



Language/ Literacy

Understanding Words and Letters

- How to understand, comprehend, and interpret information in a book (Days 1, 3, 5)
- Learning new words (Days 1, 3, 5)
- The name, sound, written form, and uses of the letter C (Days 2–5)
- How to put two words together to make a new (compound) word (Days 2, 4)



Mathematics

Counting Things

- How to verbally count small groups of items (Days 1, 3, 4, 5)
- How to create and match equal groups of items (Days 2–5)



Self- Regulation

Focusing & Remembering

- How to follow requests by watching, listening, and remembering (Day 1)
 - *Orange Circle, Purple Circle* game



Social- Emotional

Getting Along with Others

- Being friendly is a way to be helpful to others (Day 2)
- Practicing how to be friendly in typical situations (Day 3)



Social Studies

Appreciating Our Families

- Things grandparents do with their grandchildren in different parts of the world (Day 4)
- How grandparents and grandchildren are the same and different (Day 5)



Science

Being a Scientist

- How to use our five senses to investigate food items (Days 1–2)
- How to use our senses to identify and describe things outdoors (Day 3)



Physical/ Health

Moving Our Bodies

- How to balance our bodies with different parts of our body (Days 4–5)



3–5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud. Children will also identify the name and sound of the letter B.



Key Concepts

New: 1–2 words
(see Be Prepared)



Materials Needed

*Letter B card

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: [Display letter B card.]

The word "book" begins with this letter. What is the name of this letter?

Letter B says /b/, just like in the word "book."
/b/, /b/, book. Let's together say /b/, /b/, book.

Who would like to tell us another word that begins with the letter B?

EXPLAIN: Now let's read a book!

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

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

3–5 YEARS

Large Group



Skill and Goal

Number knowledge

Children will deepen their understanding of how to count small groups of items.



Key Concepts

Review: Count



Materials Needed

What Comes in 2's, 3's, & 4's? by Suzanne Aker (Also used in Week 2, Day 2.)



Also Promotes

Language/Literacy

BEGIN: Let's count to 10. First let's count to 10 while clapping our hands. Saying a number while we clap tells us how many times we should clap.

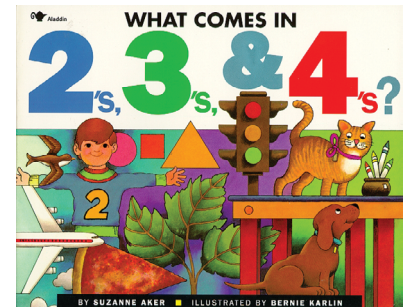
Now let's count to 10 while stomping our feet. Remember to say one number with each stomp so we know when to stop counting.

EXPLAIN: We are going to read a book we've read before. Our book is called *What Comes in 2's, 3's, & 4's?*

ACT: [Display book cover. Introduce the book by pointing to the title of the book as you read it. Introduce author and illustrator. Point to text as you read.]

Pause on each page to discuss the picture and count the groups. Point to each object as you lead children in counting.

Invite children to count the same groups on their bodies. Examples: "Do you have two eyes? Let's count them!" "Do you have two legs? Let's count them!"



RECAP: Today we read a book called *What Comes in 2's, 3's, & 4's?* What is something that was in a group of two in our book? How about a group of three? What is something that was in a group of four?

 Scaffolding Tips

Extra support ■ Closely monitor children when they count and clap to 10. Do children say a number each time they clap? Do they say the numbers in the correct sequence? If children demonstrate difficulty, make adjustments with the follow-up task of counting and stomping. Count and stomp slowly or encourage children to repeat the number and stomp after you say each number. You also may wish to eliminate the stomp and do another round of counting while clapping.

Enrichment ■ Invite children to suggest items in the classroom that could be used for creating groups of 2, 3, and 4.

WEEK

8

Counting Things *continued*

123
Mathematics

DAY

1

123 Center Activity

Provide several counting books. Invite children to count the number of items shown in book pictures. Encourage children to hold up the corresponding number of fingers when they count groups of items in book pictures.

Family Child Care

Invite preschool-age children to practice counting groups of 2, 3, or 4 as part of snack preparation. Example: two pretzels, three crackers, and four apple slices. Invite school-age children to count the total number of items in each group. Example: Two pretzels, three crackers, four apple slices, and two pieces of cheese are how many snack items all together?

3–5 YEARS

Large Group



Skill and Goal

Executive function

Children will practice regulating their behaviors in response to changes in visual, oral, and aural prompts.



Key Concepts

New: Focus



Materials Needed

Orange circle and purple circle cut from construction paper

BEGIN: Today we will play a game. The game will help us learn how to focus our attention on what we are expected to do. When we **focus** on something, we concentrate on it.

ACT: [Display an orange circle and a purple circle.]

Our game is called *Orange Circle, Purple Circle*. Today we will use an orange circle and a purple circle to play this game.

When I hold up the orange circle, we will clap our hands. Let's practice.

[Display only the orange circle. Encourage children to clap their hands.]

When I hold up the purple circle, we will stop clapping. Our bodies should not move when I hold up the purple circle. Let's practice.

[Hold up the orange circle for a few seconds and encourage children to clap their hands. Then hold up the purple circle and encourage children to stop clapping their hands.]

What do we do when we see the orange circle? (clap) What do we do when we see the purple circle? (stop clapping) Let's play!

[Play the game for several minutes. Be sure to clearly say "Orange Circle!" or "Purple Circle!" when you hold up a circle. Hold up each circle for several seconds. Be sure to vary the timing of holding up the action circle. Example: hold up orange circle for 10 seconds, then hold it up for five seconds. When children have mastered when to clap, discontinue saying "Orange Circle!" and "Purple Circle!" when circles are displayed.]

After children have mastered the game with a clapping action, change the action for the orange circle. Introduce a new action when children demonstrate skill in following requests for the current action. Some suggestions include:

- Stomping
- Jumping
- Wiggling]

Let's change the game a little.

This time when we see the orange circle we will clap. When we see the purple circle we will stomp. If I put both circles behind my back, we will stop!



Focusing & Remembering *continued*



- ASK:**
- When we see the purple circle, what will we do now? (stomp)
 - When I put both circles behind my back, what will we do? (stop action)

ACT: Let's practice!

[Be sure to clearly say "Orange Circle!" or "Purple Circle!" when you hold up a circle for all to see. Hold up the orange circle for a few seconds and encourage children to clap their hands. Then, hold up the purple circle and encourage children to stomp. After several seconds, place both circles behind your back and say "stop."]

Now let's play again!

[Play the game for several minutes. Be sure to clearly say "Orange Circle!" and "Purple Circle!" when you hold up the circles for all to see, and "stop" when you put both circles behind your back. When children have mastered the new movement, discontinue saying "Orange Circle!" and "Purple Circle!" when circles are displayed. Play as long as time permits.]

- RECAP:** Today we focused on what we were expected to do when we played the game *Orange Circle, Purple Circle*. We learned that the word focus means to concentrate on something.
- How did we know what to do during the game? (look at circles, listen to what teacher told us)
 - Why did we need to pay close attention? (because the circle colors changed, the teacher told us to do different things)



Scaffolding Tips

Extra support ■ Some children may benefit from a brief review of personal space and activity space (Physical/Health Week 4, Day 4). ■ If children need an additional visual reminder of the action to be completed, stand next to the child and do the action. Example: When holding up the orange circle, clap your hands also while standing next to the child.

Enrichment ■ Hold up each circle for a shorter period of time. ■ Invite children to try another rule change for *Orange Circle, Purple Circle*: Clap for purple and stomp for orange. Children will stop when both circles are placed behind the back.



Center Activity

Invite children to play *Orange Circle, Purple Circle*. Provide an orange circle and purple circle. Encourage children to take turns holding the circles and naming the action to be done each time.

WEEK

8

Focusing & Remembering *continued*



DAY

1



Family Child Care

Teach children the song “Head, Shoulders, Knees and Toes” (to learn the song, find an online resource or listen to a CD). Practice the song and movements several times and then switch things around! Example: shoulders, toes, head and knees. Children will practice self-regulation skills by resisting the impulse to do the motions in the way previously learned. School-age children may enjoy leading the song with the new sequence of movements.

The *Orange Circle, Purple Circle* game is an adaptation of the *Red Light, Green Light* game described in the following source: McClelland, M. M., & Tominey, S. L. (2016). *Stop, think, act: Integrating self-regulation in the early childhood classroom*. New York: Routledge.



3–5 YEARS

Large Group



Skill and Goal

Inquiry skills

Children will understand how to use their five senses to learn about things around them.



Key Concepts

New: Senses
Sight



Materials Needed

Prepared chart paper
Writing tool
Cloth or napkin to cover food item
Small cup of food item—1 per child (see Be Prepared)



Also Promotes

Language/Literacy



Optional Reading

My Five Senses by Aliki

Be Prepared: Today's activity involves children using their senses to learn more about a food item. A healthy food item that can be smelled is ideal for this activity. Examples: orange or apple slices).

Prepare enough of the food item for each child to have a small cupful. Hide the cups under a cloth so children can smell the food item but not see it. Also, prepare a chart similar to the chart pictured.

BEGIN: Today we are going to use our bodies to learn more about things around us.

EXPLAIN: Each of us have five senses. Our **senses** help our body get information about things near us.

[Point to your eyes, ears, etc. as you describe each of the five senses.]

We can see with our eyes, hear with our ears, taste with our tongues, feel with our hands and bodies, and smell with our noses.

I have a chart that lists each of our five senses. Let's point to the different parts of our body that we use with each of our five senses. I will point to the picture of the body part on our chart and you can point to the body part on your own body.






The first picture on our chart is an eye. We see with our eyes. The sense of **sight** is what we use when we see something. It is one of our five senses.

ACT: *[Encourage children to point to their eyes. Point to the picture of an eye on the chart. Also point to the word "see."]*

This word says "see." We use our eyes to see things around us.

[Continue with this format for each sense. Point to picture and word. Encourage children to point to the pertinent body part.]

EXPLAIN: Now let's think of ways we can learn more about things around us by using one of our five senses. I will record our ideas on our chart.

				
See	Hear	Taste	Smell	Feel

ACT: *[Say each word as you write it on the chart.]*

- Who can tell us something we can see with our eyes?
- What can we hear with our ears?
- Can you think of something we can taste with our tongue?
- What can we feel with our hands or bodies?



- Can you think of something we can smell with our nose?

EXPLAIN: We thought of many things we can learn more about by using our five senses. Our chart helps us remember the things we thought about.

I have something special under this cloth (or napkin) on the table. We are going to use our five senses to learn more about it.

Let's use our sense of smell to help us when we think about what might be hiding under the cloth.

ACT: *[Encourage children to smell and make predictions. Then uncover the food item and give each child a cup. Ask children not to eat the food item yet. Use the following questions to encourage discussion of what children can learn about the food item with their five senses:]*

- What do you see with your eyes?
- Let's use our sense of touch to find out what the _____ feels like. Who can tell us what the _____ feels like?
- Now let's put a piece of _____ in our mouths. What does your _____ taste like? What body part do we use for our sense of taste?

[If appropriate to food item:]

- Listen to what it sounds like when we chew it. What do you hear?

RECAP: We can use our five senses to learn about things around us. What senses did we use with our _____?



Scaffolding Tips

Extra support ■ If early in the activity children mention that they smell a specific food item (before it is introduced), explain that they are using their sense of smell to help them learn something. ■ If some children do not point to the appropriate body part or to no body part during your overview of the chart, demonstrate by pointing to your pertinent body part and saying the name of the body part and its sense.

Enrichment ■ Ask children to describe how they can use their five senses when playing on the playground. Can they use all of their five senses on the playground?

WEEK

8

DAY

1

Being a Scientist *continued*



Science



Center Activity

Fill two tubs with water. To the first tub, add several drops of scented “no tears” shampoo. To the second tub, add several drops of “no tears” shampoo in a different scent. Examples: strawberry, cherry, orange. Provide cups, spoons, and other water play toys. Invite children to play in the water and bubbles as they compare the scented water in the two tubs. Can children name the scents?



Family Child Care

Create a “smelling center” in your setting with five clean and empty glue bottles. In each of the glue bottles place a different smell. Examples: cinnamon, pepper, coffee. Invite preschool-age and school-age children to squeeze each of the bottles to release the smelly air. Encourage children to determine and describe each of the smells. School-age children may enjoy describing familiar scents at school. Examples: pencil shavings, chalk, erasers.



3-5 YEARS

Small Group



Skill and Goal

Phonological awareness

Letter knowledge

Children will understand the concept of a compound word.
Children also will identify and name the letter C.



Key Concepts

New: Compound word

Review: Creative



Materials Needed

- *Compound and component word cards for football and butterfly
- Flannel board
- *Letter C card
- Chart paper
- Marker
- Children's name cards
- List of children's first names
- *Printables provided

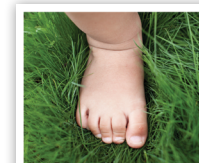
Be Prepared: For today's activity place a piece of Velcro® on the back of each compound word card. Then place the compound word cards on a flannel board. The cards can be made by printing the cards on paper and then cutting them out. The cards also can be printed on cardstock and laminated for added durability.

BEGIN: Today we are going to learn how to make a new word. We will make our new word by putting two words together. The new word we make by putting two words together is called a **compound word**.

ACT: I have two cards. Let's take a look at the picture on each card.

[Display word cards "foot" and "ball."]

The first card has a picture of a foot. The word "foot" is written below the picture.



foot



ball

Beth Haught/flickr/(CC BY-NC-ND 2.0)

[Point to the word "foot" below the picture. Encourage children to say the word with you.]

What is the picture on the second card? (ball)

It is a picture of a ball.

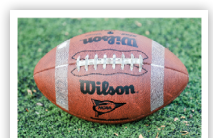
[Point to the word "ball" below the picture. Encourage children to say the word with you.]

We have a "foot" card and we have a "ball" card. Let's clap once for "foot." Let's clap once for "ball."

I am going to put the "foot" and "ball" cards together. When the two cards are put together they make the new word "football"! Let's look on our flannel board for the card with a picture of a football.

[Invite children to find the football card.]

We started with the word "foot" and then added the word "ball." We put together the words "foot" and "ball" to make the word "football." "Football" is a compound word.



football

Innovation_School/flickr/(CC BY-NC 2.0)

[As you explain the above, put the "foot" card in one hand and the "ball" card in the other hand. Spread your arms wide. Then bring your hands together as you explain that together the two words make "football."]

Let's clap for "football!"

[Lead children in clapping once for each of the two parts of the word "football." Say each component word as you clap it.]



We know that a foot is part of our body. We also know that a ball is something we can play with. There are many kinds of balls.

A football is a special kind of ball just like a basketball, soccer ball, or baseball. When we put two words together to make a compound word, the meaning changes. Isn't that cool? Who knew words could do something like that?

Let's make one more compound word.

[Display word cards "butter" and "fly."]

The first card has a picture of butter. The word "butter" is written below the picture.

[Point to the word "butter" below the picture. Encourage children to say the word with you.]

What is the picture on the second card? (fly)

It is a picture of a fly.

[Point to the word "fly" below the picture. Encourage children to say the word with you.]

We have a "butter" card and we have a "fly" card. Let's clap once for "butter." Let's clap once for "fly."

I am going to put the "butter" and "fly" cards together. When the two cards are put together they make the new word "butterfly"! Let's look on our flannel board for the card with a picture of a butterfly.

[Invite children to point to the butterfly card.]

We started with the word "butter" and then added the word "fly." We put together the words "butter" and "fly" to make the word "butterfly." "Butterfly" is a compound word.

[As you explain the above, put the "butter" card in one hand and the "fly" card in the other hand. Spread your arms wide. Then bring your hands together as you explain that together the two words make "butterfly."]

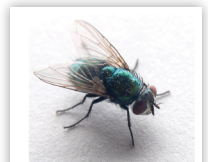
Let's clap for "butterfly."

[Lead children in clapping once for each of the two parts of the word "butterfly." Say each component word as you clap it.]

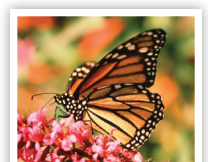
Remember, when we put two words together to make a compound word, the meaning changes.



butter

Slice of Chic/flickr/(CC BY-NC-ND)


fly

John Talbot/flickr/(CC BY 2.0)


butterfly

Understanding Letters *continued*

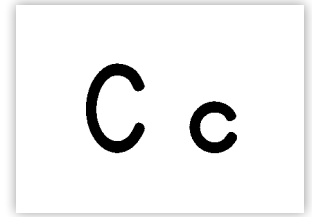


EXPLAIN: Today we are going to learn a different letter of the alphabet.

[Display letter C card.]

ASK: Does anyone know the name of this letter?

ACT: This is the letter C. We can write the letter C in two ways. We can write the letter C like this.



[Demonstrate writing an uppercase C on the top of a chart paper.]

This is an uppercase C.

We can also write the letter C like this.

[Demonstrate writing a lowercase c on the top of a chart paper.]

This is a lowercase c.

We are learning what it means to be creative. We know that we are creative when we use an idea to make or do something new. Creative is a word that starts with the letter c. I will write this word on our chart. I am going to write the word "creative" with a lowercase (small letter) c.

[Say each letter as you write the word. Emphasize c.]

Let's all say the word "creative."

[Invite a volunteer child to point to the letter c in the word "creative."]

Let's look at the very first letter of our name. Pop up if you have the letter C at the beginning of your name. Remember, names begin with an uppercase (big) letter.

[Encourage children to look at their name cards. Say the first names of children who have a C at the beginning of their name. If there are children whose name begins with the letter C who do not stand, point to the letter C in their name card. Compare the letter C in their name as you hold the letter C card next to their name card.]

If no one in the group has a first name beginning with the letter C, say "No one popped up because no one has a name that starts with the letter C." Encourage children to look at the list of children's first names. Point to some first letters of names. Explain that no one's name begins with the letter C.

If a child indicates there is a letter C in his/her name, but not at the beginning of the name, fully recognize the name and invite the child to pop up. Day 4 gives attention to the letter c that appears somewhere else in a child's name.]

RECAP: Today we learned that sometimes we can put two words together to make a new word. Who can tell us what the new word is called? (compound word)

We also learned about the letter C. What is a word that begins with the letter c? (creative, perhaps the name of a child in your group)



Scaffolding Tips

Extra support ■ If children have difficulty determining the new word made by combining two component words, point to each word as you say it. Begin by saying each word, using a pause between the two words. Then say both words together. Example: foot . . . ball, football.

Enrichment ■ Ask children to think of other compound words they may know. ■ Show children one word card and ask if they can think of another word to add to make a new compound word. Example: "I have the word 'ball.' We already made the word 'football' with the word 'ball.' Can you think of another compound word we can make with the word 'ball'?" (basketball, eyeball, kickball, snowball)



Center Activity

Provide *component word cards and *compound word cards provided for today's activity. Also, from component and compound word cards provided by the curriculum, choose component word cards and compound word cards for five additional compound words. Choose word cards that are most familiar to children in your classroom. Encourage children to match component word cards to make new compound words.

*Printables provided



Family Child Care

Play a compound words game with preschool-age children in your setting. Say one word and ask children to think of another word to make a compound word. Example: fish (net, bowl, hook, tail). School-age children may enjoy looking for compound words in books or magazines.

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will form equal groups of varying numbers.



Key Concepts

Review: Equal



Materials Needed

10 counters for each child

BEGIN: Let's count 10 claps of our hands. We will say a number each time we clap. We will stop clapping and counting when we get to number 10.

[Lead children in clapping and counting to 10.]

ACT: *[Distribute 10 counters to each child.]*

Today we are going to play a new counting game. We will make equal groups in our game.

Who remembers what equal means? (Equal groups have the same amount in each group.)

Let's pretend we are going on a trip and need to fit people into a car. On our first trip, only two people will be in our car. I will put two circles (counters) on the table for two people in my pretend car.

Now it's your turn to make a group with an equal number of people in your pretend car. Remember, equal means they are the same. So, you need to make a group with the same number of people in your pretend car.

[Encourage each child to put two counters in front of him/herself.]

How do you know our groups of people are the same? Let's count together.

How many people are in our car? (two) We have equal groups. Each of us has two people in our car!

[Ask children to return their two counters to their collection of counters.]

Let's go on a second trip. This time we are going to take more people on our trip. I am going to put five people in my pretend car.

[Put five counters in a group on the table in front of you.]

Now it's your turn to put five people in your pretend car.

[Encourage each child to put five counters in front of him/herself.]

Let's count our circles together. How many people are in your car? (five) We have equal groups. Each of us has five people in our car!

ASK: Where would you like to go with five people on a pretend trip?



ACT: Now let's take one more trip! This time we are going to go on a long trip with lots of people. We will take a van! We can fit 10 people in each of our vans. I am going to put 10 people in my pretend van.

[Put 10 counters in a group on the table in front of you.]

Please put an equal number of people in your pretend van.

Let's count them together. How many people are in your van? (10) We have equal groups. Remember, when we have equal groups our groups are the same. Each of us has 10 people in our van!

ASK: Where would you like to go with 10 people in your pretend van?

RECAP: Today we pretended our circles were people in a car or van. You matched the number of people in my car or van by putting the same number of people in your pretend car or van. We made equal groups. When we have equal groups, each group has the same amount.



Scaffolding Tips

Extra support ■ If children find it difficult to count out the corresponding number of counters, help by gently guiding their finger over each counter as you count together. Also, go on pretend trips with fewer than five "people."

Enrichment ■ For children who readily match your counters, provide counters of different colors to help children focus on the number (not characteristics) of counters.

123 Center Activity

Provide *vehicle cutouts with different numbers of seats and a bowl of counters. Invite children to match each seat with a counter to make equal groups. Listen to children count the seats and counters. Can they match the number and make equal groups?

*Printables provided



Family Child Care

Play a game called *Equal Groups*. Place a number of toys in a group. Then invite children to work together to make another group of toys that is equal to the first. Example: "I have a group of four trucks. Please make an equal group of trucks." Preschool-age children will enjoy making equal groups of items up to 10. Encourage school-age children to make equal groups of items more than 10.



3-5 YEARS

Large Group



Skill and Goal

Relationship skills

Children will understand how being friendly is a way we can help others.



Key Concepts

New: Kind
Friendly

Review: Help



Materials Needed

The Mitten Tree by
Candace Christiansen

*Try a Little Kindness: A
Guide to Being Better* by
Henry Cole



Also Promotes

Language/Literacy

BEGIN: Last week we read a book called *The Mitten Tree*.

[Display book cover.]

We learned how Sarah was helpful by making mittens for children who did not have mittens. Sarah did something good for others. Remember, to help means to do something that makes things easier or better for someone.



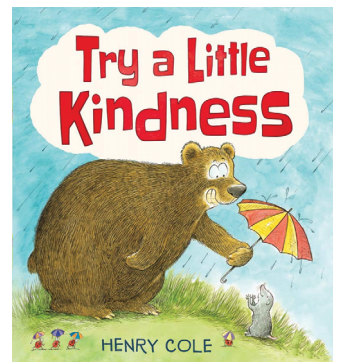
ASK: Someone else in our book was helpful to Sarah. What did someone else do to help Sarah? (left Sarah a basket of yarn)

EXPLAIN: There are many ways we can help others. Being friendly toward others is one of the ways we can be helpful. Being **friendly** means being nice to someone.

[Display book cover. Point to raindrops when you mention them.]

Today we are going to read a book called *Try a Little Kindness*. The book was written by Henry Cole. This book shows pretend animals being kind to each other. Being **kind** is one of the ways we can be friendly.

There is a big animal (a bear) and a little animal (a mole) on the cover of our book. It is raining. Here are the raindrops.



ASK:

- The big animal is doing something friendly. What is the big animal doing? (offering an umbrella to the little animal)
- How would an umbrella help the little animal (mole)? (keep raindrops from falling on the little animal)

ACT: Let's look inside our book to find out about friendly things done by animals in our story.

[Use the following strategies to share the book:

- Use your own words to help children understand text that may be challenging to comprehend. Example: On the first page, explain how a smile, a hug, and saying "thank you" and "yes, please" are ways to be kind.

Getting Along With Others *continued*



- Define novel concepts and words. Examples: daily habit (something we do every day), an ally (a friend), good deeds (doing something that helps someone), and praise (saying something nice about something or someone).
- Explain or ask questions that help children focus on the meaning of a picture or concept. Examples:
 - "How is being last in a line a way to be friendly to others?"
 - "The outside of the peacock and the small bird are different. The large peacock has beautiful feathers. The small bird has one color of feathers. The peacock in our story is saying what is most important is how we feel on the inside, not how we look on the outside."]

RECAP: Today we learned that being friendly means being nice to someone. Being friendly is a way to help someone.



Scaffolding Tips

Extra support ■ Give examples of friendly actions you've seen among children to help illustrate the concept of being friendly. Example: "I saw Jenny and Erika playing on the slide together. They took turns and said nice things to each other."

Enrichment ■ Ask children how it makes them feel when someone seems grumpy toward them. Are we being friendly when we are grumpy? ■ What are some ways we can be friendly toward an animal like a puppy or cat? ■ Point out picture details that may be humorous to children, such as the squirrels playing ping-pong with an acorn and the ladybugs with umbrellas on the book cover.



Center Activity

Invite children to look at the book used in today's activity and describe how the children are being friendly. Encourage children to talk about times they have been friendly to another person or animal.



Family Child Care

As children in your setting play during the day, ask if what they are doing is friendly. Examples: "When you shared that toy with him, was that being friendly?" "We know that it's okay to say 'no' if you don't want to play together. When you told her that you didn't want to play together right now, did you say it in a friendly way?" Encourage friendly behaviors from all children in your setting by establishing a Being Friendly jar. Each time a child feels another child has been friendly to him/her, encourage the child to tell you about it. For each friendly action, place a small stone in the jar. When the jar is full, have a Friendly Celebration!

3–5 YEARS

Large Group



Skill and Goal

Inquiry skills

Children will understand how to use their five senses to learn about a specific item.



Key Concepts

Review: Senses
Observe
Describe



Materials Needed

Chart from Day 1
Mr. Potato Head® toy
3 bananas
Butter knife



Optional Reading

My Five Senses by Aliki






Be Prepared: Today's activity involves the use of a Mr. Potato Head® toy. Due to the popularity of the toy you may wish to borrow an additional Mr. Potato Head® toy from another classroom, if possible. Note that your initial presentation of Mr. Potato Head® occurs without attached body parts.

BEGIN: Yesterday we learned that we have five senses that help us to learn about things around us. Who remembers one of our five senses?

[Invite children to name and discuss all five senses and how they could use each sense to learn about things around them. Point to pictures on Day 1 chart to help children recall.]

Today we will use our five senses to learn about something else.

EXPLAIN: *[Display a Mr. Potato Head® toy without its parts attached.]*

				
See	Hear	Taste	Smell	Feel

This is Mr. Potato Head®. He is missing some things from his body. Let's observe Mr. Potato Head® for a moment.

- ASK:**
- What does it mean to observe? (to look carefully at something)
 - What is Mr. Potato Head® missing? (eyes, nose, mouth, ears, arms, feet)

ACT: *[As children describe what is missing, put the identified item on the Mr. Potato Head® and ask what he uses it for. Then reference the children's own bodies. Example: "What does he use his eyes to do? Let's point to our eyes. What sense can we use with our eyes?"*

Continue this format with each body part.]

EXPLAIN: *[Display a banana with its skin fully on.]*

Here is a banana. Let's use our five senses to learn more about the banana and then describe it.

- ASK:**
- What does it mean to describe? (to tell about something)
 - What can you tell us about this banana?

ACT: *[As children tell what they know about the banana, ask which body part they used to make that observation. When they've run out of descriptions, pass around the banana and ask children to feel and smell it.]*



George Thomas/flickr/(CC BY-NC-ND 2.0)

Being a Scientist *continued*



Science

- Do you know more about the banana now that you have felt and smelled it? We can see, feel, and smell the banana.
- Can we hear the banana?
- Can we taste the banana?

[Peel and then cut the banana into small, bite-sized pieces so each child has a piece. Invite children to taste it.]

- What else do we know about the banana now? (how it tastes)
- Who would like to describe how it tastes?

RECAP: Today we used a chart and Mr. Potato Head® to remind us of our five senses. We used our five senses to learn more about a banana and then we described what we learned.



Scaffolding Tips

Extra support ■ As children pass around the banana, encourage them to feel the top and skin of the banana. Point out that each of these parts feels different.

Enrichment ■ Ask children if they would like the banana if it had a bad smell. Would we want to eat it? We use our sense of smell to help decide whether we want to eat something.



Center Activity

Place a different small item into each of 10 socks and tie the end of the socks. Invite children to use their sense of touch to try to identify items in the “feely socks.” Encourage children to describe what they feel.



Family Child Care

During lunch or snack time encourage children in your setting to use their five senses to learn more about what they hear, smell, feel, taste, and see. Encourage children to discuss how each food is the same or different. Example: An apple may sound crunchy like a cracker, but the apple tastes sweet and the cracker tastes salty. School-age children will enjoy sorting items by their different characteristics. Examples: Items that you can hear and items that you cannot hear, items that taste salty and items that do not taste salty.

Understanding Words



3–5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

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 identify and name the letter C.



Key Concepts

New: 4–6 words
(see Be Prepared)

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



Materials Needed

*Letter C card

Book of your choice for
this week's repeated
reading

Words We Understand
chart from Day 1

*Printables provided

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

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

BEGIN: [Display letter C card.]

What is the name of this letter?

[Point to the uppercase letter C on the letter card.]

Am I pointing to the uppercase or to the lowercase letter C?

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.

WEEK

8

DAY

3

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

Small Group



Skill and Goal

Number knowledge

Children will engage in one-to-one counting.



Key Concepts

Review: Equal



Materials Needed

- *10-12 animal spots cards
- 10 counters per child



Also Promotes

Self-Regulation

*Printables provided



Optional Reading

Big Fat Hen by Keith Baker

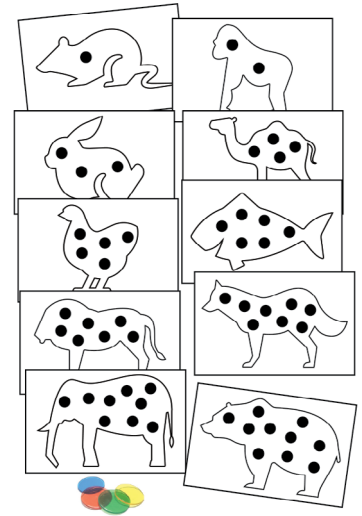
BEGIN: Let's count together how many children are in our group today. Who would like to tap each person as we count?

[Invite a volunteer child to gently tap each shoulder as you say a number out loud. When you finish, say the final number again.]

We have ___ children in our group today.

ACT: Today we will count spots on animals. Each of us will get an animal picture. Each of the animals has a different number of spots. When we get our picture, we need to count how many spots are on our animal and then say how many we counted. Then we will put an equal number of circles (counters) in a small group. The last thing we do is put each circle on a spot on our animal. I will show you how to do it first.

- [Demonstrate by counting the number of spots on an animal picture. Children may be able to look at the spots and know how many, or they may need to count. Demonstrate both. When you count the number of spots, count out loud and say the number word each time you touch a spot. Say the total number of spots when you are done counting.
- Then count out that many counters. Place the counters together in a small group (not on the animal card).
- Place a counter (from your small group) on each spot of the animal on the card. Count the spots (counters) again.
- Give each child an animal card and invite children to count the number of spots on their animal. Then guide children as appropriate in the steps described above.
- After each child has placed the counters on his/her animal's spots, invite children to exchange pictures and try again. Continue as time allows.]



RECAP: Today we practiced counting animal spots. We counted the number of spots on our animal, and then we counted the same number of circles. We made an equal group by matching the number of circles to the number of spots on our animal. Then we placed one counter on each spot on the animal.



Scaffolding Tips

Extra support ■ Remind children that equal means two groups are the same. ■ If children point to a spot or counter but do not count it out loud, encourage them to slow down. Remind them that as each item is touched, a number word needs to be said. ■ If children attempt to skip the second step (count out how many counters are needed and put the counters in a small group), encourage them to slow down. A reminder may be helpful. Example: “We count out how many counters we need before we put one counter on each spot.”

Enrichment ■ Ask children how many counters they would need if their animal had one more spot.

123 Center Activity

Provide *animal spot cards used in today’s activity. Encourage children to continue to match counters to the number of spots on each animal and count the number of spots before and after placing the counters. Invite children who have mastered this activity to add one more circle to their card and say the total number of circles on their card.

*Printables provided



Family Child Care

Children in your setting will enjoy practicing one-to-one counting using muffin tins. Prepare muffin tins by placing a piece of paper with 1–6 dots in each muffin hole. Invite preschool-age children to place the same number of small manipulatives (pom-poms, beads, etc.) in each muffin hole. For school-age children, prepare muffin tins with pieces of paper with larger numbers of dots.



WEEK

8

DAY

3

Getting Along With Others



3-5 YEARS

Small Group



Skill and Goal
Relationship skills

Children will strengthen their understanding of ways to be friendly to others.



Key Concepts
Review: Friendly



Materials Needed

Basket

*Being Friendly scenarios



Also Promotes

Self-Regulation

*Printables provided



Optional Reading

Do Unto Otters: A Book About Manners by Laurie Keller

Be Prepared: Cut apart the provided scenarios and place in a basket. Instead of selecting scenarios randomly (as suggested in the activity plan), you may wish to focus on a scenario(s) especially pertinent to children in your small group.

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

Yesterday we talked about being friendly. Being friendly means we are nice to someone.

Who has seen someone do something friendly in our classroom? Tell us what you saw.

EXPLAIN: Today we will learn more about ways to be friendly. In our basket are pieces of paper with a short story on each. I will choose a story from the basket and then read it aloud. Then we can talk about how someone could be friendly to the person in the story.

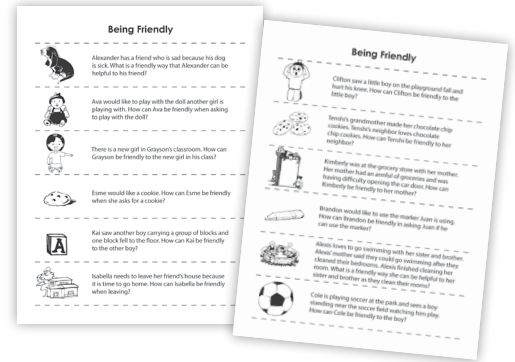
ACT: [*Choose one piece of paper from the basket. Read the scenario with voice inflections and facial expressions appropriate to the story to encourage child engagement.*]

What are your ideas about how (person in scenario) could be friendly in this situation?

[*Encourage children to discuss ways to be friendly. Remind children of some possibilities discussed previously, if appropriate.*]

Continue choosing a scenario as children's interest and time allows.]

RECAP: Today we learned more about ways to be friendly to others. There are many times during the day when we can be friendly to others.



WEEK

8

DAY

3

Getting Along With Others *continued*



Scaffolding Tips

Extra support ■ Use a puppet to illustrate a scenario.

Enrichment ■ Invite children to talk about times they have been friendly to someone in a situation similar to a scenario. ■ Invite volunteer children to act out a scenario.



Center Activity

Provide books about being friendly and making friends. Examples: *Making Friends* by Fred Rogers, *Hunter's Best Friend at School* by Laura Malone Elliott, *Friends* by Helme Heine. Encourage children to talk about friendly behaviors they see in book pictures.



Family Child Care

Invite children to make a book titled "We Are Friendly." Each time a child exhibits a friendly behavior, invite a school-age child to write about the behavior at the bottom of a plain piece of paper. Example: "Mia said she liked Isaac's shoes." After 5–10 acts of friendliness have been written on separate sheets of paper, invite preschool-age and school-age children to work together to illustrate the book. You may also wish to invite each child to work with family members to make a list of ways to be friendly at home and with their family. Encourage children to share their list with others in your setting.

WEEK

8

Being a Scientist

DAY

3



3–5 YEARS

Large Group



Skill and Goal

Inquiry skills

Children will identify and describe things outside that they can see, hear, smell, or touch.



Key Concepts

New: Identify

Review: Record

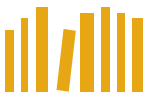


Materials Needed

Paper

Clipboard

Writing tool



Optional Reading

The Listening Walk by Paul
Showers

Be Prepared: Today's activity will take place outside. If inclement weather or other factors prevent you from going outside, adjust this activity for an indoor setting. Most classrooms and other settings have various sounds children can hear when they are quiet and focus on listening. Consider placing some children on a rug and others on a harder surface so there is some difference among children when they use their sense of touch. Consider using another unoccupied classroom or child-appropriate space so children can use four senses in a less familiar setting.

BEGIN: Yesterday we used our five senses to learn more about a banana.

[Quickly review the five senses: see, hear, taste, touch, smell.]

ASK: What senses did we use to learn more about a banana? (touch, smell, sight, taste)

EXPLAIN: Today we are going to go outside and use our five senses to identify some things. When we **identify** something, we tell what it is. We are going to use our eyes, ears, noses, and hands to identify things outside.

ASK: We will not use our sense of taste outside today. When will we use our sense of taste today? (lunch, snack)

EXPLAIN: We'll use a piece of paper on a clipboard to record the things we identify.

ASK: What does it mean to record something? (to write down something)

ACT: [Take children outside. Take along paper on a clipboard and a writing tool. Invite children to sit in a group on the ground.]

First we are going to use our sense of hearing to identify sounds we hear outside. What do we use to hear? (ears)

Let's close our eyes while we use our sense of hearing. This will help us to focus on what we are hearing, not what we are seeing.

[As children close their eyes, ask them to listen for sounds. Encourage children to describe what they hear. Record their responses on the paper.]

Can we see all of the things we heard?

Sometimes we can hear things that we can't see, like a bird in a tree or a car honking far away.

Now let's close our eyes again. This time we'll use our hands to feel some things around us.

[As children close their eyes again, encourage them to touch the ground around them. Encourage children to describe what they feel. Record their responses on the paper. Ask children to describe what they feel without opening their eyes.]

Being a Scientist *continued*



Now we are going to use our nose to identify some things. Remember, we call this our sense of smell.

[As children close their eyes, ask them to use their sense of smell. Encourage children to describe what they smell. Record their responses on the paper.]

Finally, we are going to use our eyes to identify some things. Remember, we call this our sense of sight.

[As children look around, ask them to use their sense of sight. Encourage children to describe what they see. Record their responses on the paper.]



Mob Mob/flickr/(CC BY-NC 2.0)

RECAP: Today we identified things outside by using four of our five senses. Remember, when we identify something we tell what it is.

- What are some things we identified with our sense of sight?
- What are some things we identified by smelling?
- What are some things we identified by feeling?
- What are some things we identified by hearing?
- At lunch today, what will we use to taste our food? (tongue)



Scaffolding Tips

Extra support ■ When you review the five senses at the beginning of the activity, use the chart from Day 1 and/or point to the part of your body used for the sense you are naming. Invite children to point to the part of their own body associated with each sense if additional review seems needed.

■ If children have difficulty identifying things around them, prompt with questions. Examples: "Can you hear the wind in the trees?" "Do you see something that is green?" "Does the ground feel soft or scratchy?"

Enrichment ■ Ask children whether they think it is harder to identify sounds outdoors or inside the classroom. Why? ■ Ask children whether they think it is easier to hear sounds when their eyes are closed. Why?



Center Activity

Fill several small containers, such as film canisters with small items that can be heard when shaken. Examples: pennies, paper clips, small pieces of paper, beads. Encourage children to shake the canisters and try to identify what may be making the sound.

WEEK

8

DAY

3

Being a Scientist *continued*



Science



Family Child Care

Invite all children in your setting to try a voice recognition activity. Use a blindfold to mask the sight of one child at a time. Be sure to ask for each child's permission. Invite another child to say something to the child who is blindfolded. Can the blindfolded child identify who spoke by just listening? Also, try this activity with familiar sounds. Preschool-age children will enjoy guessing sounds they regularly hear in your setting. Examples: toilet flushing, water running. Emphasize that when we cannot use one of our senses, we can use another sense to learn things.



3–5 YEARS

Small Group



Skill and Goal

Phonological awareness

Letter knowledge

Children will strengthen their understanding of a compound word. Children also will understand the name and sound of the letter C.



Key Concepts

Review: Compound word



Materials Needed

- *Compound and component word cards (see Be Prepared)
- Flannel board
- *Letter C card
- Chart from Day 2
- *4 letter C picture cards
- Marker
- Children's letter journals
- Writing tools—1 per child
- List of children's first names
- *Printables provided

Be Prepared: Use one set per child of provided compound word cards and their corresponding component word cards. Choose cards not used on Day 1 that are likely to be familiar to some or many children in your group. Each child will receive a compound word card and its corresponding component word cards. Example: Joshua receives the component word cards “bird” and “house.” Joshua also receives the compound word card “birdhouse.”

BEGIN: [Arrange children sitting in a circle.]

Today we are going to make some more compound words. Who can tell us what a compound word is? (when we put two words together and they make a new word) Each of us will receive two word cards and a compound word card. The two word cards will make a compound word when you put them together.

[Give each child two component word cards and the corresponding compound word card.]



EXPLAIN: Take a look at your cards.

I am going to invite each of you, one at a time, to show us your cards. When you show your cards, tell us the name of the picture on each card. If you aren't sure what word the picture stands for, we will help you. Then you will put two of the word cards together. The two words will make a compound word. Let me show you first.

ACT: [Hold up two component word cards.]

This is a _____ and this is a _____.

[Place component word cards on the floor as you say them again. Hold up the compound word card.]

Together they make the compound word _____.

Let's clap for each part of the new compound word.

[Lead children in clapping two times, once for each part of the new compound word, as you say the word together.]

[Place the two component word cards on the floor in front of you with the new compound word card below them.]

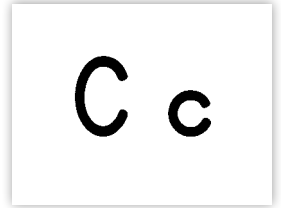
Now it is your turn to try!

[Call on each child, one at a time. As you move around the circle, follow the same procedure as described earlier. Continue until all children have had a turn.]

EXPLAIN: Let's learn more about the letter C.

[Display letter C card.]

If a child(ren) whose name begins with the letter C was identified on Day 2, invite the child(ren) to again pop up. Say the first name of the child(ren). Emphasize the sound of the letter C when you say the name.]



Maybe someone in our group has the letter c somewhere else in their name. The letter might be in the middle or at the end of their name. It will be a lowercase c and it will look like this.

[Point to the lowercase c on the letter card.]

Pop up if you have the letter c somewhere else in your name (not at beginning).

[If a child has the letter c somewhere else in his/her name, point to the name and to the letter c on the list of children's first names so all children can see the name and the letter c.]

ASK: What is our word that begins with the letter C? (creative)

ACT: The letter C says /k/, just like in the word "creative." /k/, /k/, creative. Let's say that together: /k/, /k/, creative.

I have two pictures of things that begin with the letter c. I wonder what they could be.



[Hold up one picture card and invite children to identify the animal/item in each picture. After children have an opportunity to guess or say the pictured animal/item, point to and say the word written at the bottom of the card. Example: "This word says cat. The letter c is at the beginning of the word." Repeat this procedure with a second picture card.]

Let's think of some other words that start with the letter C and write them on our chart. Remember, the letter C says /k/, /k/.

[Help children by suggesting other words that start with c. Examples: camel, coyote, caterpillar.]

Invite one or more volunteer children to find the letter c in words on the chart. Children may point to the letter at the top of the chart and then find it in one of the words below.

Understanding Letters *continued*



Demonstrate and describe how to mark the uppercase letter C on your chart paper.]

We use one line to make an uppercase C. The line curves around like this.

[Give each child his/her letter journal.]

Now we are going to write the letter C in our letter journal. Please write the uppercase (big) letter C in your journal. Write as much of the letter as you can.

RECAP: Today we practiced putting two words together to make a new word. What is the new word called? (compound word)

We also learned that the letter C says /k/, just like at the beginning of the word “creative.” We made the uppercase (big) letter C in our letter journal. Let’s say together the sound the letter C makes (/k/).



Scaffolding Tips

Extra support ■ If children have difficulty determining the new word made by combining two component words, point to each word as you say it. Begin by saying each word, using a pause between the two words. Then say both words together. Example: bird . . . house, birdhouse. ■ Some children may wish to “pass.” Provide children who “pass” another opportunity to participate at the end of the game if they wish. ■ After demonstrating how to make an uppercase C, turn your back to children and lead them in making the letter C in the air with their arm and hand. ■ Use one or both of the cards not selected for inclusion in the main activity to help children understand the first letter of the pictured animal or item.

Enrichment ■ Discuss other compound words not included in your collection of compound word cards. Example: “What new compound word can we make when we put the words “week” and “end” together? (weekend) Some examples of new compound words include:

airplane	backpack	carwash	chalkboard	cheerleader	doorknob
applesauce	sailboat	milkshake	ladybug	waterfall	classroom
outside	playground	shoelace			

■ You may wish to introduce the soft sound for the letter C if a child shows interest. Examples: celery, circle, and city. ■ If a child indicates his/her name begins with a C that does not have a /k/ sound (examples: Charlie, Chanele), explain that some letters make more than one sound. Example: “Some letters make more than one sound. C is one of those letters. You are right, your name starts with the letter C and it sounds like (initial sound of child’s first name).” ■ Some children may be interested in your demonstrating and describing how to make a lowercase c. Example: “We use one line to make a lowercase c. The line curves around like this. A lowercase c looks like an uppercase C, but it’s smaller.”

WEEK

8

DAY

4

Understanding Letters *continued*



Center Activity

Provide *component and *compound word cards used in today's activity. Encourage children to match component word cards to make new compound words.

*Printables provided



Family Child Care

Children in your setting will enjoy a compound word snack or lunch! Examples of foods to include: hotdogs, strawberries, blueberries, applesauce, goldfish crackers, sunflower seeds, pancakes, meatballs, watermelon, grapefruit. Invite school-age children to make a book about the compound word lunch or snack. Encourage children to draw a picture of each part of the compound word. Example: Pancakes; picture of a pan, picture of cakes.

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

3-5 YEARS

Small Group



Skill and Goal

Number knowledge

Children will form equal groups.



Key Concepts

Review: Equal

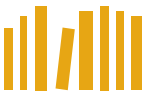


Materials Needed

*2 sets of small dot cards
1-8

20 toy pennies

*Printables provided



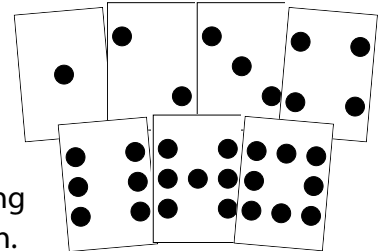
Optional Reading

Counting Crocodiles by
Judy Sierra

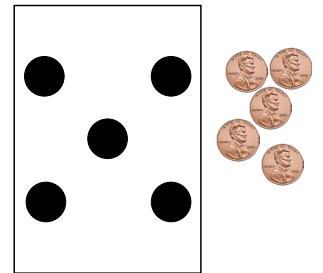
BEGIN: Let's try counting to 10 and tapping our knees at the same time. We will say a number each time we tap our knees. Where are our knees?

[Lead children in counting to 10 while tapping their knees each time they say a number.]

EXPLAIN: Today we are going to use dot cards and pennies to do a counting activity. I am going to put the dot cards on the table face down.



- When it is your turn, you get to pick a dot card. Then please count the dots out loud and say how many there are.
- After you've said the number, you may count the same number of pennies. You'll keep those pennies next to the first dot card. You will have an equal number of pennies and dots. Remember, equal means they are the same.
- Then you will pick another dot card and do the same thing. You will count the dots on the second dot card out loud and say how many there are.
- Then you will count out the same number of pennies for your second dot card and put them next to the second dot card.



ACT: I will show you how to play before we begin.

- [Demonstrate how to pick a card and count the dots out loud. Say a number word each time you touch a dot with your finger. Leave the card face up on the table.]
- Say "There are ___ dots on my card, so I need to count ___ pennies." Count out the corresponding number of pennies. Put the pennies next to the card.
- Choose a second dot card. Count the number of dots out loud and then count out that many pennies. Put the pennies next to the second dot card.
- Guide children as appropriate in following the steps described above. After all children have had a turn, return the pennies and cards to their respective piles and play again if time allows.]

RECAP: Today we practiced counting by choosing a dot card and counting the number of dots on the card. Then we counted the same number of pennies. We did this with two different dot cards.



Scaffolding Tips

Extra support ■ If children find it too challenging to count pennies for the first card, do not introduce a second card. Provide another experience with the same card or a card with fewer dots.

■ If children count but do not touch each item as they count, help by gently guiding their finger to point to each dot or penny as you count together. ■ Remind children to ignore the first card and to focus on their second card while counting pennies to match the number of dots.

Enrichment ■ After a child has made groups to match the dots on both dot cards, ask children to determine which group has more.

123 Center Activity

Use the *dot card and penny game played during today's main activity. Children choose a card, count the number of dots, and count the same number of pennies. Ask children to count the number of dots on the card out loud. Observe whether children can match the number of dots on the card with the correct number of pennies. Provide assistance if needed.

*Printables provided



Family Child Care

Give each preschool-age child a counting book that counts items to 10. Examples: *Big Fat Hen* by Keith Baker, *Ten Little Fish* by Audrey Wood, *Uno, Dos, Tres; One, Two, Three* by Pat Mora. Invite children to first count the number of items on a page and then make an equal group of counters. Provide school-age children with books that count higher, such as *Click, Clack, Splish, Splash: A Counting Adventure* by Doreen Cronin and *Each Orange Had 8 Slices* by Paul Giganti, Jr.

WEEK

8

Appreciating Our Families



Social Studies

DAY

4

3-5 YEARS

Large Group



Skill and Goal

Family diversity

Children will understand the kinds of things grandparents do with their grandchildren.



Key Concepts

Review: Grandparent



Materials Needed

Our Grandparents: A Global Album by Maya Ajmera, Sheila Kinkade, & Cynthia Pon



Also Promotes

Language/Literacy



Optional Reading

Full, Full, Full of Love by Trish Cooke

BEGIN: Last week we began to talk about our grandparents and older people in our families. Remember, a grandparent is the parent of your mom or dad.

We looked at pictures of grandparents doing things with children and talked about our own grandparents or older family members.

EXPLAIN: [*Display book cover.*]

Today we are going to read a book about grandparents who live in different parts of the world. Our book is called *Our Grandparents*. It was written by Maya Ajmera, Sheila Kinkade, and Cynthia Pon.



[*As part of reading the book, use your own words to describe illustrations.*]

[*After reading the book, use questions, such as the following, to engage children in a discussion:*]

- What kinds of things were the grandparents in the book doing with their grandchildren?
- Do you do the same kinds of things with your grandparents or an older member of your family?

RECAP: Today we read a book about grandparents. The book had pictures of people who live in different parts of the world. Grandparents and older family members in different parts of the world do many of the same things our grandparents do!



Scaffolding Tips

Extra support ■ If children mention different types of clothing worn by grandparents and children in the book, discuss how grandparents and children from different parts of the world are unique just like us.

Enrichment ■ Turn to two adjacent pages of the book and encourage children to describe what is the same and what is different in the pictures of families shown on the pages.

WEEK

8

DAY

4

Appreciating Our Families *continued*



Social
Studies



Center Activity

Place the book used in today's activity in the library center. Invite children to describe the pictures to each other.



Family Child Care

If possible, involve children in your setting in a visit to the home of a child's grandparent. Discuss questions the children may have for the grandparent before the visit. Examples: "What did you like to do when you were little?" "What was your childhood home like?" "Did you have a favorite game to play when you were little?" If children in your group do not have a grandparent to visit, invite an older friend to your home to visit with children.



3-5 YEARS

Large Group



Skill and Goal

Motor development

Children will strengthen skills in balancing their bodies.



Key Concepts

Review: Balance



Materials Needed

Kids in Motion CD

CD player



Also Promotes

Self-Regulation

Be Prepared: Provide sufficient space between children for active movement of their bodies. Omit use of the CD if time or child interest is limited.

BEGIN: We are practicing how to move our bodies. We know that we balance our bodies when we walk, march, gallop, and hop. Remember, when we balance something, we keep it steady. We do not fall over when we balance our bodies.

EXPLAIN: Today we will practice balancing our bodies in different ways. We will stay in our personal space. We need to make sure there is enough space between each of us so we don't bump into each other.

ACT: Let's practice with a simple balance pose. Please stand on both of your feet.

[Encourage children to stand on both feet with arms in a relaxed position on the side. Encourage children to stand evenly on their two feet and to not shift their weight to one leg while standing on both legs.]

We have the weight of our body on both of our feet. We are balancing. Both of our legs and feet are balancing our body. Both of our legs and feet are holding the weight of our body. We are not falling over.

Now let's balance our bodies on one leg and foot. We stood on one foot last week when we were practicing how to hop.

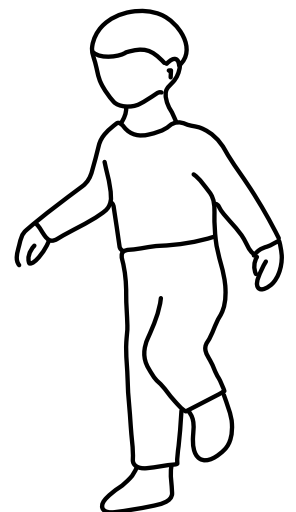
[Encourage children to stand on one foot.]

ASK: It is harder to stand on one foot than on two feet. Why?

EXPLAIN: *[Point to the part of your body that is above the leg you are not standing on as you describe the following:]*

Part of the weight of our body is above the leg we are not standing on. One leg does the "work" of two legs. We move (or shift) the weight of our body when we balance ourselves with different parts of our body.

When we practiced hopping last week, we learned that moving our arms a little bit may help us keep our body balanced. We can also put our hands a little bit to the side of our body to help us keep balanced.



Moving Our Bodies *continued*



ACT: Let's stand on one leg and foot again. This time, pay attention to whether your hands or arms help you keep balanced.

[Encourage children to stand again on one foot.]

ASK:

- Did you use your arms or hands to help you keep from falling?
- What did you do?

ACT: Let's try to balance on different parts of our bodies. We will practice moving the weight of our body to different parts of our body so we do not fall over.

[You may want to create more space between children for the following actions.]

Listen carefully to the body parts I say. It is okay if sometimes we have a really hard time keeping our bodies balanced. We are practicing.

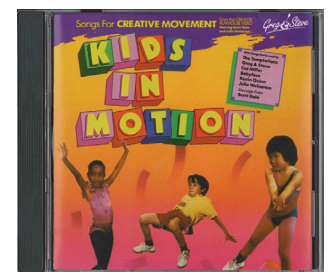
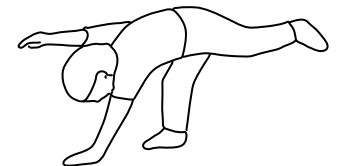
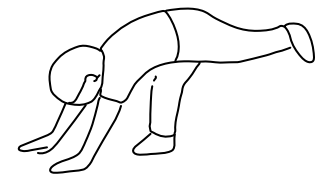
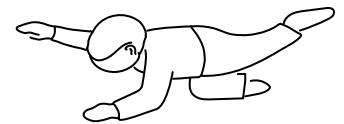
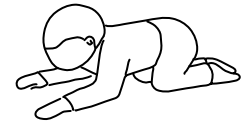
[Use as many of the following suggestions as time and children's interest allow.]

- Two feet and two hands
- Two knees and two elbows
- One knee and one elbow (opposite knee and elbow)
- One foot and two hands
- One foot and one hand (opposite foot and hand)

Now let's try to balance our bodies while listening to a song. The song is called "The Balancing Act." Listen carefully to the song. The song will tell us how to move our bodies.

[Play Track six on Kids in Motion CD. You may wish to repeat the song if time and children's interest permit.]

RECAP: Today we practiced balancing our bodies in different ways. Our body stays steady when it is balanced. Our body does not fall over. We paid attention to how we can move (or shift) the weight of our body when we try to balance ourselves with different parts of our body.





Scaffolding Tips

Extra support ■ If a child has difficulty balancing on one foot, move the child's space nearer to a wall or other large object the child can use to assist in the balancing. ■ Invite a volunteer child to demonstrate the various balancing poses. ■ Suggest alternative poses for children who find a specific balancing pose too challenging. Example: If balancing with one foot and one knee is too challenging for a child, encourage the child to use both feet and knees.

Enrichment ■ Encourage children to offer ideas on body parts to use in balancing.



Center Activity

In a gross motor or other large carpeted area, provide two *balance game cubes. Encourage children to roll both cubes and then balance their bodies with the two body parts shown on the top of each cube (one per cube). If the combination is not of interest, children should feel free to roll the cubes again for a different combination.



*Printables provided



Family Child Care

Invite a school-age child in your setting to demonstrate the balancing poses included in the activity.

Understanding Words



Language/
Literacy

3–5 YEARS

Large Group



Skill and Goal

Oral language

Letter knowledge

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



Key Concepts

New: 2–3 words
(see Be Prepared)

Review: All words
introduced on
Days 1 and 3



Materials Needed

*Letter C card

Book of your choice for
this week's repeated
reading

Words We Understand
chart from Days 1 and 3

*Printables provided

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 letter C card.]

What is the name of this letter? What sound does the letter C make?

Letter C says /k/, just like in the word "creative."
/k/, /k/, creative. Let's together say /k/, /k/, creative.

C c

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

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

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

WEEK

8

DAY

5

Understanding Words *continued*



- *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

Number knowledge

Children will practice one-to-one counting and making equal groups.



Key Concepts

Review: Equal



Materials Needed

4 chairs

*3 animal spots cards from Day 3

*1 set of small dot cards 1-10

*Printables provided



Optional Reading

Over in the Meadow by Olive A. Wadsworth

- BEGIN:**
- Where is a group of two things in our classroom?
 - How about a group of three things?
 - Where is a group of four things in our classroom?

EXPLAIN: This week we are making equal groups. What are equal groups? (groups with the same amount of items)

We pretended to put people in a car to go on a trip. I made a group of people in my pretend car and you made a group to match mine. We made equal groups.

I am going to set up some chairs in a row. Let's pretend the chairs are seats in a car. Let's practice making equal groups by filling each chair. We need the same number of people as chairs.

ACT: [*Set out two rows of two chairs.*]

- This is our pretend car. How many chairs do we have? (four)
- We want one person to sit in each of the chairs. How many people do we need to fill the seats in our pretend car? (four)

Let's make a group of four people to sit in our pretend car!

[*Count out four children and invite them to sit in the chairs. Explain that we now have equal groups; four seats and four people.*]



EXPLAIN: Yesterday we counted pennies. We used dot cards to know how many pennies to put in a group. When we chose a card, we counted the dots and made an equal group of pennies.

ACT: Let's practice counting with the dot cards again. This time instead of using pennies, we will use our fingers. When I hold up a dot card, let's together count the dots and then we will hold up the same number of fingers.

RECAP: This week we practiced counting and making equal groups. We know how to count out items that are the same amount as another group. When we do this, our groups are equal. Counting is fun!



Scaffolding Tips

Extra support ■ If children have difficulty counting items, count slowly and invite them to point to the dots on the cards with you as you count out loud together. ■ If children require additional practice with counting, count spots on animal cards. Hold up three cards, one at a time, as children count the number of spots on each animal.

Enrichment ■ Invite children to match the number of dots on a card by assembling the same number of classroom peers in a group.

123 Center Activity

Provide Unifix® cubes and *small dot cards. Encourage children to choose a dot card and snap together the corresponding number of cubes. As children choose a card, ask them to count the dots out loud.

*Printables provided



Family Child Care

Encourage all children in your setting to make equal groups outdoors. Make a group of 1–10 with items, such as sticks, rocks, and leaves. Encourage preschool-age children to make equal groups of items. Invite school-age children to work in pairs to make larger equal groups.



3-5 YEARS

Large Group



Skill and Goal

Family diversity

Children will understand how grandparents and grandchildren are the same and different.



Key Concepts

Review: Grandparent



Materials Needed

*5 pictures as shown



Also Promotes

Language/Literacy

*Printables provided



Optional Reading

Grandpa Green by Lane Smith

BEGIN: We are learning about our grandparents or older family members. Remember, a grandparent is the parent of your mom or dad. We've talked about what makes them special and what we like to do with them.

EXPLAIN: In some ways grandparents and older people in our families are the same as us, and in other ways they are different. Today we are going to look at some pictures of grandparents and children and think about how they are the same and different.

ACT: [Display pictures of a grandparent and child, one at a time. Discuss with children how they are the same and different. Examples: "The grandpa has hair just like the boy. This is the same. The grandpa has a beard and the boy does not have a beard. This is different."]



ASK:

- How are you the same as your grandparent or an older person in your family?
- How are you different?

EXPLAIN: We can be the same and different as our grandparents in many ways. Let's learn a fun fingerplay about grandparents. Please watch and listen closely as I show you.

ACT: [Say the adjacent fingerplay slowly as you do the hand motions.]

Now let's try it together!

[Encourage children to say all or part of the fingerplay together as they do the hand motions.]

These are Grandma's glasses,
[make circles around eyes with fingers]

This is Grandma's hat.

[use one hand and pretend to place hat on head]

This is the way she folds her hands,

And puts them in her lap.

[fold hands in lap]

These are Grandpa's glasses,
[make circles around eyes with fingers]

This is Grandpa's hat.

[use two hands and pretend to place big hat on head]

This is the way he folds his arms,

Just like that!

[fold arms across chest]

WEEK

8

DAY

5

Appreciating Our Families *continued*



RECAP: Grandparents and older people in our families are unique just like us. Today we talked about how they can be the same and different from us. We also learned a fun fingerplay about a grandma and grandpa. Let's say and do the fingerplay one more time!



Scaffolding Tips

Extra support ■ If necessary, provide hints for children as they look for things that are the same and different in the pictures. Example: "How is their hair the same? How is it different?" ■ Children will learn more about comparing the different stages of a person's life cycle in Science during Week 19.

Enrichment ■ Share with children that a great-grandparent is the mother or father of their grandpa or grandma.



Center Activity

Provide *pictures from today's activity. Encourage children to compare the pictures to each other. Example: "How is the picture of the boy and his grandfather the same or different from the girl and her grandmother?" Provide materials for children to make a special drawing or card for a grandparent or older person in their family.

*Printables provided



Family Child Care

Children in your setting will enjoy sharing books about grandparents. Examples: *What Grandmas Do Best*, *What Grandpas Do Best* by Laura Numeroff and *My Grandparents Love Me* by Claire Freedman. Encourage school-age children to read aloud books to younger children or talk about pictures in a book. Preschool-age children may enjoy looking at the pictures and identifying things they like to do with their own grandparents or older family members.

WEEK

8

Moving Our Bodies



Physical/Health

DAY

5

3-5 YEARS

Small Group



Skill and Goal

Motor development

Children will practice balancing their bodies in six different poses.



Key Concepts

New: Pose

Review: Balance



Materials Needed

*6 pictures as shown



Also Promotes

Self-Regulation

*Printables provided

Be Prepared: Place cards in a line or in a large circle on the floor of your activity space. Provide sufficient space for individual child movement at each card. Children rotate through six different balancing poses (cards). Designate an area for children to wait for a turn through the six poses (cards) if there are more than six children in your small group. Children also can wait in this area after trying each of the six poses.

BEGIN: Yesterday we practiced balancing our bodies by using different parts of our body. Who remembers what it means to balance something? (to keep something steady)

EXPLAIN: Today we will look at some drawings of how a child is balancing his/her body. We will practice balancing our body the way the child in each drawing is balancing his/her body. The child in the drawing is showing a pose. A **pose** is a way of holding our body.

[Point to cards on the floor.]

There is one drawing on each of the cards on the floor. We will move from drawing to drawing.

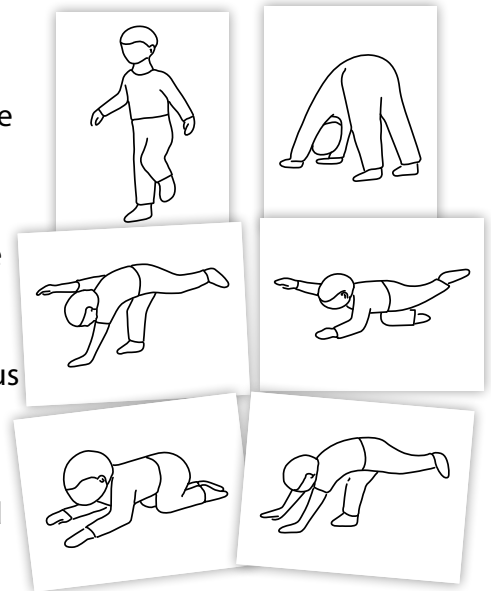
We may not be able to do some of the balance poses. Some poses are harder to do than other poses. But we can try. It is okay if some of the balance poses are too difficult for us to do.

ACT: Let's look at each of the drawings before we begin moving from card to card. We did each of these balance poses yesterday.

[Display each card and invite a volunteer child to demonstrate the balance pose shown on the card. Provide supportive guidance to the volunteer and describe how the child is trying to balance his/her body.]

Now we all get to try each balance pose.

[Guide children through the six cards. Explain that it is okay to make changes to a pose that will help them keep balanced. We are learning about balance by practicing. A brief amount of time is needed for each pose. Repeat the cycle if there is time and child interest.]



Moving Our Bodies *continued*



ASK: [At the conclusion of the balancing efforts:]

- Which balance pose was the easiest?
- What made it easy?

RECAP: Today we learned more about balancing our bodies by practicing different balance poses. Each pose used different parts of our body. We tried six different balance poses.



Scaffolding Tips

Extra support ■ Encourage children to make changes in balancing poses they find too challenging. Example: In the pose that involves both knees and one elbow, use one hand and one elbow instead of balancing on one elbow only. ■ Some children may prefer to do balancing poses alongside a friend.

Enrichment ■ As a contrast to discussion of the “easiest” balancing pose to do, ask children which pose was the hardest to do and why it was the most challenging pose. ■ Children who offered ideas on body parts to use in balancing the prior day may wish to do a drawing of their suggestion.



Center Activity

Draw several balancing poses with chalk on the pavement for children to try during outdoor time.



Family Child Care

Invite a school-age child in your setting to help younger children try out the various balancing poses, using verbal guidance (not manipulation of another child’s body).