)

*Printables provided

Be Prepared: Print each child's first name on an individual piece of paper. Also prepare for each child a cup containing small letter tiles of the child's first name. Use an uppercase letter for the first letter in the name and lowercase letters for the remaining ones. Print the child's first name on the outside of the cup. In addition, prepare a cup and individual piece of paper with the one-word name of a classroom pet or a character known to the children, such as Oscar or Bob. Finally, write the words "share" and "cooperate" on separate pieces of paper. This activity is best done at a table where children can sit to use a flat work surface.



The center activity for today and Day 4 is an opportunity for children to personalize the cover of their letter journal that will be used each week a letter is introduced, beginning in Week 7. Suggestions are offered in the Center Activity description for today and Day 4. Encourage all children in your classroom to spend some time at the center to make the cover of their journal.

BEGIN: [Hold up one piece of paper with the word "share" written on it and another piece of paper with the word "cooperate" written on it.]

I have two words. This is the word "share." This is how the word "share" looks when it is written.

ASK: What does it mean to share? (when we share we might split up an item, play with an item together, or take turns with an item)

EXPLAIN: This is the word "cooperate." This is how the word "cooperate" looks when it is written.

ASK: What does it mean to cooperate? (work together)

EXPLAIN: Please look closely at these two words. There are letters in each of the words "share" and "cooperate." A **letter** is a special mark used to make words. Words are made of letters.

[Say and point to each word, moving your hand and arm from left to right.]

The word "cooperate" is longer than the word "share." The word "cooperate" has more letters. Some words are short and some words are long. Longer words have more letters in them. Shorter words have fewer letters in them. When something has **fewer**, it has a smaller number of something.

There are many letters in the alphabet. The **alphabet** contains all the letters we use to write words. This is the alphabet.

[Display the alphabet. Draw children's attention to some of the letters.]

Understanding Words *continued*



ASK: Do you see any letters you know?

[Encourage children to point to a letter(s) they recognize. Say the letter.]

EXPLAIN: Each of us has letters in our name. We **spell** our name when the letters are put together in a certain way. Some of us may have the same letters in our names, but the letters are in a different order. Things are set up a certain way when they are in **order**.

Today we are going to look carefully at our own names.

We are going to use letters to practice spelling our names. Each of us will get a cup of letters. The letters in your cup are the same as the letters in your name. Let me show you my cup.

ACT: *[Pour out your cup of letters on the table.]*

I have the letters of the name “Oscar” in my cup. This is Oscar the Grouch’s name! We are going to practice spelling our names by putting the letters in the same order as they are on our paper.

[Place the letters in the name “Oscar” in front of you. One by one, place the letters in the correct order. Discuss how you are able to determine the correct order of letters:]

- The first letter in the name is an uppercase letter. **Uppercase** letters are the big letters of the alphabet. This uppercase letter looks like a circle. It is the letter O. Can you help us find this letter?

[Point to the first letter in the name “Oscar” on the paper. When the matching letter is found, place it below the same letter on the paper.]

Now let’s find the first letter in our own name. Remember, it’s an uppercase letter so it will be a big letter.

[Point to the first letter in each child’s name on his/her name paper. Encourage each child to find his/her first letter and place it below the same letter on their name paper.]

You worked hard to find the first letter of your name!

- The second letter in the name “Oscar” is a lowercase letter. It is smaller than the first letter in the name. **Lowercase** letters are the small letters of the alphabet. This lowercase letter is curved like a snake. It is the letter s. Can you help us find this letter?

[Point to the second letter in the name “Oscar” on the paper. When the matching letter is found, place it below the same letter on the paper. Invite children to help you match the remaining letters in the name as you say each letter name.]

Look! The letters from my cup are in the same order as the letters on my paper. We spelled the name “Oscar.” Now we can read the name.

Understanding Words *continued*



[First point to the name on the paper as you say it aloud. Then point to the name spelled in cutout letters as you say it aloud.]

Now we can do the same thing with the remaining letters in our own cup. We have already found the first letter of our name. Now we will find the rest of the letters. Pour out your letters and match them, one at a time, to the letters on your paper.

[Observe children as they match the letters and place them under the letters on their paper. Help as necessary.]

RECAP: Today we learned about letters and the alphabet. There are many letters in the alphabet. Some words are longer than others because they have more letters in them. We practiced spelling our name by putting the letters in the correct order. How are our names the same? (they all have letters, each name is a word, some letters might be the same) How are our names different? (the letters are different and/or in a different order)



Scaffolding Tips

Extra support ■ If it is too challenging for children to arrange all letters in their first name, stop the activity after the first letter or first two letters have been found and matched to the written version.

■ As children place the letters of their name in the correct order, help by describing the letter that comes next. Example: "The next letter is small. It is squiggly like a snake." ■ Provide a child with a model by arranging the cutout letters in his/her name in the correct order and then mixing up the letters for the child to arrange.

Enrichment ■ Encourage children to tell the names of the letters in their name. ■ Ask children to describe how two or more letters in their first name are the same and different. Example: "How are the letter 's' and the letter 't' the same? How are they different?"



Center Activity

Explain to children that next week we will begin using a journal to write a letter of the alphabet. Display a journal. Provide colored pencils, markers, and crayons for children to write the first letter of their name (or as much of their name as possible) or, if appropriate, draw whatever they wish on the cover of their journal. Be sure to write each child's name on the top of their journal cover.

WEEK

6

DAY

2

Understanding Words *continued*



Language/
Literacy



Family Child Care

As preschool-age children continue to learn to write the letters in their names, provide a “squishy bag” to extend the fun! Fill gallon-sized ziplock bags with shaving cream, glue, or hair gel. Invite children to practice writing the letters of their name on the “squishy bag.” Challenge school-age children to write sight words or spelling words on the “squishy bags.”

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

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will identify and briefly remember quantities.



Key Concepts

Review: Group of five
Count



Materials Needed

5 similar items
Tray
Small box



Optional Reading

One Gorilla
by Anthony Browne

BEGIN: Yesterday we worked with groups of four or five shapes. How many things are in a group of five? (five)

Today we will look at some groups of items again and decide how many are in the group. We played a game like this before. It's called *The Hiding Game*.

ASK: When we want to find out how many of something there are, what do we do? (count) Sometimes we can also look at a small group and be able to tell how many without counting.

ACT: [Place 1–5 similar items on a tray. Use items that children are interested in, such as animal counters or plastic insects. Ask children to say how many there are. Try this with different amounts from 1–5.]

Now we will try to remember how many items there are after I have hidden them.

[Place 1–5 similar items on a tray for a few seconds. Then cover the items with the box.]



How many items am I hiding?

[After children have said how many, uncover the items so that they can be seen. Invite children to count the items to check their answer. After they've checked their answers say, "Yes, there are ___ items." Or, if an incorrect number of items was identified, say "We found there were actually ___ items when we counted them." Repeat this task several times, leading children in counting the number of similar items on the tray after children have said how many.

Use words, such as "more" or "fewer," to compare the number of items in the group. Example: "This group has more items than the last group." Continue with different numbers of items arranged in different ways.]

Now, let's count how many boys/girls are in our group today. Each time I point to a person, we will say a number. Count with me!

[Point to, or lightly touch the shoulder of, each boy/girl as you count.]

RECAP: Today we looked at groups of items and determined how many were in each group. We can sometimes look at a small group and be able to tell how many without counting. We are learning a lot about number words and counting.



Scaffolding Tips

Extra support ■ If children have difficulty determining how many items are in the group without counting them first, remove the box and practice naming the amount in different small groups.

■ Keep the arrangement of items the same across naming attempts so children focus on the number of items and not their spatial arrangement.

Enrichment ■ Show children two groups of items of different amounts. Ask which has more and which has fewer items. How do they know? If the task of counting the number of items seems relatively easy for children, arrange different numbers of items in different ways.

123 Center Activity

Provide a commercially-available board game, such as *Hi-Ho! Cherry-O*®, that supports early counting skills. Explain how to play, monitor as children play, or play along! As children play, encourage them to count out loud as they count their cherries.



Family Child Care

Continue *The Hiding Game* with all children in your setting when there are opportunities during the day to use similar items. Example: Place four toys on the sofa. Show them to a child and then cover the toys with a blanket. Can the child identify how many there are? School-age children will enjoy identifying larger groups of items.

Getting Along With Others



3-5 YEARS

Large Group



Skill and Goal

Relationship skills

Children will understand possible solutions for typical classroom problems.



Key Concepts

Review: Solution



Materials Needed

*Solving a Problem poster (from Week 5)

*3–4 problem solution cards (see Be Prepared)

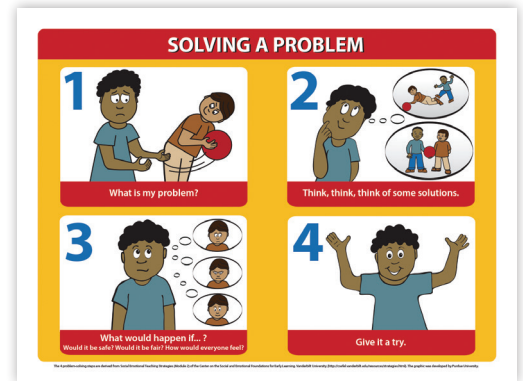
*Printables provided

Be Prepared: This activity offers seven picture cards that show solutions to typical problems children encounter in classrooms. Select 3–4 cards that would be helpful for children in your classroom to consider. There is an opportunity to use remaining cards on Day 3 of this week.

BEGIN: [*Display Solving a Problem poster.*]

We are learning how to solve problems. Sometimes we have a problem when we want to play with a toy someone else is using. We can have a problem when someone does something mean. There are different kinds of problems.

Our poster can help us remember how to figure out a solution to a problem. We know that a solution is something we do to solve a problem.



ASK: [*Point to first and second pictures when discussed below.*]

- What problem is shown in this picture? (a child took the ball another child was using)
- This picture shows the child thinking about some solutions. What solutions is the child thinking about? (getting angry, sharing)
- When we have a problem it is good to think of solutions. Why do you think it is good for us to think about different solutions? (because we need to decide which solution might work best; we may want to try a different solution if our first solution doesn't work)

EXPLAIN: [*Point to third picture.*]

This picture shows the child thinking about what would happen if different solutions were used. The child is thinking about whether a solution would be safe and whether a solution would be fair.

- ASK:**
- Why is it important to think about whether a solution is safe? (we do not want anyone to get hurt)
 - Why is it important to think about whether a solution is fair? (everyone should get a turn or be able to participate; other people should not feel bad about the solution)

Getting Along With Others *continued*



ACT: I have some cards that show solutions we can use. Let's look at the cards together and talk about some solutions.

[Display each card as it is discussed. Use the following guide to discuss each card:]



- The words on our card say _____. What is happening in this picture?
[If discussion of what is happening does not include attention to the problem, ask: "What do you think was the problem?"]
- When is another time we could use this solution?
[Discuss other situations where the solution might be used.]

RECAP: Today we talked about some ways to solve problems. We learned it is important to think of different solutions and to decide what solution is best to use.

Scaffolding Tips

Extra support ■ If children need extra support when thinking of how to use different solutions, give hints if necessary. Example: "Have you ever needed to get a teacher to help you think of ways to share something?" ■ Use props to role-play a problem where the solution could be used. Example: "Angie has a toy. Let's pretend we want to play with the toy. Who would like to show us how to ask nicely to play with the toy?" ■ Explain any vocabulary on the chosen cards that children may not be familiar with (ignore, trade). ■ If possible, post the problem solution cards in your classroom and refer to them when children have problems (particularly if the children come to you for help). Ask child what the problem is and discuss several viable solutions (as depicted on cards) for the child to consider.

Enrichment ■ Ask children to think of other possible solutions to problems discussed today.

WEEK

6

DAY

2

Getting Along With Others *continued*



Center Activity

Provide a limited number of art supplies. Invite children to create a piece of art while solving the problem of limited supplies.



Family Child Care

During the day invite children in your setting to discuss possible solutions to problems you pose. Use the *Solving a Problem poster and *solution cards as references. Example: "I really want to look at the book Sarah is looking at. What should I do?" Encourage children to use the poster and cards to come up with safe, fair solutions. School-age children may enjoy reading aloud each step on the poster and each of the solution cards as all children discuss which solution(s) would be best.

*Printables provided

The Solving a Problem poster is informed by the Problem Solving Steps and the Problem Solution Cards are informed by the Solution Kit, both described in the following source: Center on the Social and Emotional Foundations for Early Learning (2013). Promoting the social emotional competence of young children module 2: Social emotional teaching strategies [Online forum]. Retrieved from http://csefel.vanderbilt.edu/resources/training_preschool.html#mod2



3-5 YEARS

Large/Small Group



Skill and Goal

Skills that support
creative expression

Children will understand there are different kinds of paper and canvas for creating art.



Key Concepts

New: Smooth
Rough
Canvas

Review: Tool



Materials Needed

Rough paper—1 per child (see Be Prepared)

Smooth paper—1 per child (see Be Prepared)

Unframed canvas

Paintbrushes—1 per child

Paint



Also Promotes

Physical/Health

Be Prepared: Secure samples of rough paper (such as recycled paper) and smooth paper (such as paper used for finger painting) for children to feel and for you to use in a demonstration with paint. One sample of each type is needed for each child if you pursue the optional painting activity described in the last segment of the plan.

BEGIN: Yesterday we learned about some tools that artists can use to create art. Remember, a tool is an item that helps us do something. Who remembers one of the tools we learned about yesterday? (paintbrush, sponge, straw) Each tool can help an artist create a different kind of art.

EXPLAIN: Some artists use paper as a tool. Artists may draw or paint on paper to create art.

We used paper yesterday to create art. Today we will learn about different kinds of paper.

ACT: [*Display smooth paper, such as finger paint paper. Pass around samples and encourage children to feel, not simply touch, the paper.*]

Some paper may be smooth. When something is **smooth**, it is slick and you can move your hand easily across it.

[*Display rough paper, such as recycled paper or homemade paper. Pass around samples and encourage children to feel the paper.*]

Some paper may be rough. When something is **rough** it is bumpy. Something that is rough is not smooth.

ASK:

- What do you think paint would look like on smooth paper?
- What do you think paint would look like on rough or bumpy paper?

ACT: [*Use the same paintbrush and the same type and color of paint to make several brush strokes on rough and smooth papers. Encourage children to describe differences they may see in the paint put on two types of paper.*]

EXPLAIN: We can also create art on something called canvas. **Canvas** is a kind of strong cloth.

[*Display an unframed canvas.*]

[*Pass around the unframed canvas for children to feel. Also pass around a piece of paper.*]

Canvas feels different than paper. Canvas is much stronger than paper.

ASK: Is the canvas smooth or rough? (rough)

ACT: [*If time permits, provide each child with a paintbrush, paint, and both smooth and rough paper (one each). As children paint, draw their*]

Being Creative *continued*



attention to what the paintbrush feels like on rough and smooth paper, and to what the paint looks like on each type of paper.]

RECAP: Today we learned there are different types of paper we can use to create art. We also learned about canvas. We felt each type. Do rough and smooth types of paper look the same when we put paint on them?



Scaffolding Tips

Extra support ■ To strengthen children's understanding of smooth and rough, provide more items to compare, such as sandpaper and poster board.

Enrichment ■ Encourage children to think about and discuss other types of items that artists may paint. (fabric, wood, rocks, glass, etc.) ■ Explain that some artists make their own paper. Display a piece of handmade paper, if available.



Center Activity

In the art center, provide paint brushes and sponges for children to use on smooth and rough paper. Encourage children to create a painting on different kinds of paper. Include canvas if available. Invite children to describe the differences.



Family Child Care

Consider making homemade paper with children. Instructions for papermaking can be found on the Internet. Plan for plenty of time for this activity because it can take more than 48 hours for paper to dry. Add materials, such as glitter, leaves, small sticks, or acorns, to the paper mixture.

Understanding Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Oral language

Phonological awareness

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



Key Concepts

New: 4–6 words
(see Be Prepared)

Review: 1–2 words
introduced on
Day 1



Materials Needed

*Humpty Dumpty poster
(from Week 4)

Book of your choice for
this week's repeated
reading

Words We Understand
chart from Day 1

*Printables provided

Be Prepared: This is the second of three repeated readings of a book with children. Today's session focuses on children's comprehension of information presented in the book, especially connections to children's experiences. The session also helps children understand more novel words.

From the list of novel words you identified prior to your first reading of the book, select 4–6 words to define for children today. Remember, it is okay to select words that a few children may know if you anticipate most children do not understand the word's meaning. See the Language/Literacy section of the *ELM User Guide: 3–5 Years* for additional information on how to select and define novel words.

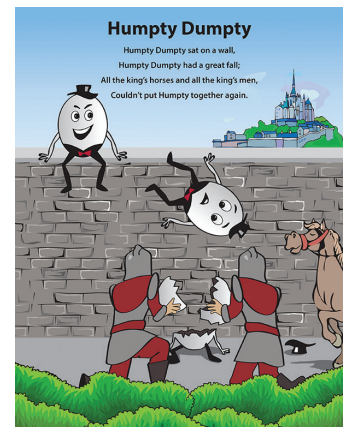
BEGIN: Let's say the "Humpty Dumpty" nursery rhyme together. We can raise a hand when we say a rhyming word.

[Lead children in reciting "Humpty Dumpty" in unison as you display the poster. Lead children in raising a hand when they say a rhyming word.]

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

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

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



Understanding Words *continued*



- Encourage children to connect the book information to their own experiences. Below are some examples:
 - “Our book today was about worms. Have you ever seen or touched a worm? What was it like?”
 - “Our book today talked about roots. Roots are part of a plant that grow into the dirt. Have you ever seen the root of a plant? What was it like?”
 - “Today we talked about the word squeeze. We squeeze something by pressing things very close together. What kinds of things have you squeezed? How about a tube of toothpaste? How about a package or bottle of ketchup? Show us how you squeeze something.”]

3-5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will connect number words to the quantities they represent, and count up to 10 items.



Key Concepts

Review: Count



Materials Needed

Big Fat Hen by Keith Baker



Also Promotes

Language/Literacy

BEGIN: [*Hold up four fingers.*]

I am holding up a group of fingers. Please hold up a group of fingers just like mine.

[*Practice this with different-sized groups of fingers on one hand.*]

EXPLAIN: We can count our groups to make sure we are correct. Remember, when we count we find out how many.

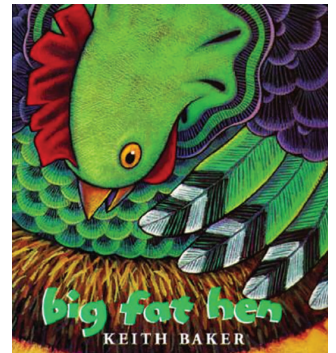
- ASK:**
- Where is a group of three in our classroom? (three chairs, three art projects, etc.)
 - How about a group of four?
 - Where is a group of five in our classroom?

EXPLAIN: Today we will work on counting while we read a book about counting! We will say numbers to find out how many. Our book is called *Big Fat Hen*.

[*Point to the title as you read.*]

The author of this book is Keith Baker. Keith Baker is also the illustrator.

- ACT:** [*Point to the text as you read. Pause on each page to discuss the picture and lead children in counting the number of items in the picture. After you count the items, say aloud the final number of items. Example: After reading the first page, count the eggs and say, "There are two eggs on this page."*]



RECAP: Today we read a counting book called *Big Fat Hen*. We practiced counting by counting items on each page. What were some of the things we counted? (dragonfly, eggs, chicks, worms, sticks, snails, bees, hens) Let's count several of them again! What would you like to count?





Scaffolding Tips

Extra support ■ Observe as you count the number of children together. Are there children who are struggling to count along with you? If so, count slowly or invite them to repeat each number after you.

Enrichment ■ As you read each page, ask children if they know how many items there are before you lead children in counting them. ■ After leading children in counting items on a page, ask children to say how many items are on the page (rather than your initially offering the total number).

■ Explain that we counted up to 10 things today. Ask: "Do you think 10 is a big number?"

123 Center Activity

Provide a set of dominoes. Encourage children to count the number of dots on the dominoes, find matching groups of dots and stack them together, or form stacks of a given number.



Family Child Care

Share *Big Fat Hen* with children in your setting. Provide each preschool-age child with 10 plastic eggs. If you do not have plastic eggs, use a similar substitute such as 10 felt eggs for each child. As you read the book, encourage preschool-age children to place the same number of eggs in front of them. Invite school-age children to demonstrate the action after you read each page. Example: After you read "1, 2, buckle my shoe," preschool-age children will place two eggs in front of them and school-age children will pretend to buckle their shoe.

3-5 YEARS

Large Group



Skill and Goal

Relationship skills

Children will assess the appropriateness of different solutions for typical classroom problems.



Key Concepts

Review: Solution



Materials Needed

- *Solving a Problem poster
- *3-4 problem solution cards that were not used on Day 2
- 2 puppets
- *Printables provided

BEGIN: We are learning how to think about solutions to problems we may have in our classroom. What is a solution? (something we do to solve a problem)

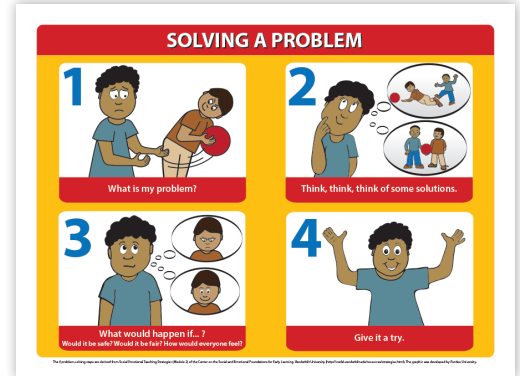
EXPLAIN: [Display poster. Point to second and third pictures and text as you discuss each.]

We know it is important to think of more than one solution to a problem. Our poster says “think, think, think of some solutions.”

We also know it is important to think about what might happen if we used a solution we are thinking about. We want to decide whether our solution will be safe and fair.

ACT: Yesterday we looked at some cards that show different types of solutions.

[Briefly describe the solution shown on each card discussed yesterday. Invite children to help you describe each card.]



There are several more cards we can look at today.

[Display and discuss cards not discussed yesterday. Use the following guide to discuss each card:]

- The words on our card say _____. What is happening in this picture?

[If discussion of what is happening does not include attention to the problem, ask: “What do you think was the problem?”]

- When is another time we could use this solution?

Getting Along With Others *continued*



EXPLAIN: Let's talk about some problems we might have in our classroom and different solutions we could use for the problems. Some puppets will help us think about different problems.

ACT: *[Use puppets to enact a problem pertinent to your classroom. See suggestions below. After the situation is enacted, facilitate a discussion as suggested below:*

- *Ask: "What solutions could we think about for this problem?" Encourage children to generate at least two solutions. Display and describe solutions shown on the picture cards, if appropriate.*
- *Ask: "Why would this solution be good to use?" Emphasize how a solution is safe and fair.*
- *Ask: "Can you think of a solution that might not be safe or fair? How about a solution that might make people feel bad?" Offer an example if children do not generate their own. Example: Davianna wants to play with a toy another child is playing with so she grabs the toy away from the other child. Ask: "Why would this solution be a poor choice?"]*

Problem Scenarios:

- One child bothering another child.
- One child wants to play with a train another child is already playing with.
- One child wants to sit on the big pillow in the library center but another child is already using it.

RECAP: Today we talked about some problems and solutions. We also talked about why a solution would be good to use and thought of some solutions that would not be good to use.

Scaffolding Tips

Extra support ■ Select problem situations that may be particularly pertinent to your classroom but avoid discussing specifics of a similar problem in your classroom. Give priority to discussing ways in which a possible solution is a good or poor choice. It is not necessary to discuss each problem situation.

Enrichment ■ Ask children what they would do if the solution they tried did not work.

WEEK

6

DAY

3

Getting Along With Others *continued*



Center Activity

Provide a limited number of animals and vehicles at the block center. Invite children to play while solving the problem of limited toys. Provide *problem solution cards, if necessary.

*Printables provided



Family Child Care

Play a game with the *problem solution cards used in today's activity. Place solution cards face down on a table. Encourage preschool-age children, one at a time, to choose a card. Invite a school-age child to read the card aloud. Encourage all children to think of a scenario where the solution could be used. Example: "Jonah picked the card that says 'Play together.' When could we use this solution to a problem?" Possible scenarios may include: When two children want to play with the same toy, when a child doesn't have someone to play with, etc.

*Printables provided

The Solving a Problem poster is informed by the Problem Solving Steps and the Problem Solution Cards are informed by the Solution Kit, both described in the following source: Center on the Social and Emotional Foundations for Early Learning. (2013). Promoting the social emotional competence of young children module 2: Social emotional teaching strategies [Online Forum]. Retrieved from http://csefel.vanderbilt.edu/resources/training_preschool.html#mod2

WEEK

6

DAY

3

Creating Art



3-5 YEARS

Large Group



Skill and Goal

Knowledge of creative processes

Children will understand the use of a smock, easel, and stencil in creating art.



Key Concepts

New: Smock
Easel
Stencil

Review: Tool



Materials Needed

Easel
Smocks (see Be Prepared)
Stencils—1 per child
Stencil brushes or short-bristled paintbrushes
Paint
Paper



Also Promotes

Physical/Health

Be Prepared: Adapt the opening segment of this activity according to children's familiarity with and use of smocks. It may be helpful for several volunteer children to "model" wearing a smock or all children to practice wearing a smock.

BEGIN: [*Display a smock.*]

What is this called? When do we wear a smock? (when we create art that might get paint or something else on our clothes)

A **smock** is a loose shirt or piece of clothing we wear to keep from getting messy when we create art.

ACT: [*Pass out smocks for several volunteer children, or all children to practice wearing, if appropriate.*]

EXPLAIN: [*Display easel.*]

This is another item we use to create some types of art. It's an easel. An **easel** holds our paper when we paint or work on art.

[*Demonstrate putting paper on easel, if appropriate. Describe the ledge of an easel for holding paint.*]

ASK: Where is another place we could put our paper when we create art? (on a table, on the floor)

EXPLAIN: [*Display a stencil.*]

A **stencil** is a tool for creating art that has a shape cut out of it. Look at the open part of this stencil.

ACT: [*Point to the opening in the stencil. Engage children in a discussion of the stencil image. Pass around the stencil or several stencils and encourage children to feel the stencil openings.*]

EXPLAIN: We can use a paintbrush or a sponge to put paint in the area that has been cut out of the stencil. The open part will make a picture or shape on our paper.

ACT: [*Demonstrate how to use a stencil as you describe the process:*]

- First we put the stencil on a piece of paper.
- Then we use our paintbrush or a sponge to put paint in the open part of the stencil.
- When we are finished with the paint, we take the stencil off of the paper. Now we can see the shape we painted!

Creating Art *continued*



- ASK:**
- Would it be easier to use a stencil when our paper is on an easel or on a table? (table)
 - Why? (easier to put stencil on paper that is flat)

RECAP: Today we talked about a smock and easel. We watched how to use a stencil and decided it may be easier to use a stencil on paper that is flat on a table. We talked about shapes we could make with a stencil.



Scaffolding Tips

Extra support ■ When you ask if a stencil would be easier to use on an easel or table, demonstrate the differences if children seem unclear about the question.

Enrichment ■ Ask children for their ideas about what they might create with a stencil or several stencils. Provide stencils for children to look at and manipulate as they talk about creative uses of stencils. ■ Ask children what they might do if they wanted to create art but did not have a smock. What could be used instead of a smock to keep clothes clean?



Center Activity

Provide stencils, paper, paint, and paintbrushes and/or sponges for children to use in creating art. Encourage children to put more than one shape on a piece of paper.



Family Child Care

Encourage children to help design a space where art tools are available. Children can help organize tools, make labels, etc., so that the space feels like their own art studio.

Understanding Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Print knowledge

Children will understand a word is made up of letters.



Key Concepts

Review: Spell



Materials Needed

Chart paper

Marker

*5 clapping hands (see Be Prepared)

Tape or sticky tack



Also Promotes

Self-Regulation

Mathematics

*Printables provided



Optional Reading

Bingo! (Bunny Reads Back)
by Rosemary Wells

Be Prepared: Print out and cut apart five clapping hands. Affix tape or sticky tack to the back of each clapping hand. If the “Bingo” activity offered in this plan is challenging for children to engage, you may wish to break up the activity into two parts offered at different times: (1) introduce and lead children in singing “Bingo” 2–3 times and (2) introducing and doing the clapping part in a separate session (once children have learned the song without clapping). Note that this activity is not used to teach specific letters.

As indicated on Day 2 of this week, the Center Activity for today is an opportunity for children to personalize the cover of their letter journal that will be used each week a letter is introduced, beginning in Week 7. Suggestions are offered in the Center Activity description for today. Encourage all children in your classroom to spend some time at the center to make the cover of their journal.

BEGIN: Today we are going to learn a new song. This song will help us pay attention to the letters in a word. The name of the song is “Bingo.” Have you ever heard this song? I will write the name of the song on this paper.

[Write the word Bingo on a chart with large separated letters.]

EXPLAIN: Bingo is a word. We know that words are made of letters.

ACT: Let’s count the number of letters in the word Bingo.

[Point to each letter as you lead children in counting.]

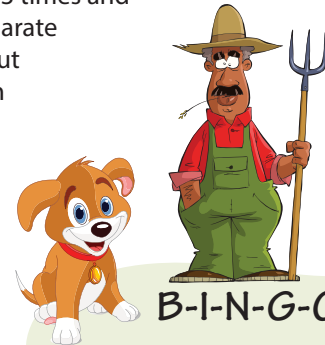
There are five letters in the word Bingo.

Listen as I sing the song first.

[Sing the song as you point to the letters in the word Bingo.]

Let’s practice singing the song together!

[Lead children in singing the song 2–3 times as you point to the letters in the word Bingo.]



There was a farmer had a dog,
And Bingo was his name-o.
B-I-N-G-O
B-I-N-G-O
B-I-N-G-O
And Bingo was his name-o.

There was a farmer had a dog,
And Bingo was his name-o.
/ (clap)-I-N-G-O...
— (clap)-I-N-G-O...
\ (clap)-I-N-G-O...
And Bingo was his name-o.
(continue)



Understanding Words *continued*



Let's sing "Bingo" again. This time we will clap our hands in different parts of the song.

[Place clapping hands below the word Bingo.]

These clapping hands will tell us when to clap. We will sing the song five times. Each time we sing the song, we will clap our hands instead of saying a letter.



This time when we sing the song we will clap instead of saying the first letter of the word Bingo.

[Hold up one clapping hand printout.]

This clapping hand will remind us when to clap. I will show you.

[Cover the first letter with a clapping hand printout. Sing the song again, clapping rather than singing the first letter.]

I clapped instead of saying the first letter. Let's try it together.

[Lead children in singing the song. Model a clap instead of singing the letter B and encourage children to clap instead of singing the letter B also.]

This time when we sing the song we will clap instead of saying the first two letters of the word Bingo.

I will cover up the second letter in the word Bingo with a clapping hand.

[Cover the letter I under a second clapping hand printout. Sing the song again, clapping rather than singing the letters B and I.]

Now we will sing the song again. This time when we sing the song we will clap instead of saying the first three letters of the word Bingo.

I will cover up the third letter in the word Bingo with another clapping hand.

[Cover the letter N under a third clapping hand printout. Sing the song again, clapping rather than singing the letters B, I, and N.]

Now we will sing the song again. This time when we sing the song we will clap instead of saying the first four letters of the word Bingo.

I will cover up the fourth letter of the word Bingo with another clapping hand.

[Cover the letter G under a fourth clapping hand printout. Sing the song again, clapping rather than singing the letters B, I, N, and G.]

Now we will sing the song one more time. This time I will cover up all five of the letters in the word Bingo!

Do you think we will sing any of the letters this time? (no) We will clap for each letter of the word Bingo!

Understanding Words *continued*



[Sing the song one more time, clapping instead of singing each letter in the word *Bingo*.]

The song “Bingo” helped us pay attention to the letters in a word!

RECAP: Today we learned a new song called “Bingo.” The song helped us pay attention to the letters in the word *Bingo*. How many letters are in the word *Bingo*?



Scaffolding Tips

Extra support ■ As children learn the clapping part of the song, sing it slowly and draw attention to your clap. Model how the new verse should be sung and clapped before asking children to sing and clap. ■ You may wish to repeat the first verse several times to help children practice clapping instead of saying a letter. ■ Accept a range of child participation in this novel activity. Some children may say a letter and clap at the same time.

Enrichment ■ Encourage children to name the letters in the word *Bingo* if they are able.



Center Activity

Today children have another opportunity to decorate the cover of their letter journal. Provide colored pencils, markers, and crayons for children to write the first letter of their name (or as much of their name as possible) or, if appropriate, draw whatever they wish on the cover of their journal. Be sure to write each child’s name on the top of their journal cover.



Family Child Care

Invite children to help put letters together to make words by playing the *Name Game*. Create a set of letter cards the size of an 8½ × 11 piece of paper. On each card, write a letter of the alphabet. Ensure the letters in each child’s name are represented on the cards. Example: If a child’s name is Gail you would need letters G, A, I, and L. Also, write each child’s name in large print on a sheet of paper. Give each preschool-age child a letter card to hold. Invite school-age children to hold the remaining letter cards (one each). Keep the other name cards on your lap. Invite children to help you spell each child’s name. Example: “Let’s spell Amy’s name.” Hold up paper with Amy’s name. “Let’s count the letters in Amy’s name. 1, 2, 3. Amy has three letters in her name.” Point to the letter A on the name card. “This is the first letter in Amy’s name. Who has this letter?” Invite child with the letter A to stand next to you. Continue with the remaining letters in Amy’s name. Point out that the name card has three letters and there are three people holding letters to make Amy’s name. Amy’s name has three letters. School-age children will enjoy practicing sight words using letter cards. Encourage school-age children to name each letter and say its sound.

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will understand the use of “more” and “fewer” when comparing two groups.



Key Concepts

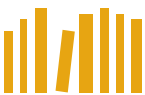
New: Dice

Review: More
Fewer



Materials Needed

2 large dice



Optional Reading

Just Enough Carrots
by Stuart J. Murphy

BEGIN: Yesterday we practiced counting up to 10 items. How many fingers do we have? Let’s count to make sure.

Today we will play a game with dice. Have you ever played with dice before?

[Display two large dice.]

EXPLAIN: These are dice. People use **dice** to play games. Each side of a die has a different number of dots. Let’s look at the groups of dots and see if we can tell how many dots are on each side.

[Turn the die slowly to show children each side. Lead children in counting together how many dots are on each side.]

We will play with two dice. When we roll the dice, they will land on two groups of dots. I will show you how to roll the dice.

ACT: *[Demonstrate how to roll the dice gently. Point out how each one has a different set of dots facing up when it stops rolling. Sometimes, both dice have the same number of dots.]*

After our dice stop rolling, we need to decide which one has more dots. Remember, when something has more, it has a larger number of something.

- ASK:**
- How can we decide which one has more dots? (We might be able to tell by just looking, or we can count the dots.)
 - Look at my dice. Which one has more dots?

[Point to the one that has more dots.]

EXPLAIN: This one has ___ dots. It has more dots than the other die. The other one has ___ dots.

ACT: *[Give each child a chance to roll the dice. Encourage the child who rolls the dice to point to and say which one has more. If a child is not sure, count the number of dots with the child.]*

EXPLAIN: Now we will play again. This time we will decide which one has fewer. Remember, when something has fewer, it has a smaller number of something. If a group has fewer, it doesn’t have as many dots as the other group. I will go first so you can see how to decide.



ACT: *[Demonstrate how to roll the dice and decide which one has fewer. After you've pointed to and said which one has fewer, encourage children to count the dots with you to check your answer. Give each child a chance to roll the dice and point to which one has fewer.]*

RECAP: Today we looked at groups of dots on our dice and decided which one had more dots and which one had fewer dots. We learned how to use two number words: more and fewer. Number games are fun!



Scaffolding Tips

Extra support ■ If children seem to have difficulty identifying the number of dots on the dice, roll one die only and point to and count the number of dots on the side facing up. Repeat the use of one die until children seem ready for rolling two dice. ■ If children have a difficult time deciding which has more or fewer, hold up different numbers of fingers on each of your hands and discuss which hand has more or fewer fingers up.

Enrichment ■ Explain to children that “die” is the word we use when talking about only one. ■ After each child identifies which die has more (or fewer) dots, ask how the child knows. ■ Ask children if they know what it’s called when both dice have the same number? (equal)

123 Center Activity

Provide small cubes or cubed blocks. Encourage children to build with items in pairs. Support children’s independent work with the items (the goal is not to copy their partner’s construction). Ask children to compare their building with their partner’s. Which one has more blocks? Which one has fewer blocks? Can they count the number of blocks?



Family Child Care

Encourage preschool-age children in your setting to practice “more” and “fewer” with dominoes. Remove from the set all dominoes with an equal number of dots on each side. Invite each child to choose one domino and determine which side of the domino has “more” and which side has “fewer.” School-age children may enjoy playing a simple game of dominoes. Place a set of dominoes face-down on a table. Invite each child to choose seven dominoes. The first child places a domino on the table. The second child places a domino with matching dots on either end of the first child’s domino. Play continues until a child runs out of dominoes.



3-5 YEARS

Large Group



Skill and Goal

Family diversity

Children will understand that families do many kinds of things together at home or somewhere else.



Key Concepts

Review: Family
Record



Materials Needed

- Prepared chart paper
- *1 picture as shown
- Your list of things children like to do with their family from Week 5, Day 5.
- Marker
- *Printables provided



Optional Reading

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

BEGIN: We are learning about things we like to do with members of our family. Remember, a family is a group of people.

Today we are going to talk more about the things we like to do with our family. We know that families can do many things together. They can do things together at home or somewhere else.

EXPLAIN: Last week we each shared something we like to do with our family. Today we will think about those things and decide if it is something we do with our family at home or somewhere else. I have a list of each of the things we described last week.

Some of the things on the list can be done at our home and some of the things can be done somewhere else.

[Display prepared chart. Point to each side as you describe it.]

Home	Somewhere Else

I will read each thing on the list and then write the things we do with our families on this chart. We will decide if I should write on the "home" side of our chart or the "somewhere else" side of our chart to record what we do with our families. Remember, when we record something we write it down.

ACT: [Read each item on your list, one at a time. Encourage children to discuss whether the activity is done at home or somewhere else. Example: "Erik and his family like to go hiking. Erik, is going hiking something you do at your home or somewhere else?" Write the activity on the appropriate side of the chart.]

RECAP: Today we talked more about things we do with our family. We can do things with our family members at home or somewhere else.



Scaffolding Tips

Extra support ■ Give children suggestions if they cannot think of things they do with their family at home or somewhere else. Example: Go to the store, go swimming, play a board game, etc.

Enrichment ■ As children discuss whether an activity is done at home or outside, encourage them to think about if the activity could be done somewhere else. Example: “Jess likes to go swimming with her family. They go swimming outside. Could Jess and her family go swimming in their home? Why not?”



Center Activity

Provide a stamp pad and paper. Invite children to make “thumbprint families.” Explain that each person’s thumbprint is unique. For each family member, encourage them to make a thumbprint person. This is done by inviting children to place a thumb on the stamp pad and then on a piece of paper. After putting the thumbprints on the paper, invite children to add hair and facial features with a crayon or marker. Label each member of the family!



Family Child Care

Take a group photo of each child and his/her family member(s) at pickup time. Create a memory game with the family group photos and a separate photo of each child. Invite preschool-age children to match the child with his/her family group photo.

WEEK

6

Moving Our Bodies



Physical/Health

DAY

4

3-5 YEARS

Large Group



Skill and Goal

Motor development

Children will strengthen their locomotor skills for galloping.



Key Concepts

New: Gallop



Materials Needed

Item for signals



Also Promotes

Self-Regulation

Be Prepared: Arrange for a classroom adult or child with known galloping skills to be the leader (especially in the slower and faster galloping activity). This will free you to monitor and provide guidance as necessary. Consider offering this activity outdoors, weather permitting, if indoor space is limited.

BEGIN: We know how to move our bodies by walking and by marching. We walk a lot more than we march. Let's all march in our personal space. We will stay where we are standing now to practice marching.

[Lead children in marching briefly in place.]

EXPLAIN: Today we will practice moving our body in a different way. We will practice galloping. We **gallop** by taking a large step forward with one foot and leg and then bringing our other foot and leg forward. We start the next gallop with the same foot and leg.

[Describe movements in a gallop as you, another adult, or volunteer child with known skills in galloping, demonstrates. Point out how the same foot/leg always takes the large step forward and the other foot/leg follows along. It does not matter whether children begin galloping with their right or left foot/leg, but it's important to use the same foot/leg as the first step of each new gallop.]

ACT: Let's gallop around our activity space. Listen carefully for our "start" and "stop" signals. _____ will be our leader. We want to watch people around us to make sure we do not bump into someone.

[If the perimeter of the activity space is not conducive to an approximate circle, then invite children to gallop from one end to the other end of your activity space, using "start" and "stop" signals at each end.]

You may wish to "start" children in small clusters, one cluster at a time, to prevent crowding as children gallop.

Offer verbal reminders as necessary. Example: "Take a big step forward with one foot, keep it on the floor, and bring your other foot forward."

Provide a "stop" signal at the point children seem comfortable with galloping or when it appears some reintroduction of how to gallop may be helpful.]

- ASK:**
- Galloping is different than marching. How do our feet and legs move differently when we gallop?
 - We practiced moving slower and then faster when we walked and marched. Do you think we can do that with galloping?

Moving Our Bodies *continued*



[Lead children in moving slowly and then faster in galloping, using the “start” and “stop” signals. Offer as much time at each pace as seems appropriate for children in your group, realizing that slower and faster galloping is a more challenging set of movements.]

RECAP: We are learning a different way to move our bodies. What is it called? (galloping) What is harder, galloping slowly or galloping faster? Why?



Scaffolding Tips

Extra support ■ If you anticipate children need a reminder of the perimeter of your activity space, walk around the space or invite several children to walk around the space as others watch.

■ Children may benefit from hearing the “start” and “stop” signals as reminders before they start galloping. ■ If children have difficulty using the same foot/leg for the first long step, consider tightly attaching a ribbon to the shoe of the child’s dominant foot (Ask: “Which foot do you want to put out first?”). Draw children’s attention to the ribbon as they think about taking their first long step.

Enrichment ■ Encourage children to switch the foot/leg they use first in a set of galloping movements. Invite them to talk about why it may be slightly harder to use a different foot/leg for the first long step.



Center Activity

For outside play, use chalk to make a galloping track. Encourage children to gallop on the track. Or, if outside play is not an option, provide a smaller space during center time and play music that has faster and slower songs. Encourage children to gallop to the music. Provide reminders of galloping steps as necessary.



Family Child Care

If space allows, use walking, marching, or galloping as a transition to and from activities or to outside play. Examples: “Gerrad, please march to go get your coat for outside time,” or “Emily, please gallop to the door to go inside.”

Understanding Words



Language/
Literacy

3-5 YEARS

Large Group



Skill and Goal

Oral language

Print knowledge

Children will interpret information presented in a book read aloud and increase the number of novel words they understand. Children will also strengthen their understanding that a word is made of letters.



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

Book of your choice for
this week's repeated
reading

Words We Understand
chart from Days 1 and 3

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

BEGIN: Yesterday we learned a song called "Bingo." Let's sing the song together and clap each time we say a letter.

[Lead children in singing the song "Bingo" as they clap for each letter in the word *Bingo*.]

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

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

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

3-5 YEARS

Large Group



Skill and Goal

Geometric and spatial knowledge

Number knowledge

Children will count and compare quantities of two groups.



Key Concepts

Review: More
Fewer



Materials Needed

- 10 counters
- Set of shapes (pattern blocks) for Extra Support tip
- 2 shape plates (1 with squares, 1 with triangles) used on Day 1
- Tray
- Cloth
- Group of 5 similar items
- 2 large dice



Optional Reading

*Ten Little Monkeys
Jumping on the Bed*
by Annie Kubler

BEGIN: This week we are making and finding groups of 1–5. We also are practicing how to count items.

[Display 10 counters.]

Let's count these 10 circles (counters). When we count them, we point to each one and say a number. Please count with me! 1, 2, 3, etc.

EXPLAIN: We used shape plates to learn more about counting. Our plates had four or five shapes on them. We found shapes to match the group of shapes on our plate.

ASK: I have two shape plates.

[Display one plate at a time for the following questions:]

- What is the number of shapes on this plate? How about our other plate?
- What is the name of the shapes on this plate?
- What is the name of the shapes on our other plate?

EXPLAIN: This week we also played *The Hiding Game* in our small groups. We looked at groups of 1–5. Let's try our game again with everyone.

[Display a group of five similar items on a tray briefly before covering them with a cloth.]

- ASK:**
- How many were in my group? (It was a group of five.)
 - Does my group have more or fewer than a group of two? Remember, more means a larger number of items, and fewer means a smaller number of items.

EXPLAIN: We counted up to 10 this week when we read a book called *Big Fat Hen*.

ACT: Let's clap our hands 10 times. Remember, we will say a number with each clap so we know how many.

[Lead children in clapping and counting aloud to 10.]

Let's count to 10 again. Please count with me and stomp your feet each time we say a number!

EXPLAIN: Yesterday we played a game with dice. We rolled two dice and decided which one had more dots. Then we played again and decided which one had fewer dots.

I will roll two dice. Please tell us which one has more dots.

[Roll the dice in an area where all children can see.]

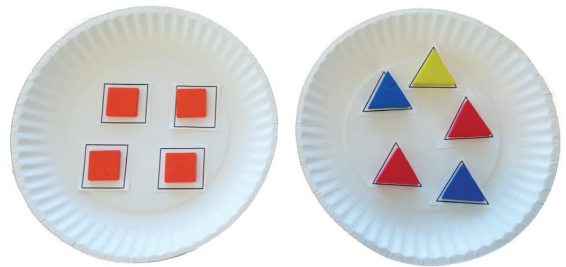
- ASK:**
- Which one has more dots?
 - How do you know?

RECAP: We are learning so much about numbers and counting. We can count, we can find and make groups, and we can decide which group has more or fewer.



Scaffolding Tips

Extra support ■ If children seem uncertain about the review of the Day 1 matching task with shape plates, provide a pile of square and triangle shapes for engaging children in matching shapes to the two plates you display. ■ If children have difficulty remembering the number of items in *The Hiding Game*, place the items in a row rather than randomly. Also, show a group of two if children have difficulty responding to the "more or fewer" question. ■ If children have difficulty identifying the number of dots on the dice, roll and discuss one die as suggested in a Day 4 Extra Support tip.



Enrichment ■ If children excel at the dice game, try showing the two groups and then quickly covering them up. Can children remember the two groups and say which one had more or fewer?

123 Center Activity

Provide *small dot cards 1–10. Place cards face down on a table. Invite children to each choose one card. Ask children to compare cards and determine which card has more or fewer dots. Encourage children to continue selecting and comparing different cards.

*Printables provided



Family Child Care

Invite all children in your setting to use play dough to practice counting and learning about more and fewer. Draw or print two tree outlines for each child. Encourage children to use play dough to make "apples" for their trees. After children have made the "apples" and placed them on their trees, encourage them to count the "apples" and determine which tree has more apples and which tree has fewer apples. Encourage preschool-age children to place 10 or fewer apples on each tree. Encourage school-age children to place more than 10 apples on each tree to encourage counting and comparing higher numbers.

WEEK

6

Appreciating Our Families



Social Studies

DAY

5

3-5 YEARS

Large Group



Skill and Goal

Family diversity

Children will understand that things they do with their families can be the same and different. Children will also understand some ways in which families are unique.



Key Concepts

Review: Unique



Materials Needed

Chart from Day 4



Optional Reading

The Great Big Book of Families by Mary Hoffman

BEGIN: We know that all families are unique. Remember, unique means that no two families are exactly the same. One way our family is unique is what we do together. What did you do with someone in your family last night?

[Remind children that it can be something done at home or somewhere else.]

EXPLAIN: Yesterday we talked about things we like to do with our family at our home or somewhere else. We recorded the things on a chart.

[Display chart from Day 4. Read over each listed item.]

Some of the things we like to do with our families are the same and some of them are different. Let's look at our chart and talk about which things are the same and which things are different.

[Discuss whether items are the same or different. Example: "Jamaiya's family likes to go to the park. Destiny's family also likes to go to the park. Are these things the same or different?"]

Now, let's talk about how our families may be the same or different. I am going to name some people who might be in your family. Point to yourself with both hands if the people I name are in your family.

ACT: *[Children may include themselves in the following questions.]*

If you have any boys in your family, please point to yourself with both hands.

[Ask children to please put their hands down after you have commented on the number of children with boys in their family.]

If you have any girls in your family, please point to yourself with both hands.

[Ask children to please put their hands down after you have commented on the number of children with girls in their family.]

If you have both boys and girls in your family, please point to yourself with both hands.

[Ask children to please put their hands down after you have commented on the number of children with boys and girls in their family.]

Many of us have boys and girls in our families. That is one way our families are the same.

WEEK

6

DAY

5

Appreciating Our Families *continued*



Social
Studies

ASK: Do any of you have a pet in your family? Point to yourself with both hands if you do!

EXPLAIN: Some of us have pets in our family and some of us do not. That is one way our families are unique.

RECAP: Today we looked at our chart and talked about the things we like to do with our families. Some of us like to do the same things! We also talked about how our families are unique.



Scaffolding Tips

Extra support ■ Children may benefit from a brief demonstration of how to use both hands to point to self as a “yes” response to questions.

Enrichment ■ Invite children to tell about any cousins, aunts, or uncles they may have.



Center Activity

Provide a dollhouse and people figures. Encourage children to pretend the people figures are a family.



Family Child Care

Plan a special family day for parents and other members of each child’s family. Consider meeting at a park for some family fun! During your special family day, take a photo of each child and his/her family. Give one copy of the photo to the child and make a family puzzle with a second copy of the photo. Cut apart the photo so that each person in the photo is one piece of the puzzle. Encourage all children to complete their family puzzles.

WEEK

6

DAY

5

Moving Our Bodies



3-5 YEARS

Large/Small Group



Skill and Goal

Motor development

Children will broaden their locomotor skills for galloping.



Key Concepts

Review: Gallop



Materials Needed

Table
Masking tape or similar tape
Small toys—1 per child
Item for signals



Also Promotes

Self-Regulation

Be Prepared: Today's activity is a non-competitive game involving pairs of children. Children will gallop to and from a table that holds small toys. Determine a start point and place the table at a reasonable galloping distance from the start point. Place masking tape on the start point. Select small appealing toys that children can easily hold in one hand while galloping. Arrange for a classroom adult or child with known galloping skills to help you demonstrate the game. The game will work best with a small group of children because it reduces the amount of time each pair needs to wait for a turn.

BEGIN: We are learning how to gallop. Let's all practice galloping to help us remember how to use our bodies in galloping.

ACT: [*Spread out children in your activity space and lead them in galloping for several minutes. Remind children to use one foot/leg for a large step, keep foot on the floor, and bring the other foot/leg forward. Provide "start" and "stop" signals. Encourage children to pay attention to others so they do not bump into each other. After offering the "stop" signal, gather children to describe how the game works. Point to the taped start point when you describe it.*]

EXPLAIN: Today we will play a game called *Gallop and Get*. We will each have a partner. Listen carefully as I describe how the game works:

- Each pair stands at our start point. One partner gallops to a table holding small toys; the other partner waits at the start point.
- The partner who gallops to the table picks up a toy from the table, holds the toy in one hand, gallops back to his/her partner, and hands the toy to his/her partner.
- The partner gallops to the table; the other partner waits.
- The partner who gallops to the table puts the toy on the table, gets a different toy, holds the toy in one hand, gallops back to his/her partner, and hands the toy to his/her partner.

The "gallop" part of our game is galloping to the table and then back to our partner. The "get" part of our game is getting a toy from the table. We carry the toy to our partner by galloping.

Our game will help us practice how to gallop. We are not trying to see which pair can gallop faster than other pairs. This is not a race.

ACT: (Adult helper) and I will show you how to play the game.

[*Describe each step as you demonstrate how the game works. Then form pairs of children. If you have a large activity space, you may be able to establish several start points. It is not necessary to use "start" and "stop" signals for the game.*]

WEEK

6

DAY

5

Moving Our Bodies *continued*



You may wish to play the game so each pair has 2–3 turns. It may take at least one turn for children to become accustomed to how the game works.]

RECAP: Today we used our galloping skills to play a game called *Gallop and Get*. We played the game with a partner. Each of us had a turn to gallop and get a toy.



Scaffolding Tips

Extra support ■ Some children may not be ready to engage in a game. Encourage children to practice galloping and add some additional variety to the activity, such as taking a toy and galloping to put it in its place. ■ Explain that we are using classroom toys for our game. The toys belong to our classroom. The toys are not gifts to keep. ■ Offer periodic reminders, if necessary, that children are not trying to be the fastest; this is not a race. ■ Use the Extra Support tip suggested on Day 4 if children have difficulty remembering which foot/leg to put forward first. ■ Encourage children to make a quick decision (without rushing) about the toy they pick from the table.

Enrichment ■ Provide an option for children to tell their partner to gallop or march when they pass the toy item to their partner for returning to the table.



Center Activity

Form three-person teams outside for the *Gallop and Get* game. Another option is for children to take turns leading two other children in galloping around the playground.



Family Child Care

Invite school-age children to participate in the game. They may wish to help select toys for use in the game.